Peru Central School District



CODE OF CONDUCT

2026–2027

Table of Contents

Superintendent Welcome 3
Vision and Mission 4
Core Values 4
Philosophy....5
Student Rights and Responsibilities....5
Essential Partners in Education....7
Parents/Guardians 7
Teachers 7
School Counselors 7
Principals....7
Board of Education and Superintendent 7
Board of Education 7
Superintendent 7
School Resource Officer (SRO)....7
Student Dress Code....8
School Hours....8
Attendance 8
Absences from School/Medications/Doctors Note....9
Excused Absences and Tardiness....10
Unexcused Absences....10
Electronic Device Policy....11
Prohibited Conduct 12
Insubordinate Conduct....12
Disruptive Conduct....12
Violent Conduct 12
Conduct that Endangers the Safety, Physical or Mental Health or Welfare of Others 13
Misconduct while on the School Bus....13
Academic Misconduct 14
Hallway Safety....14
Dances – Prom – Banquet....14
Cafeteria Conduct and Safety 14
Proper Playground Behavior....14
General Rules....15
Off-Campus Misconduct....15
Student Protests, Demonstrations and Sit-Ins....15
Drug/Alcohol Abuse 15
Assign. of Discipline/Consequences....21
Disciplinary Measures 21
Recognition of Responsible Student Behavior and Accomplishments....21
Dignity for All Students Act (DASA)....22
Discipline of Students with Disabilities....25
Definitions....25
Sexual Harassment....32
Articles Not Allowed in School 35
Student Due Process Rights 35
Equal Opportunity and Non-Discrimination....38
Family Ed Rights and Privacy Act....38
Corporal Punishment 39
Alternative Education Program....39
Public Conduct on School Property....39
Visitors to the School 39
Prohibited Conduct 40
Penalties 41
Enforcement....41
Procedures/Referrals/Penalties 41
Procedures....42
Minimum Periods of Suspension 45
Referrals....46
Reporting Violations 46
Transportation Procedures 47
Student Carry-On-Regulations....47
Student Bus Riding Rules 47
Bus Conduct Reports 48
Passing a School Bus 48
AM Bus Run 48
Bus Passes....48
Students in Grades 6-12 Riding 3:00PM Bus....48
Elementary Bus Stop Responsibilities....49
Students Driving on Campus 49
Violation of Driving Privileges....49
Emergency Evacuation 50
Remote Learning....50
Electronic Network Use Rules....50
Generative Artificial Intelligence Tools: Ethical Use....51
General Definitions....51
Dissemination and Review 56

Dear Peru Central School Families,

As we prepare for the new 2026 -2027 school year, I wanted to share with you an important document: the Peru Central School Student Code of Conduct.

As the Superintendent of Peru Central School District, it's my responsibility to make sure all the students learn and have a great time at school. The Student Code of Conduct is like a special book of rules that helps everyone know how to act at school.

This book is important because it shows what we believe in and how we want our school to run. We want everyone to be happy and feel included while they're learning. It's not just about following rules; it's about growing up to be responsible citizens of our community.

We really care about our community here in Peru. We want our school to be a place where everyone feels safe, respected, and supported. By talking openly and being kind to each other, we can make our school a great place to be.

The Student Code of Conduct helps teachers and students get along by showing us how to be good students and classmates. It's like a guide that helps us learn and be kind to each other. It also reminds us to be respectful and responsible, both at school and in our community. We want to grow up to be kind and helpful people who make the world a better place.

I hope all of you will take the time to fully read the Student Code of Conduct. It's important for all of us to understand and follow the rules so we can have a great school year together.

As we get ready for the new school year, let's remember that learning isn't just about getting good grades. It's also about growing up to be kind and strong people. When we all work together – parents, teachers, students, and everyone else – we can make our school an awesome place for every student.

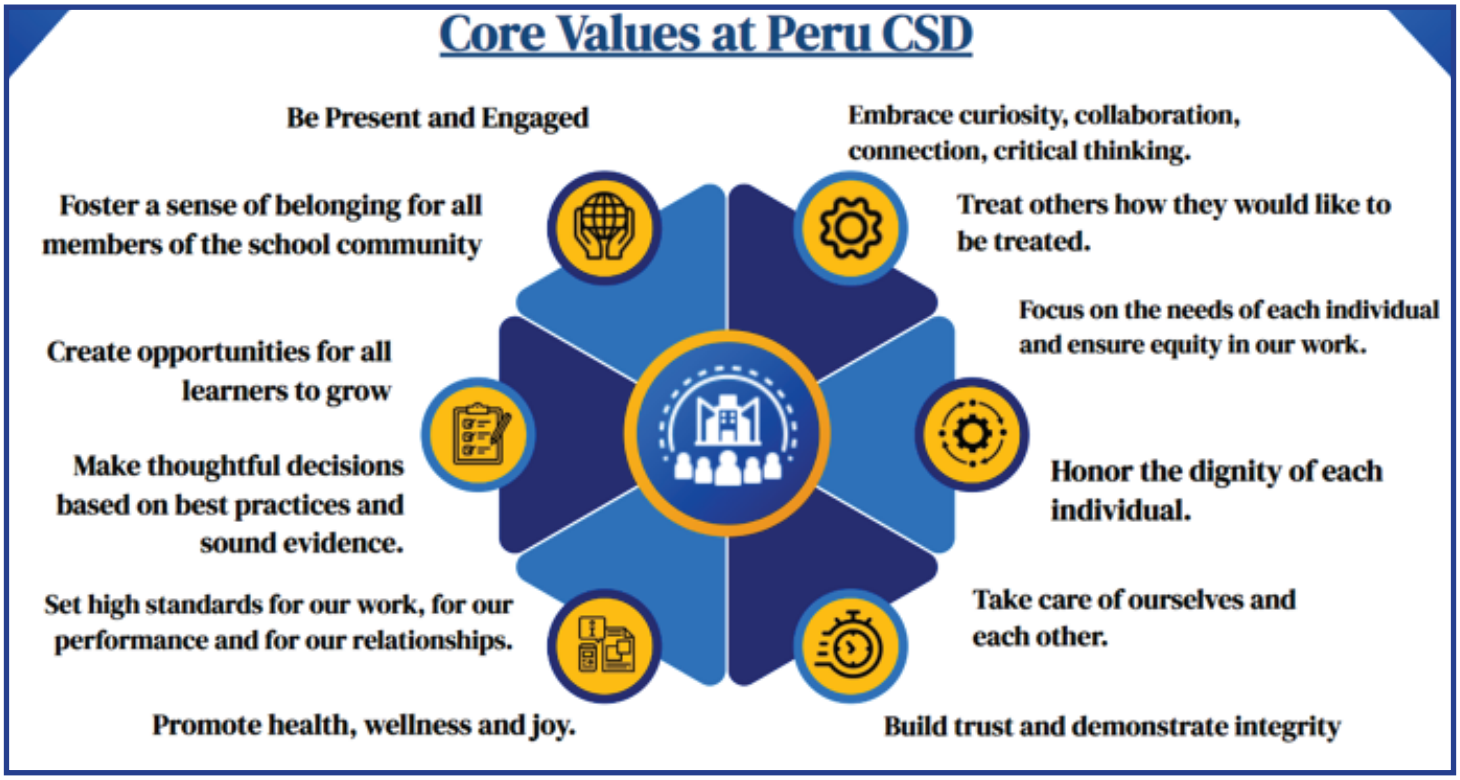
Thank you for always supporting our school. I'm excited to work together to make sure every student at Peru Central School has a fantastic year.

Best wishes,

Scott Storms
Superintendent of Peru Central School District

Peru Central School Vision and Mission Statement





Philosophy

The Peru Central School District believes strongly in the positive development of its students in both areas of academics and personal growth. Each student must be afforded the opportunity to develop in each of these areas to his/her fullest potential. To provide and sustain the proper atmosphere for our students to progress in their development requires cooperation and understanding by students, teachers, parents, administrators, and the Board of Education.

The School Community, therefore, desires to work with each student and his/her parent/guardian to resolve together any problem which might prevent a student from achieving success.

In developing this code, we recognize and believe the following to be true:

Parents Matter: Caretakers have a big impact on students.
Teamwork: Parents, students, and school staff should work together to help each student do their best.
Families Matter: If there's a problem at home or with family, it can affect how well a student does in school.
Long-Term Effects: Issues at school or home can have lasting consequences.
Positive Support: When everyone—both at school and home—encourages a student and gives clear messages, good behavior follows.

Student Rights and Responsibilities

All students have the right to:	All students have the responsibility to:
• A safe, healthy, orderly, and courteous school environment • Attend school in an alcohol, drug, and tobacco-free environment	• Contribute to an orderly, learner-centered environment • Comply with adult directives • Refrain from possession of any items prohibited in the COC • Positively represent the District with good behavior and good sportsmanship • See something, say something
• To have school rules and conditions available for review and, whenever necessary, explanation by school personnel	• Be familiar with and follow all school rules and policies outlined in the Code of Conduct • Understand that the COC applies to all school activities including when on school transportation and at school events, and sporting events even when off campus
• Participate and stand to recite the Pledge of Allegiance	• Not make any disruptions or distract others who are reciting the Pledge
• Due process before suspension and all safeguards outlined in Education law 3214 that are part of a suspension	• Take advantage of the education offered by reporting to school and class on time, putting forth effort, completing assignments and attending school prepared to learn • Report any impediments to achieving the above
• Express their opinions verbally as long as the expression does not interfere with the rights of others or disrupt normal school operation • To present their version of facts leading to disciplinary sanctions to the person imposing the sanctions	• Understand that freedom of speech can be limited • Show due respect and dignity for the rights of others • Dress in accordance with the COC • Express themselves without disrupting normal school operations
• To take part in all school activities on an equal basis, regardless of identity, and to be protected from bullying, intimidation, harassment, or discrimination	• Positively contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all • Respect the rights of others • Accept responsibility for their actions • Demonstrate appropriate conduct as outlined in this COC and any other rules of classroom or school activities

Philosophy

The District is committed to safeguarding the rights given to all students under federal and state law and District policy. The District's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities which stimulate and challenge the student's interests and abilities to his /her highest potential. These opportunities will be available as long as the student pursues these interests and studies in an appropriate manner, and does not infringe upon the rights of others.

It shall be the right of each District student:

- To have a safe, healthy, orderly, and courteous school environment
- To take part in all District activities on an equal basis regardless of race, weight, color, creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status or disability or other protected characteristics
- To participate and stand to recite the Pledge of Allegiance (students who decide not to recite the Pledge of Allegiance must remain either seated or standing quietly, not making any display that distracts or disrupts others who are reciting the Pledge of Allegiance)
- To attend school and participate in school programs unless suspended from instruction and participation for legally sufficient cause as determined in accordance with due process of law
- To have school rules and conditions available for review and, whenever necessary, explanation by school personnel
- To be suspended from instruction only after his or her rights pursuant to Education Law Section 3214 have been observed
- In all disciplinary matters, to have the opportunity to present his/her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction
- To express his/her opinions verbally as long as his/her expression does not interfere with the rights of others or disrupt normal school operation
- To be protected from intimidation, harassment or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, sex, gender/gender identity, sexual orientation, disability, or other protected characteristics by employees or students on school property or at a school sponsored event, function or activity.

It shall be the responsibility of each student:

- To be familiar with and abide by all District policies, rules, and regulations pertaining to student conduct
- To work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible
- To conduct himself/herself, when participating in or attending school-sponsored extracurricular events, as a representative of the District and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship
- To seek help to develop mechanisms to control anger and to solve problems that might lead to conduct referral
- To be in regular attendance at school and in class unless legally excused
- To arrive at school and class, on time, and prepared to learn
- To contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and property
- To dress in accordance with standards as identified by the Board and the superintendent in the code of conduct
- To make constructive contributions to the school and to report fairly on circumstances of school related issues
- To react to direction given by teachers, administrators and other school personnel in a respectful, positive manner
- To accept responsibility for his/her actions
- To respect one another and treat others fairly in accordance with the District Code of Conduct and the Provisions of the Dignity Act
- To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination
- To report and encourage others, to report any incidents of intimidation, harassment or discrimination

Responsibilities of Essential Partners in Education

Group	Behavior/Code of Conduct	Academics	Other
Parents/Caretakers are expected to:	✓ Know school rules and help their children understand and follow them ✓ When concerns or questions occur with the implementation of the COC, share those questions and concerns with the school	✓ Promote prompt and regular school attendance ✓ Provide a place for study and ensure assignments are completed ✓ Foster a feeling of pride in your child for their school ✓ Work cooperatively with the school to alleviate any academic issues	✓ Understand that education is a collaborative effort ✓ Send their children to school appropriately dressed and ready to learn ✓ Establish positive relationships with school staff ✓ Help their children learn how to deal effectively with negative peer pressure
All Employees are expected to:	✓ Have a working knowledge of and quick access to the COC ✓ Enforce policies and rules in a consistent and fair manner ✓ Report violations of the COC to an administrator	✓ Promote pride in the district ✓ Contribute expertise where appropriate ✓ Exemplify and reinforce lifelong learning practices	✓ Establish positive relationships with students and parents ✓ Exemplify professionalism ✓ Address personal biases ✓ Interrupt issues of bullying, discrimination, and harassment
Building Administrators are expected to:	✓ Provide COC training to staff ✓ Assume responsibility for enforcing the COC ✓ Provide annual feedback to the COC committee ✓ Ensure that students are provided with fair and consistent interventions and discipline	✓ Evaluate the program of instruction in their school; ✓ Help their staff self-evaluate their procedures and attitudes in relation to the interaction within their classrooms; ✓ Advocate for the academic needs of their students.	✓ Provide the opportunity for parents, students and staff to speak with the principal about any problems; ✓ Work with support staff and community agencies to find solutions to issues; ✓ Maintain a climate of respect and dignity for all.
Superintendent is expected to:	✓ Assist in the development of an effective COC ✓ Fairly implement the Code ✓ Provide each employee, student, and parent with access to the COC	✓ Evaluate the program of instruction in their district to achieve a meaningful educational program ✓ Help administrators be instructional leaders	✓ Inform the board about educational trends relating to student discipline ✓ Work with administrators in enforcing the code of conduct and ensure that all cases are resolved promptly and fairly
BOE is expected to:	✓ Review the COC on an annual basis and revise if needed ✓ Ensure that the COC contains clear behavioral expectations and consequences ✓ Ensure the COC is implemented and enforced in an equitable manner	✓ Review, update and adopt policies governing the District ✓ Provide the support necessary to maintain intellectually challenging and relevant academic programming necessary to demands of the 21st century.	✓ Review, update, and adopt the policies governing the District ✓ Provide the support necessary to maintain research-based behavior intervention strategies

Student Dress Code

All students are expected to maintain personal cleanliness and dress in a manner that aligns with the school's standards. Students and their parents share the responsibility for student dress and appearance. Teachers and district personnel should model and reinforce the guidance in the code of conduct.
A student's personal hygiene, dress, grooming and appearance, jewelry or other accessories, makeup and nails, deodorizing sprays/perfumes, shall:

- Be safe, appropriate and not disrupt or interfere with the educational process. The following items are specifically prohibited: spiked jewelry, long pocket chains, or any jewelry or adornment symbolizing drug paraphernalia or any other inappropriate symbol that can be perceived as a weapon
- Recognize that extremely brief garments are not appropriate. Also recognize that any garment/accessory that detracts from the learning environment or is inappropriate is not allowed
- Ensure that underwear is covered with outer clothing
- Footwear must be worn at all times. Footwear that is a safety hazard will not be allowed
- Students will not wear items that are vulgar, obscene, libelous or denigrate others; or detracts from the educational environment in any way
- Not include language or symbols that constitute hate symbols or speech as defined by Education Law Section 1527-a, but is not limited to, symbols of white supremacy, neo-Nazi ideology, or the Battle Flag of the Confederacy.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities
- Backpacks, handbags, purses, and outer garments are to be stored in lockers
- All students should dress appropriately for the weather and in the interest of safety
- Attire that is worn for other than its intended purpose is prohibited
- Not depict violent language or image or depict illegal activities
- While students may be permitted to wear hats outside the classroom at times, building principals may determine events or times of day when wearing hats are not permitted based on the need to supervise students and maintain safety and security. No hats with a brim in excess of three inches or a neck gator may be worn in the building at any time. Teachers may permit hoods to be worn in the classroom. For the safety and security of staff and students, hoods are not to be worn outside the classroom and inside the school building.
- Head coverings such as bonnets or durags are permitted under the CROWN Act. The CROWN Act also protects natural hairstyles like braids and dreadlocks.

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions made to the dress code made during the school year.

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

Students who violate the dress code will be required to modify their appearance by covering or removing offending items. Refusal to comply may result in in-school suspension, and repeated violations may lead to out-of-school suspension.

Attendance

For safety reasons, all visitors must check in at the principal's office upon entering the building and receive a visitor's pass. Anyone in the building without a pass will be asked to go to the office to obtain one. No one can go directly to classrooms. If a student is being picked up, adults must stay in the designated area and the student will meet you there. Students must be signed out and picked up at the office by an adult.

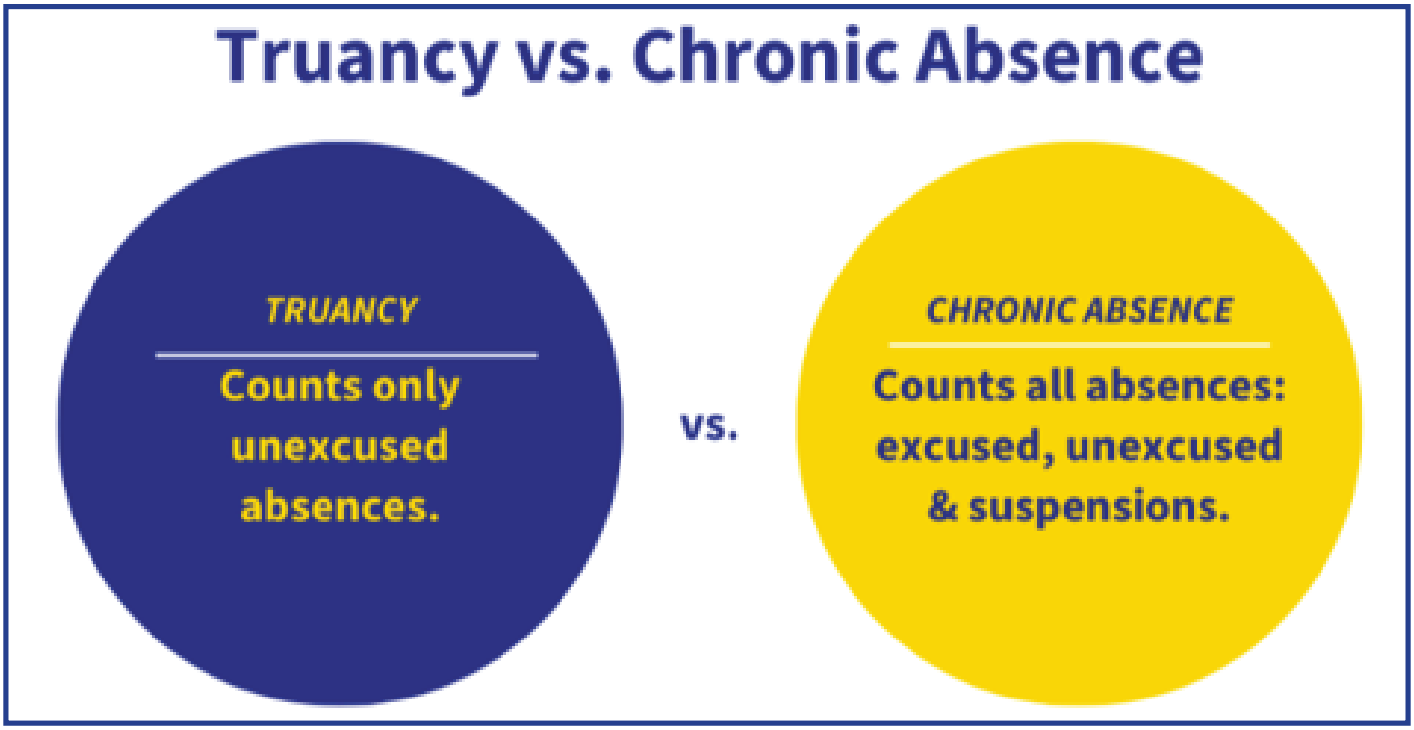
A. School Hours: Elementary School

- Children walking to school should arrive no earlier than 8:55AM (unless eating breakfast) at the Elementary School.
- Breakfast program participants may arrive at 8:45AM. There is no supervision before the above times.

- The student must have a pass from a teacher to enter a classroom before 8:55AM.

B. School Hours: Middle School/High School
- Arrive no earlier than 7:15AM.

C. Late Arrival / Early Dismissal
- For individual late arrival and/or early dismissal, parents must sign out their child in the designated area (Main office or Nurse's office) and state the reason for late arrival and/or early dismissal.
- When possible, parents should inform the school if their child will be arriving late due to an appointment.
- An adult must sign-in late entrants at the designated area (Principal's office or Nurse's office).
- Chronic late arrivals and/or early dismissals will result in a mandatory conference with the classroom teacher and principal.



D. Why Attendance Matters
- Going to school every day is important for learning.
- When students miss school, they miss out on learning new things.
- Consistent attendance builds important life skills.
- Regular attendance helps students develop social skills and build relationships.
- Good attendance sets a positive habit for life

E. **Responsibilities**
- Parents are responsible to make sure students come to school on time and are prepared to learn
- Students are responsible to attend class, participate and apply themselves to their studies.
- Principal and teachers are responsible to encourage and track attendance and communicate concerns to parents and students.

F. Absences and Late Arrivals:
- If you miss school or arrive late, you need a written excuse—even if you've already told the nurse.
- Keep your emergency contact information up to date in the health office.
- The school nurse will take care of students temporarily if they are sick or injured.
- In serious situations, we'll notify parents/caretakers and call 911.

G. Medications:
- Only the school nurse can give students medicine (even cough drops).
- Bring medicine with the prescription label and a note from doctors

- An adult should bring medicine with the prescription and label on it as well as a doctor's note to school—students should not bring medications to school.
- Students should not take medications on their own. This means that there is no self-medicating allowed in school.

H. Types of Absences

Type of Absence	Examples (Not All-Inclusive)	Other Information
Excused	• Personal illness or injury; • Serious illness, emergency illness or death in the student's immediate family; • Obligatory religious observance; • Court-required appearance; • Dental or other medical appointment; • School-sponsored activity or event; • School-approved college visit or interview; • Principal-approved career awareness or occupational education program; • Driver's license road test [however not a driver permit test]; • Delayed arrival of the student's school bus to the campus; • Inclement weather or impassable roads that make travel unsafe; • School music lesson	• Other reasons may be authorized by the Principal or Superintendent of Schools. • Unexcused and Excused absences both count towards whether a student is considered "chronically absent."
Unexcused	• Going on a vacation; • Shopping; • Baby sitting; • Visiting Family; • Skipping Class; • Oversleeping; • Missing the bus; • Working; • Truancy	• Students who fail to attend full-time day instruction will violate Section 3205, Subdivision 1-C of the Education Law of the State of New York. • Truancy is when a student, whose parent/ caretaker expects them to be in school, and they do not attend for other than excused reasons. • Truancy and unlawful detention are violations of law under the New York State Family Court Act. Such absences may carry a disciplinary consequence by the school.
All absences require a written excuse from a parent explaining why the student was absent or tardy. The excuse is required the day the student returns to school. If the student doesn't have an excuse, the school might investigate the absence. If no excuse is provided, the absence will be marked as unexcused on school records.		

Electronic Devices

Students are not permitted to have on their person any electronic device during the academic day. For the purposes of this section, an electronic device is any device that is capable of connecting to the internet including but not limited to phones, smart watches laptops and tablets unless the device is a school issued device. The school day for students in PK-5 is 9:05AM to 3:05PM and for students in grades 6-12 is from 7:28AM-2:08 PM and any time beyond those times that is designated as academic time including but not limited to Regents review and 10th period. All student electronic devices should be powered off and stored in a zippered pouch in the students locker or cubby during these times. If the student does not have a locker or cubby, the device should be kept in their backpack.

Students are not permitted to access or use an electronic device for any reason at any time during the school day including between classes or during lunch, interim, recess and study halls. Exceptions to this include times when such use is authorized by a teacher, required to manage personal health as prescribed by a physician, in the event of an emergency, required for translation services, required by law or a necessary component of a students Individualized Education Plan or 504 plan.

Parents and guardians who need to communicate a message to a student during the school day can email the school office that their child attends with a message that will be given to their student. Alternatively, parents and guardians can call the school office where their child attends with a message and that message will be given to the student.

Electronic Device Violation Consequences:

Consequence for having possession of an electronic device at a time not permitted by an administrator during school day.

1st offense– Electronic device turned into office, student will receive a warning, student picks electronic device up at end of the day.

2nd offense– Device is confiscated and turned into office.
Option 1: 1 full day of ISS
Option 2: 3 Days Lunch ISS and voluntary random searches for remainder of year.

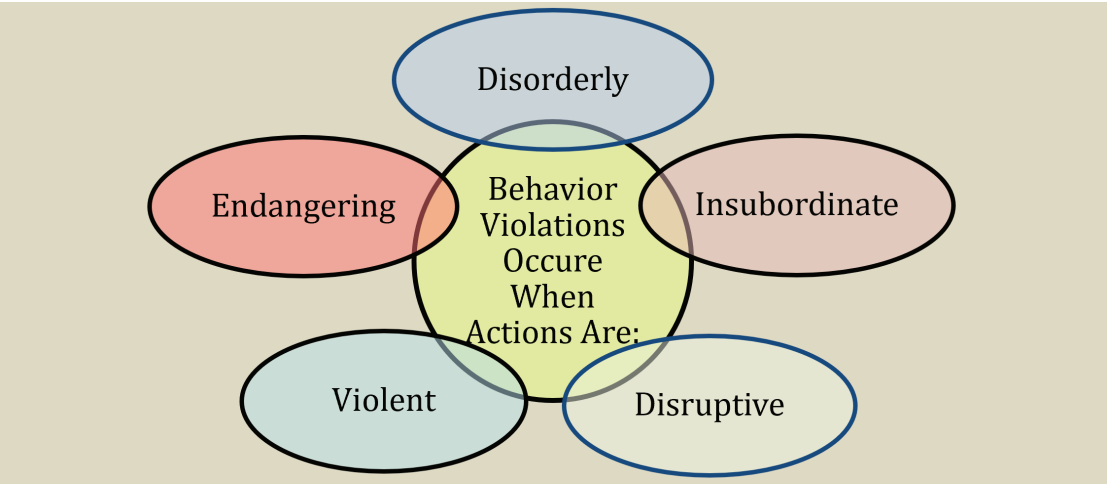
3 or more offenses– Device is confiscated and turned into office.
2 Days of ISS

Conduct exceeding the parameters of Cell Phone Appropriate Use will be subject to the corresponding sanctions of the Code of Conduct (Ex. Bullying).

Major violations and/or repeated electronic device violations will be covered as a 3rd or 4th level of misconduct. The Administration reserves the right to revoke Cell phone/ Electronic device privileges at any time during the school year.

Violation	1st Offense	2nd Offense	3rd Offense	4th Offense
Electronic Device Use (Option 1)	Warning Phone confiscated for remainder of day	1 Day ISS	2 Days ISS	2 Days ISS
Electronic Device Use (Option 2)	Warning Phone confiscated for remainder of day	3 Days Lunch ISS voluntary random searches	2 Days ISS	2 Days ISS

Conduct exceeding the parameters of Cell Phone Appropriate Use will be subject to the corresponding sanctions of the Code of Conduct (Ex. Bullying).



Prohibited Conduct

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

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

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

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

Engage in Conduct that is Disorderly

Examples of disorderly conduct include, but are not limited to:

- Running in hallways
- Making unreasonable noise
- Using language or gestures that are profane, lewd, vulgar or abusive
- Obstructing vehicular or pedestrian traffic
- Engaging in any willful act which disrupts the normal operation of the school community
- Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building
- Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account, accessing inappropriate websites or any other violation of the district's acceptable use policy.

Engage in Conduct that is Insubordinate

Examples of insubordinate conduct include, but are not limited to:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect;
- Lateness for missing or leaving school without permission;
- Skipping detention

Engage in Conduct that is Disruptive

Examples of disruptive conduct include, but are not limited to:

- Inappropriate public sexual contact
- Display or use of personal electronic devices, such as, but not limited to, cell phones, I-pods, digital cameras, in a manner that is in violation of district or school's policy

Engage in Conduct that is Violent

Examples of violent conduct include, but are not limited to:

- Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a school employee, student, or any other person lawfully on school property or attempting to do so
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function
- Displaying what appears to be a weapon
- Threatening to use any weapon
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson
- Intentionally damaging or destroying school district property

Engage in any Conduct that Endangers the Safety, Physical or Mental Health or Welfare of Others
Examples of such conduct include, but are not limited to:

- Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury
- Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them
- Discrimination, which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others
- Harassment, is the creation of a hostile environment by conduct or threats, intimidation or abuse
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm
- Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition)
- Sexual Harassment, which includes unwanted and unwelcome behavior of a sexual nature that interferes with a student's ability to learn, study, achieve, or participate in school activities. It may result from words or behavior of a sexual nature that offend, stigmatize, demean, frighten or threaten a person because of his or her sex. Examples of sexual harassment include, but are not limited to: touching and grabbing body parts, sending sexual notes, writing sexual graffiti, spreading sexual rumors, sexting, being forced to do something sexual, sexual assault, or taking pictures of body parts typically considered private (up-skirting and down blousing)
- Bullying, which includes the intentional one sided targeting by a student/students of an individual (or group) using physical, verbal, written, and/or psychological aggression with the intent to dominate the victim(s). This also includes, but is not limited to cyber bullying/harassment which involves the use of information and communication technologies including, but not limited to, e-mails, telephone and text messaging, instant messaging (IM), internet, defamatory online personal polling websites, and sexting to support deliberate, repeated, and hostile behavior by a student/students, that is intended to harm others;
- Selling, using, distributing or possessing obscene material
- Using vulgar or abusive language, cursing or swearing
- Smoking or being in possession of a cigarette or e-cigarette, vapor pen, cigar, pipe, chewing/smokeless tobacco or any other form of vaporizer or nicotine is prohibited
- Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, any item that is being used not as intended to alter ones state or that a student under that age of 21 is not permitted to purchase.
- Inappropriately possessing, consuming, selling, offering, distributing or exchanging prescription and over-the counter drugs
- Gambling
- Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner
- Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher
- Electric scooters and bikes can offer both a form of exercise as well as entertainment. They also can be dangerous to both the rider and pedestrians as well as potentially damaging to property. Students are not permitted to ride Ebikes or E scooters on school grounds unless the rider is licensed to operate the vehicle and the vehicle is registered and insured. If an Ebike is being operated on school grounds by a licensed operator, it must be operated on a roadway at all times. At no time should an e bike or scooter be operated on a sidewalk or turf area.

Engage in Misconduct while on a School Bus
It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Conduct described in paragraphs A through E (Pages 21 and22) and section IX (Page 56) of this section including, but not limited to excessive noise, pushing, shoving and fighting will not be tolerated. Students must remain seated at all times while the bus is moving.

Engage in any form of Academic Misconduct
Examples of academic misconduct include, but are not limited to:

- Plagiarism
- Cheating
- Copying
- Altering records
- Assisting another student in any of the above actions

Respect
Each child shall be RESPECTFUL of all teachers, staff members, students and/or visitors.

RESPECT all school property
- Landscaped areas are to be treated with respect;
- All materials, books, equipment and furnishings are to be handled with care;
- School buildings and grounds are to be kept clean, neat and free from litter and graffiti;
- Bathrooms are to be kept clean and neat for all to use.

RESPECT all people, people will respect you
- Polite language and courteous behavior is expected at all times. All people are to be treated with respect.

Hallway Safety
- Walk quietly following established building rules;
- Walk down all steps use hand railings;
- Keep hands, feet and objects to yourself at all times;
- Close doors quietly;
- Close door behind you when entering or exiting the building;
- Doors should not be opened by anyone during the day;
- Report to your teacher or to the office anyone in the building without an identifying badge.

Dances – Prom – Banquet
- Students in kindergarten through Grade 5 may not attend Middle School or High School dances;
- Students and belongings are subject to be searched at the Administrator's discretion;
- Grades 6-8 Dances: ONLY Peru students Grades 6, 7 and 8 may attend;
- Grades 9-12 Dances: Individuals 18-years or older, who do not attend Peru Junior/Senior High School (Grades 9-12), will not be allowed to attend dances/Prom/Banquet.
- Students in Middle School or High School who are suspended from school (OSS) or receive one or more full days of In School Suspension prior to the home coming dance will not be permitted to attend the Home Coming Dance.
- High School students will be permitted to attend dances held after the home coming dance provided that they have not had in school or out of school suspension for 5 weeks prior to the dance.
- Middle School students will be permitted to attend dances held after the home coming dance provided that they have not had in school or out of school suspension for 2 weeks prior to the dance.

Cafeteria Conduct and Safety
- Wait in line in an orderly manner and have money ready
- Talk quietly
- Pushing, shoving and running are not allowed in the cafeteria line or cafeteria
- Follow the posted cafeteria rules
- Respect monitors
- Beverages should be in unbreakable containers
- Stay at tables until finished eating
- Obtain permission from monitor before leaving cafeteria
- Raise hand for help
- Clean up your personal area

Proper Playground Behavior
- Equipment (as it applies to specific buildings)
- Swings – One at a time, stay seated, jumping off, spinning and/or climbing may result in injury
- Slides – One at a time, slide feet first use ladder only for climbing

- Seesaws – Stay seated, get off carefully and no one should sit in the middle
- Specific Building playground safety guidelines will be sent home by each Building Principal

General Rules
- Respect all playground monitors and go to them with problems
- Pushing, shoving, fighting, running, wrestling, rock or snowball throwing anywhere on the playground will not be tolerated
- No toys or electronic equipment are allowed on the playground
- Stay on designated playground inside fenced areas and play away from windows
- Respect other students and take turns
- Only elementary school children are allowed on playgrounds during school hours
- Stay a safe distance from playground equipment while it is being used by others
- No flip flops or backless sandals allowed on playground

Engage in Off-Campus Misconduct that Interferes with or can reasonably be Expected to Substantially Disrupt the Educational Process in the School or a School Function
Such misconduct includes, but is not limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

Student Protests, Demonstrations and Sit-Ins
The Board of Education and the Superintendent of Schools have the authority and responsibility to maintain order and discipline within the District's schools as is necessary to protect the safety and welfare of the students, to secure the educational environment within the schools, and to protect the real and personal property owned and maintained by the District from damage. While the Board of Education recognizes that students have a constitutional right to demonstrate peacefully during school hours, students are prohibited from engaging in conduct which otherwise endangers the safety, morals, health, or welfare of themselves or others. The Board of Education prohibits students from willfully disrupting the routine and daily schedule of the school or a school-sponsored event by participating in an individual or group activity which has as its purpose the encouragement of noncompliance with an existing school policy, regulation, or administrative decision. In addition, the Board prohibits students as individuals or groups from participating in sit-ins, stand-ins, walk-outs and other similar conduct which disrupts the order and discipline of the school and/or endangers the safety and welfare of themselves and other students in the school.

Drug/Alcohol Abuse
No student shall either attempt to or possess, use, transmit, or be under the influence of any of the following substances on school premises during any school term or off school premises at a school-related activity, function, or event:

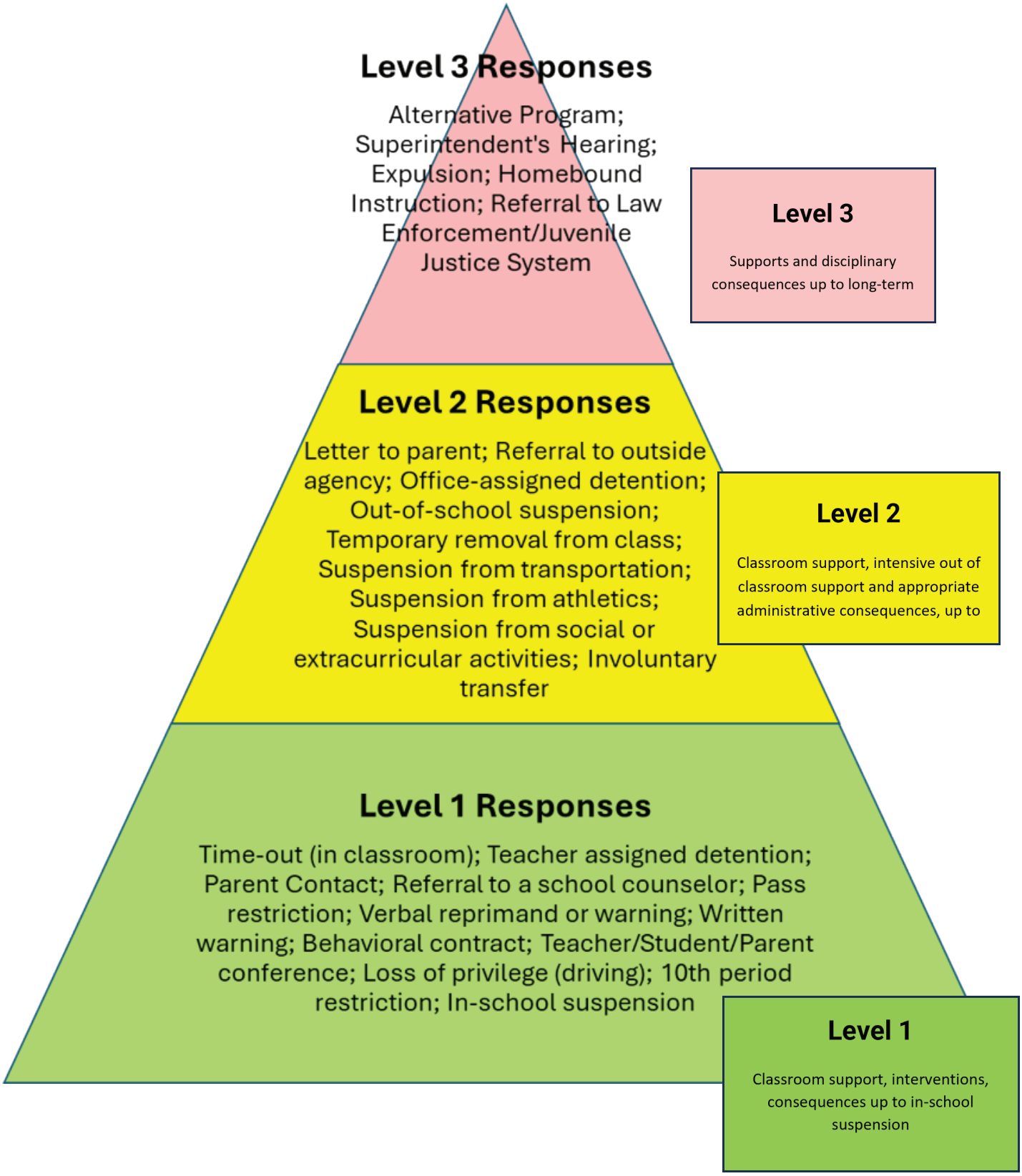
Any controlled substance or dangerous drug as defined by law, without regard to amount, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate (MS Students are not permitted to consume caffeinated beverages during the school day. Caffeine pills and pouches are not permitted on school grounds by any students in any grade.)

- Alcohol or any alcoholic beverage
- Any glue, aerosol paint, or any other chemical substance intended for inhalation (including e or vapor cigarettes). Any other intoxicant, mood-changing, mind-altering drugs and/or over the counter supplements that are meant to enhance performance or rapidly build muscle (either natural or synthetic: for more information refer to the NYS Health Department press release dated 3/29/2012 at: www.health.ny.gov. Any medication including over the counter drugs is administered by the school nurse and must have the prescription label on it with a note from the doctor regarding dosage and time to be given. An adult must transport it to school but the student cannot self-medicate.

Use
Means a student has smoked, ingested, injected, imbibed, inhaled or otherwise taken internally a prohibited substance recently enough that is detectable by the student's physical appearance, actions, breath, or speech.

Under the influence
Means a student's faculties are noticeably impaired, but the student need not be legally intoxicated.

Leveled Pyramid of Prohibited Conduct Responses (Not Inclusive of All Possible Responses)



It is the intention of the Peru Central School District to intervene at the earliest stages of student involvement with drug/alcohol use. Any student with an infraction of this drug/alcohol rule will be recommended to intervention services established by the District Drug and Alcohol Policy and Referral Program. Appropriate referrals and parental contact shall be made in any case involving substance misuse. On site referrals to the Champlain Valley Family Services Counselor or referral to other outside agency may be recommended. In addition, law enforcement and other local agencies may be contacted by the administrator/designee as a means of following up on the behaviors related to this section.

Drug/Alcohol/Tobacco Use and Special Student Functions

Students under the influence and/or in possession of drugs, and/or alcohol and/or tobacco (including e or vapor cigarettes) at events sponsored by Peru Central School, including but not limited to school dances, athletic events, junior prom, senior banquet and/or class trip, will be immediately removed from the event, have a parental contact made, be subject to further conduct review and in the case of seniors, may not be allowed to participate in the graduation ceremony. The administrator in charge of the event may also request assistance from law enforcement and/or use a drug/alcohol sensor in screening students attending the event.

Prohibited Conduct/Behavior Violations and Levels of Response (List is not All-Inclusive, More Examples Provided in the Code)

Behavior Violation	Level 1	Level 2	Level 3	Notes
A. Absences (school & class)				
1. Failing to attend class without a valid excuse	X	X		
2. Persistent or excessive unexcused absences from school (truancy)	X	X		
3. Chronic Absenteeism (missing 10% or more of school days, excused or unexcused)	X			
B. Academic Dishonesty (including unattributed use of artificial intelligence)				
1. Plagiarism, copying another's work, cheating, altering records or assisting another student in any of the above	X	X		
C. Alcohol/THC/Inhalants				
1. Use/Possession or Under the Influence		X	X	*Reportable on SSEC Report, Item #10* *Violations in this category may impact eligibility for extracurricular activities*
2. Distributing or selling			X	
D. Attack on a Student or Other Individual (Distinguished from fighting, see page for definitions)				
1. Unprovoked attack with or without injury by an individual(s)		X	X	
E. Bullying, Harassment and/or Discrimination				
1. Conduct (including verbal, physical, electronic, or written conduct) that constitutes bullying, harassment or discrimination that is student-on-student or adult-on-student. 2. Conduct of harassment that is student-on-adult	X	X	X	*Reportable on SSEC Report, Items #5, #5A, & #5B*

Behavior Violation	Level 1	Level 2	Level 3	Notes
F. Bus/School Transportation Violation (All COC expectations are in effect on the bus)				
1. Refusing to follow driver/ aide directions, profanity, horseplay, improper movement, littering, throwing objects in or out of bus, vandalism (including damage to cameras), rude behavior etc.	X	X		
2. Impeding operation of school bus, improper use of emergency exits, etc.			X	
G. Disruption/Insubordination/Classroom Distraction				
1. Disruption to the educational process	X	X		
H. Damage to Personal or School Property				
1. Damage to property	X	X	X	*Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a schoolwork project*
I. Driving Recklessly, Speeding, and/or Parking in Unauthorized Areas on School Property				
1. Unauthorized driving or unauthorized parking on school property	X	X	X	
2. Unsafe speed or actions on school property	X	X	X	
J. Electronic Devices				
1. Use of electronic devices including cell phones, tablets, gaming devices, etc., when use of said items is prohibited	X	X	X	
2. Recording or publishing a fight		X	X	
3. Recording or publishing situations that command privacy, such as dressing or undressing, use of bathrooms, etc.		X	X	
K. Entering/Leaving a Class Without Permission				
1. Entering or leaving a class without permission	X	X		
L. False Activation of Fire Alarm				
1. Intentional and unwarranted activation of fire alarm			X	*If the fire alarm is activated the fire department must be notified SSEC reportable Offense #8*
M. Fighting				
1. Fighting with or without serious bodily injury	X	X	X	

N. Illegal Drugs/Unauthorized Prescription Drugs				
1. Use, possession or being under the influence			X	*Reportable on SSEC Report, Item #9* *School staff will refer students to appropriate substance abuse counseling.*
2. Distributing or selling			X	
O. Nicotine				
1. The use and/or possession of e-cigarettes, vaporizers, and/or any other products that may typically contain nicotine but can be utilized for other prohibited or illegal drugs		X	X	
2. Traditional cigarette products containing tobacco	X	X	X	
P. Sexually Based Offenses (May also be Title IX violation and/ or DASA violation)				
1. Sexual Harassment (physical, verbal, or non-verbal)	X	X	X	
2. Sexual activity, sexual misconduct, or sexual assault		X	X	
3. Creation or Transmission of Child Pornography			X	
Q. Tardiness				
1. Persistently being late to school or class	X	X		
R. Technology Acceptable Use Policy				
1. Violation of the Peru Central School District's Acceptable Use Policy	X	X		
S. Theft/Stealing				
1. Theft	X	X	X	
T. Threat (other than bomb threat or false alarm)				
1. Verbal or written threat		X	X	*Reportable on SSEC Report, Item #6*
U. Trespassing				
1. Entering Peru Central School District property when prohibited from doing so or remaining on school grounds after receiving a request to depart	X	X	X	
A. Vandalism/Graffiti/ Intentional Destruction of School Property				
1. Willful or malicious damage to school grounds, buildings, furnishing or equipment	X	X	X	
W. Weapons, Firearms, Explosives				
1. Possession of a weapon	X	X	X	

Violation	1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense
Ecig, Vape Pen, Tobacco (Option 1)	3 days ISS and referral to prevention counselor	3 days ISS and referral to prevention counselor	3 or more offenses: 5 days ISS and referral to prevention counselor	N/A	N/A
Ecig, Vape Pen, Tobacco (Option 2)	1 day ISS, referral to prevention counselor, voluntary random searches	1 Day ISS, referral to prevention counselor, voluntary random searches and no bathroom passes-nurse's office will be used	3 days ISS, referral to prevention counselor, voluntary random searches, no bathroom passes-nurse's office will be used, and student does not travel between periods with other students (leaves 3 minutes after other students)	N/A	N/A
Minor Electronic Device Violation **High School**	Electronic device turned into office, student will receive a warning, student picks electronic device up at end of the day.	Electronic device turned into office. Student must turn phone in before start of school for 5 school days and pick up after 9th if leaving for day or 10th Pd if staying.	Electronic device turned into office. Student must turn phone in before start of school for 10 school days and pick up after 9th if leaving for day or 10th if staying for 10th period.	Electronic device is turned into office. Student must turn phone in before start of school for 20 school days and pick up after 9th if leaving for day or 10th if staying for 10th period.	5th and each subsequent offense will have the same outcome as a 4th offense.
Middle/ High School Students Riding on Elementary Busses	Warning	Lunch ISS	Lunch ISS & Detention	Full- day ISS	N/A
Violation of Driving Privileges	Privileges revoked for 2-weeks	Privileges revoked until the end of the semester or 3-weeks, whichever is longer	Privileges revoked for the remainder of the school year	N/A	N/A
Late Arrival/ Early Dismissal	Warning	Lunch ISS	Lunch ISS & Detention	Full-day ISS	

Assignment of Discipline/Consequences

To the degree possible, the determination of consequences for misconduct and violation of the Code of Conduct shall be determined for each student involved individually. Consideration of a student's past history, conduct and cooperation in the investigation are to be considered as factors in determining levels/degrees of consequence. A reduced penalty may be imposed for students who are honest and take responsibility. A disciplinary penalty is appropriate as long as it is proportionate to the severity of the offense involved. All exit interviews or issuing of consequences shall be conducted individually and privately with each student involved. No "group" issuances of discipline shall be conducted.

Students may be directed to complete an assignment designed to help them reflect on their behavior and its impacts on their learning and the school community.

Disciplinary Measures

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process. The school personnel will base their findings on the preponderance of the evidence. Consequences will take into consideration our progressive discipline policy.

- Oral Warning – any member of the district staff;
- Parent Contact – transportation supervisor, activity advisor, athletic director, coaches, school counselors, teachers, director of special education, dean of students, associate principal, principal and superintendent;
- Written Warning – bus drivers, hall and lunch monitors, coaches, school counselors, teachers, athletic director, director of special education, dean of students, associate principal, principal and superintendent;
- Written Notification to Parent – bus driver, hall and lunch monitors, coaches, school counselors, teachers, athletic director, director of special education, dean of students, associate principal, principal and superintendent;
- Special Assignment (written or oral) – school counselors, teachers, athletic director, director of special education, dean of students, associate principal, principal and superintendent;
- Behavioral Contract – school counselors, teachers, athletic director, director of special education, dean of students, associate principal, principal and superintendent;
- Teacher/Parent/Student Conference – school counselors, teachers, athletic director, director of special education, dean of students, associate principal, principal and superintendent;
- School Counselor Referral for follow-up;
- Detention (10th period) – teachers, dean of students, associate principal, principal and superintendent;
- Suspension from Transportation – director of transportation, superintendent or building administrator;
- Suspension from Athletic Participation – coaches, athletic director, dean of students, associate principal, principal and superintendent;
- Suspension from Social/Extracurricular Activities – activity director, dean of students, associate principal, principal and superintendent;
- Suspension of other privileges – dean of students, associate principal, principal and superintendent;
- In-School Suspension – dean of students, associate principal, principal and superintendent;
- Removal from Classroom – teachers, dean of students, associate principal and principal;
- Short-term (five days or less) Suspension from School – principal and superintendent;
- Long-term (more than five days) Suspension from School – superintendent;
- Involuntary Transfer – dean of students, associate principal, principal and superintendent;
- Alternative Education Placement/Homebound Instruction – special education
- Education Temporary Educational Placement; CV-TEC. – dean of students, associate principal, director of special education, principal and superintendent;
- Outside Agency Referral – school counselor, dean of students, associate principal, director of special education, principal and superintendent;
- Law Enforcement Referral – dean of students, associate principal, principal and superintendent;
- Permanent Suspension from School – superintendent.

Recognition of Responsible Student Behavior and Accomplishments

Educators have learned that although steps to stop inappropriate behavior are necessary, praise and reward for responsible student behavior do more to encourage positive traits than anything else. Educators at Peru Central School are encouraged to practice assertive discipline techniques that are positive and realistic when responding to negative behavior.

The Peru Central School District recognizes responsible student behavior in many ways and encourages

additional methods of recognition including but not limited to:

- Publicity of student achievement and activities in local newspapers and the District Newsletter;
- Individual Recognition Awards given by classroom teachers for positive social and academic growth;
- Various reading program awards;
- National Honor Society Induction Ceremony and reception;
- Publications of Honor and High Honor Rolls;
- Athletic Awards Banquet;
- Graduation Awards;
- Recognition of Student Council and Class Officers;
- Math Contest Awards;
- Elementary School Awards Program (Academic, Athletic and Behavior);
- Grades 6-8 [8.1]Awards Program;
- Achievement Awards (Academic, Athletic and Behavior);
- Senior Privileges;
- Academic Awards Banquet;
- Certificates of Endorsement;
- Ray Kroc Award (Scholarship, Citizenship, Leadership, Extra-Curricular Activities);
- Administrative Letters of Recognition;
- Student of the Month

Dignity for all Students Act

Reporting and Investigation:

Why Reporting Matters: Bullying can't be effectively addressed unless incidents are reported. As students, parents, school employees or other observers, we all play a crucial role in creating a safe environment. If you witness bullying behavior or know a child has been bullied, harassed or discriminated against, please follow these steps:

1. **Verbal or Written Complaint (Students, Parents, Community Members)**: Reach out to any school personnel (teachers, administrators, etc.) with a verbal or written complaint.
2. **Verbal or Written Complaint (School Employees)**: Timely Reporting: In accordance with State law, school personnel have a duty to report any incidents they observe or become aware of. Within one school day, employees must refer the information to the appropriate district staff for investigation. The district reporting form should be filled out within two school days
   a. **No Silence Allowed**: Even if the target doesn't complain, failure to report observed incidents or incidents that employees have been made aware of, may be considered unlawful discrimination or harassment.
   b. **Reportable Incidents:** School personnel are required to report their awareness of student-to-student and staff-to-student incidents.
   c. **Seek Guidance:** If you're unsure about the reporting process, don't hesitate to ask your supervisor or Dignity Act Coordinator for guidance.
3. **Dignity Act Coordinators:**
   Matthew Berry
   Sara Simon-Shult

Investigation and Accountability:

All complaints will be documented and investigated according to regulations and procedures.
The building principal will provide a quarterly report to the Superintendent based on complaints filed.
If you disagree with the investigation results, you can appeal to the Superintendent of Schools or the Board of Education.

Reporting Crimes:

If bullying, harassment, or discrimination constitutes a crime, the Building Principal or DASA Coordinator will promptly report it to law enforcement.
The Superintendent of Schools will also be notified within one day.

Statewide Reporting:

Verified bullying incidents meeting state criteria will be included in the statewide reporting system. Data collection is part of the School Safety and the Educational Climate (SSEC) annual reporting.
The Board will review annual reports relevant to bullying and school climate, considering potential policy modifications and additional training.

Designation and Role of Dignity Act Coordinator ("DAC"):

The Board of Education will annually designate at its organizational meeting at least one staff member for each building, who has been trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex. In addition, the Board shall appoint a district-wide coordinator. The Dignity Act Coordinator ("DAC") is accountable for implementation of this policy and for coordinating and enforcing this policy.

Prevention:

Cooperation with and respect for others is a key District value. Prevention programs in our district aim to reduce bullying and improve students' relationships by integrating prevention strategies into classroom instruction.

To this end, the District has established a Positive School Environment Team ("PSET") for each District school building. The PSET will consist of one (1) team teacher leader; two (2) teachers; one (1) psychologist and/or counselor; one (1) clerical staff member (a member of the CSEA bargaining Unit); and two (2) parents. The members of the PSET will be listed on the District's website.

The PSET will collaborate with the Dignity Act Coordinator to identifying social patterns of harassment, bullying and discrimination and for developing programs and initiatives aimed at increasing awareness and sensitivity and helping employees prevent and respond to harassment, bullying and/or discrimination.

Intervention:

Adults and bystanders play a crucial role in preventing problems early on. When they notice bullying or harassment, they can step in to help. This intervention focuses on education, skill-building, and sometimes remediation. Remedial actions aim to correct the behavior, prevent it from happening again, and protect the person being targeted. Remediation can be directed at the individuals involved or at the whole school or district.

Additionally, the intervention prioritizes the safety of the person being bullied. School staff should either refer the student to appropriate resources or intervene according to the school's policy. The Dignity Act Coordinators will be listed on the school district's website

Training:

All employees must receive mandatory annual training on the Dignity for All Student's Act. Training will be reflected in the District's annual professional development plan, new teacher orientation, and will be considered in the budget process. Students should receive annual training on the identification and reporting of bullying, harassment, discrimination and cyberbullying. Also, students must receive training on the safe and effective use of electronic devices.

The DAC, administrative employees and other staff, such as school counselors, social workers, and school psychologists who have specific responsibilities for investigating and/or resolving complaints of bullying, shall receive training to support implementation of this policy, regulation and on related legal developments.

Confidentiality:

Our school district respects everyone's privacy, especially when it comes to harassment. We try not to share complaint details, or the names of people involved with anyone who doesn't need to know. But sometimes, we must reveal this information to make sure things are handled fairly and promptly. The person in charge of investigating complaints will talk to everyone about privacy rules.

DASA Complaint Form

Your statement is very important to our investigation of alleged student bullying, discrimination and/or harassment. All efforts will be made to keep the information you provide confidential. Retaliation or threats of retaliation against any person involved in an investigation of harassment, discrimination, or bullying is a violation of the law. If you believe you are subject to such action as a result of your cooperation with this investigation, please contact the Dignity Act Coordinator.

PLEASE PRINT OR TYPE

Date of Report: _____

Name of Reporter/Person Filing the Report: _____

Contact Information: Address: _____

Email: _____

Phone: Work: _____ Home: _____ Cell:

Other Please Specifiy): _____

I am a ☐ Student ☐ Parent ☐ Employee ☐ Other _____ ☐ I am the target of the alleged harassment

SOURCE OF INFORMATION REPORTED

☐ I received a report of harassment/bullying or discrimination. Report made by: _____

☐ I observed harassment/bullying or discrimination.

☐ Other _____

INFORMATION REGARDING THE ALLEGED HARASSMENT

Name(s) of target(s) of alleged bullying and/or harassment:

_____ _____ _____

_____ _____ _____

Name(s) of alleged aggressor(s):

_____

☐ Race
☐ Ethnic Group
☐ Religious Practice
☐ Color
☐ Religion
☐ Weight
☐ Disability
☐ Sex
☐ National Origin
☐ Sexual Orientation
☐ Gender (identity or expression)
☐ Other Personal Characteristic

Provide a detailed description of the incident(s) reported including a statement of how and when you first became aware of the alleged occurrence(s):

_____

_____

_____

Date(s) of incident(s):

_____

Where did the incident(s) occur? (Be specific about location):

_____

Were there any witnesses? __ Yes __ No If yes, please list:

_____

Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

Definitions:

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

Behavioral intervention plan (BIP)

Means 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

Means a drug or other substance abuse 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

Means a suspension or removal from a student's current educational placement that is either:

- For more than 10 consecutive school days; or
- For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

Illegal drug

Means 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)

Means 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 him or her 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
Means 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 of placement, and conducted in accordance with requirements set forth later in this policy.

Manifestation team
Means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.

Removal
Means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.

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

Serious bodily injury
Means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

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

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

Weapon
Means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities
The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the

Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

- Carries or possesses a weapon to or at school, on school premises or to a school function, or
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district's jurisdiction, or
- Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel
In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.

The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities
The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the Definitions section of this policy, unless:

- The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
- The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental 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 student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability
An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Review
A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

- The Superintendent to change the placement of a student to an IAES;
- An impartial hearing officer to place a student in an IAES; or
- The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

- Caused by or had a direct or substantial relationship to the student's disability, or
- The direct result of the district's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents. If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

- Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior;
- Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal
Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

- During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended;
- During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them 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.

During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the committee on special education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

- The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
- The student's parent has requested an evaluation of the student; or
- A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

- The student's parent has not allowed an evaluation of the student; or
- The student's parent has refused services; or
- The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

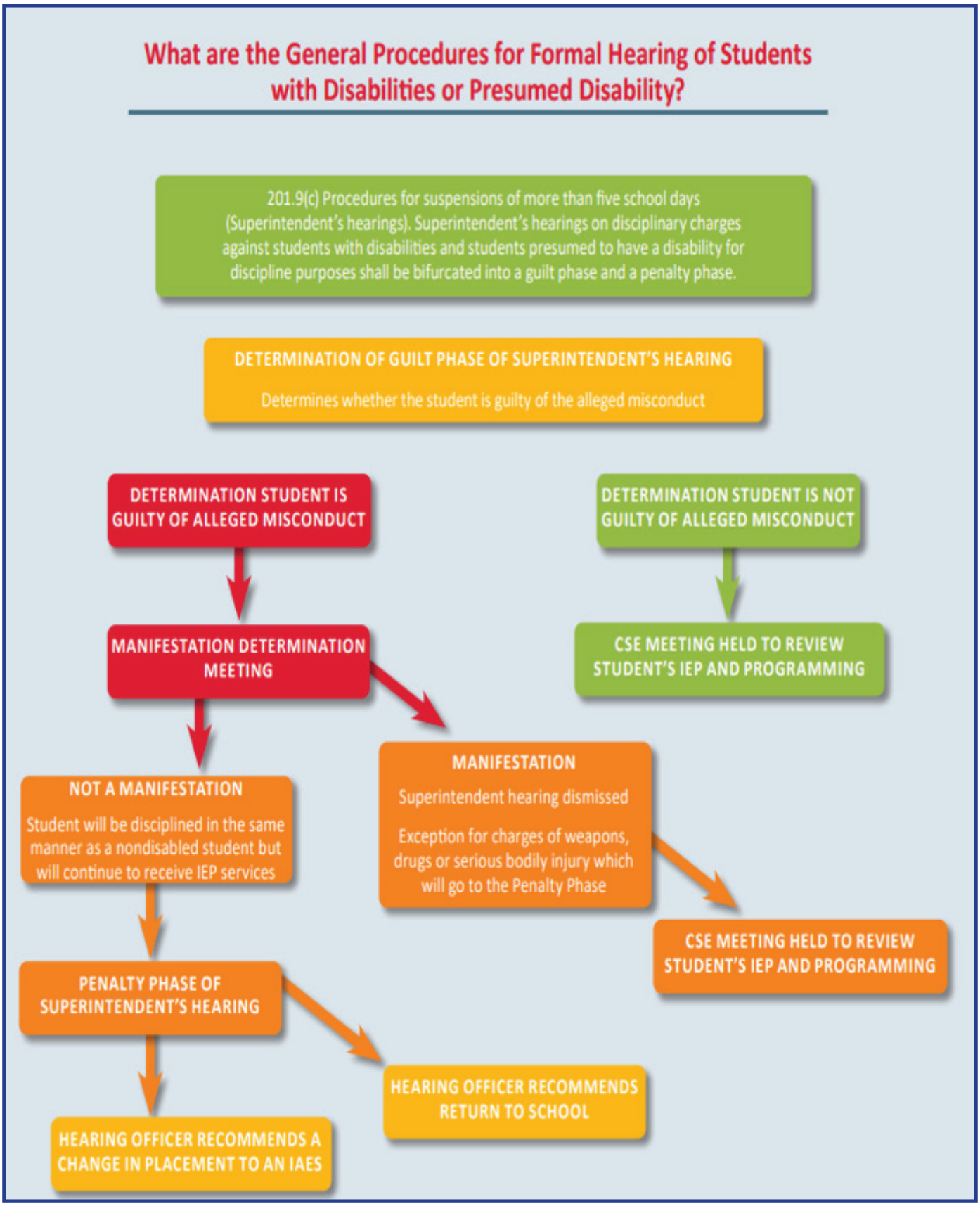
Expedited Due Process Hearings
The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

- The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
- The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
- The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
- The student's parent relating to any decision regarding placement, including but not limited to any 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 the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

Referral to Law Enforcement and Judicial Authorities
Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).


What are the General Procedures for Formal Hearing of Students with Disabilities or Presumed Disability?
201.9(c) Procedures for suspensions of more than five school days (Superintendent's hearings). Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase.
DETERMINATION OF GUILT PHASE OF SUPERINTENDENT'S HEARING
Determines whether the student is guilty of the alleged misconduct
DETERMINATION STUDENT IS GUILTY OF ALLEGED MISCONDUCT
DETERMINATION STUDENT IS NOT GUILTY OF ALLEGED MISCONDUCT
MANIFESTATION DETERMINATION MEETING
CSE MEETING HELD TO REVIEW STUDENT'S IEP AND PROGRAMMING
NOT A MANIFESTATION
Student will be disciplined in the same manner as a nondisabled student but will continue to receive IEP services
MANIFESTATION
Superintendent hearing dismissed
Exception for charges of weapons, drugs or serious bodily injury which will go to the Penalty Phase
CSE MEETING HELD TO REVIEW STUDENT'S IEP AND PROGRAMMING
PENALTY PHASE OF SUPERINTENDENT'S HEARING
HEARING OFFICER RECOMMENDS RETURN TO SCHOOL
HEARING OFFICER RECOMMENDS A CHANGE IN PLACEMENT TO AN IAES

Sexual Harassment
Sexual Harassment is unwanted and unwelcome behavior of a sexual nature. Sexual harassment comes in many forms:

» **Verbal Sexual Harassment**
Means offensive words and comments, spoken privately to a person or in front of others. For example:
- Comments about body parts or rating people's bodies –Sexual suggestions or threats;
- Spreading sexual rumors or stories;
- Sexual jokes;
- Using sexual orientation (homosexuality or bisexuality) as an insult.

» **Nonverbal Sexual Harassment**
- Staring or pointing at a person's body or body parts;
- Making obscene gestures;
- Displaying obscene sexual material or placing it in someone's locker or on someone's computer;
- Writing people's names along with sexual remarks, suggestions, or drawings in public places.

» **Physical Sexual Harassment**
Is any unwanted sexually oriented physical act. For example:
- Grabbing or touching someone, especially his/her sexual parts;
- Tearing or pulling at a person's clothing;
- Purposely bumping or rubbing against a person;
- Kissing or holding a person against his/her will;
- Impending a person's movements or preventing moving freely.

In the work or study environment, even flirtation may be inappropriate. What is flirtation to one person may be considered sexual harassment to another. Flirtation makes one feel good, in control, attractive, flattered, and equal. In contrast, sexual harassment makes one feel bad, powerless, unattractive, degrading and inferior. If you think you are being sexually harassed, your own thoughts and feeling are usually pretty good signals about what is happening to you.

» **Warning Signals of Sexual Harassment:**

Thoughts	**Feelings**
I can't believe this is happening to me.	Confused Why me?
What did I do?	Guilty
I wish I could make it stop.	Helpless
I hate you for doing this.	Angry
If I say anything, no one will believe me.	Frightened
Just leave me alone.	Hopeless
What's going to happen next?	Scared
I wish I could get away.	Trapped
Why doesn't anyone help me?	Alone

Students at Peru do not have to tolerate being victims of sexual harassment. It is not only against school policy it is against the law.

WHAT CAN YOU DO IF YOU ARE HARASSED?

- **Say no to the harasser.** Be direct. If you feel you can, you might explain why you were offended by what transpired. Sometimes a clearing of the air is all that is needed. Remember that you have a right to your feelings. You may want to bring someone with you for support. Make every effort to let the student know that their action was inappropriate and ask them to STOP.
- **Keep a record of what happened and when.** Include dates, direct quotes, witnesses, and patterns to the harassment. Save any correspondences sent to you.
- **Talk to a counselor.** You can talk to a counselor as your first step in dealing with the harassment or after you have tried to resolve the situation yourself. You may find that an informal discussion solves the problem, or you may decide to make a formal complaint. We understand that you may be reluctant to talk about your experience. This is normal and may have several causes: uncertainty about whether you have been really harassed; shock or embarrassment over the incident; a sense that you are somehow responsible; a fear that people of a different sex or sexual orientation will not take your complaint seriously; or a general doubt that the situation can be satisfactorily resolved. We will try to be sensitive to the thoughts and feelings of everyone

involved and will treat any consultation and complaint with seriousness and confidentiality.
- **Tell someone.** Tell someone you can talk to; your parent, counselor, teacher, principal or any school employee.
- **File a complaint.** To file a complaint, contact the Title IX Officer.

The Board of Education is committed to safeguarding the right of all employees and students within the School District to an environment that is free from all forms of sexual harassment. Sexual harassment does not depend only upon the offender's intention, but also upon how the victim perceives the behavior or is affected by it. The Board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as supervisors.

The Board condemns all unwelcome behavior of sexual nature which is addressed to a student to extort sexual favors from the student, or which has the purpose or effect of creating an intimidating, hostile, or offensive environment within the District. The Board also prohibits any retaliatory behavior against complainants or any witnesses.

Any employee or student who believes that he/she has been subjected to sexual harassment should immediately report the alleged misconduct to the employee designated by the School District to ensure compliance with Title IX of the 1972 Education Amendments (the "Title IX Officer") immediately so that appropriate corrective action, up to and including discharge of the offender, may be taken at once. The Title IX Officer is listed on the District's website. In the absence of a victim's complaint, the Board, upon learning of or having reason to suspect, the occurrence of any sexual misconduct, will ensure that appropriate individuals promptly commence an investigation.

The Superintendent is directed to develop and implement specific procedures on reporting, investigating, and remedying allegations of sexual harassment. Such procedures are to be consistent with any applicable provisions contained in the District's collective bargaining agreements and the tenure laws.

A copy of this policy and its accompanying regulations are to be distributed to all supervisory and non-supervisory personnel, employees, and students and posted in appropriate places.

Sexual Harassment Regulations
DEFINITIONS:

Employee
Shall mean all teaching, administrative and support personnel.

Immediate supervisor
Shall mean the person to whom the employee is directly responsible (e.g., department head, building principal).

Student
Shall mean an individual who is registered in the District and is taking academic classes.

Title IX Officer
Shall mean the individual who is designated by the District to ensure compliance with all provisions of Title IX of the 1972 Education Amendments.

Procedures
Employees who believe they have been subjected to sexual harassment are to report the incident to the Title IX Officer. Students who believe they have been subjected to sexual harassment are to report the incident to the Title IX Officer. Incidents of sexual harassment may be reported informally or through the filing of a formal complaint.

All reports of sexual harassment will be held in confidence subject to all applicable laws and any relevant provisions found in the District's collective bargaining agreements. Consistent with federal and state law, and all applicable provisions contained in the District's collective bargaining agreements, the following procedures shall be employed in handling any report, investigation, and/or remedial action concerning allegations of sexual harassment.

Informal Complaints
Employees who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves, the Title IX Officer and their supervisor. In addition, students who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves, the Title IX Officer, and their principal. The purpose of such a meeting will be to discuss the allegations and remedial steps available. The Title IX Officer and the supervisor or building principal will then promptly discuss the complaint with the alleged harasser. Should the harasser admit the allegations the Title IX Officer is to obtain written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the Title IX Officer may recommend that further disciplinary action be taken.

Thereafter, the Title IX Officer is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The Title IX Officer is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur.

If the complainant is dissatisfied with the resolution, he/she is to file a formal written complaint.

If during the Title IX Officer's informal attempt to resolve the complaint, the alleged harasser admits the allegations, but refuses to give assurance that he/she will refrain from the unwelcome behavior, the Title IX Officer is to file a report with the Superintendent. The report will contain the nature of the complaint, a description of what occurred when the Title IX Officer informed the alleged harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by the formal complaint.

If the alleged harasser denies the allegations, the Title IX Officer is to inform the complainant of the denial and state that a formal written complaint will be required for further formal investigation. The Title IX Officer shall file a report with the Superintendent. If the complainant submits a formal complaint, a copy of it should accompany the Title IX Officer's report with a recommendation for further action.

Formal Complaints
Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the Title IX Officer who will then forward it to the Superintendent. The formal written complaint will consist of any appropriate forms and a copy of any applicable reports of the Title IX Officer. The appropriate forms shall solicit the specifics of the complaint (e.g., date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter).

Investigating a Complaint
Upon receipt of a formal or informal complaint, a prompt, thorough, and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. Complainants are to be notified of the outcome of the investigation.

Remedial Action
If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law and collective bargaining agreement. Depending on the gravity of the misconduct, these may range from a reprimand up to and including dismissal from employment[17.1] or the District can expel the student out of the district. When applicable, any lost employment benefits will be restored to the victims. Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the District's collective bargaining agreements.

If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level of management. (E.g. the Superintendent) The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post-Remedial Action
Following a finding of sexual harassment, victims will be periodically interviewed by the Title IX Officer and appropriate supervisory personnel to ensure that the harassment has not resumed and that no retaliatory action has occurred. These follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.

Complaint Records
Complainants should receive a copy of any resolution reports filed by the Title IX Officer concerning his/her complaint. Copies should also be filed with student records of both the complainant and alleged harasser.

Investigation in the Absence of a Complaint
The Board will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct.

Articles Not Allowed in School

- Tobacco products (including e or vapor cigarettes), alcohol, drugs, or pepper spray;
- Guns, knives, chains and sharp objects (toy models included);
- Laser Pointers and/or Shocking Devices.

Prohibited items will be confiscated and returned only to parents/guardians. Parents/guardians may recover confiscated items, not turned over to law enforcement or held by the District for evidentiary purposes, within 30 days. Items not recovered will be discarded at the end of the school year.

Student Due Process Rights
In situations involving misconduct, students shall have the opportunity to present their version of the facts and circumstances, and students will not be suspended unless their rights to due process, as identified in Education Law 3214, have been observed. Building Principals may suspend a student for a period of up to five days. In cases of this type, the Principal conducts an informal hearing with the student and other individuals who may have information concerning the situation. When a suspension is imposed the student and parent(s) are notified and a written record of the case is made. If the student and parent's request, an informal conference will be held at which time the parents may question the person whose complaint initiated the suspension.

School personnel will identify problems and pursue appropriate, reasonable measures to affect student behavior. Parents/guardians, [18.1]students and school personnel must work together to ensure the maintenance of the proper atmosphere for learning. Our objective is to provide all students an equal opportunity to grow intellectually, ethically, socially, emotionally, and physically.
The responses to student misconduct are designed to be fundamentally fair without imposing unreasonable burdens upon school authorities or students. General requirements in all instances include:

- Oral or written notice detailing the rules violation resulting in the conduct referral;
- An opportunity for the referred student to "tell his/her side of the story" to the person whose responsibility it is to investigate the situation;
- Explanation of the evidence of violation upon which action is being taken, should the student deny the infraction has occurred;
- When a student is referred to an administrator/designee for appropriate action, the administrator investigates the incident by meeting with the student and/or staff member, and additional students/staff as deemed necessary;
- Parental involvement ranges from written notification of the offense and consequence, to parent conferences with staff, student, and, if need be, outside agencies/authorities;
- A proper and accurate record of the offense and response is maintained for all incidents.

Student Searches and Interrogations
SUBJECT: SEARCHES AND INTERROGATIONS OF STUDENTS
Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband/prohibited items seized on school grounds or in a school building by an authorized School District official only when the School District official has reasonable suspicion to believe the student has engaged in or is engaging in proscribed activity which is in violation of the law and/or the rules of the school (i.e., the District Code of Conduct). The reasonableness of any search involves a twofold inquiry. School officials must

first determine whether the action was justified at its inception, and second, determine whether the search, as actually conducted, was reasonably related in scope to the circumstances which justified the interference in the first place.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:
- The age of the student
- The student's school record and past history
- The predominance and seriousness of the problem in the school where the search is directed
- The probative value and reliability of the information used as a justification for the search
- The school official's prior knowledge of an experience with the student
- The urgency to conduct the search without delay

If reasonable suspicion exists to believe that a student has violated or is violating the law and/or school rules, it is permissible for an authorized school official to conduct a search that of a student. The search may include, but is not limited to, the student's outer clothing such as a jacket or coat, pockets, backpack, and/or purse. Such a search will involve asking the student to remove their coat, turn pockets inside out, open and dump backpack, purse, etc. The items when removed from the student's person, may be examined by school staff. Whenever possible, searches will be conducted with a staff member of the same sex and the student present and, whenever possible, another staff member will be present as a witness.

Cell Phone

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the code of conduct and or policy 5695, Student Use of Electronic Devices. Teachers and administrators can request the student's cooperation to search the cell phone further. Without a student's permission, teachers and administrators should not undertake a more extensive search until conferring with the Superintendent or school attorney for guidance.

Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. Strip searches will not be authorized under any circumstance. If school officials believe that a student has on his/her person something that is in violation of law that can be detected and secured only by a strip search, school officials shall contact the police and either have the police conduct the search or have the police remove the student from school. If the school officials believe that a student has something that is a violation of school rules, but not a violation of law on his/her person that cannot be detected without conducting a strip search, school officials should have the student removed from school by his/her parent(s)/guardian(s).

Searches and Seizure of School Property

Student desks, lockers, textbooks, computers, and other materials, supplies or storage spaces loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time. The purpose of these searches, when they occur, is to ensure the safety of students, faculty and staff, enhance school security and prevent disruptions of the learning environment. Searches have been proven to have a deterrent effect on student behavior. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property. This means that student desks, lockers, textbooks, computers and other materials, supplies or storage spaces, may be subject to search and/ or seizure of contraband/prohibited items at any time by school officials, without prior notice to students and without their consent. However, a student's personal belongings contained within the locker, desk, cell phone, etc., are subject to the reasonable suspicion standard for searches by an authorized school official.

Questioning of Students by School Officials

School officials have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Students may have the opportunity to have someone, an advocate, to be with them during questioning, if they ask.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student's parent/guardian may be contacted; the degree and immediacy of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called "Miranda warnings" (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the Superintendent/designee may also review the circumstance with School District legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

Law Enforcement Officials

It shall be the policy of the School District that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property. Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions.

School Resources Officers

Districts may utilize School Resource Officers (SROs), law enforcement officers who work within the school building. There are different types of SROs: those employed by the District and those employed by local law enforcement. SROs, acting in their capacity as law enforcement, are held to a different search standard than School District staff. Searches by law enforcement SROs must be justified by probable cause, not the District's standard of reasonable suspicion. District staff need to clearly establish who is initiating and conducting a search, the District or law enforcement, and that the appropriate standard for such a search has been met.

Interrogation of Students by Law Enforcement Officials

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student's arrest (or removal). Police authorities may also question students for general investigations or general questions regarding crimes committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant, they should take the matter up directly with the student's parent/guardian. Whenever police wish to question a student on school premises, administration will notify the student's parent/guardian. If possible, questioning of a student by police should take place in a private and in the presence of the Building Principal/designee.

Child Protective Services Investigations

In certain situations of serious allegations of child abuse and/or neglect, child protective services may determine to interview a child on school property. Appropriate circumstances for an interview can but don't always involve allegations of domestic violence, serious physical injury, parental substance abuse and excessive absences. The Board encourages cooperation consistent with Social Services Laws as well as the regulations of the New York State Education Department and the Office of Children and Family Services.

Assistive Technology Used in Searches

School administrators may use the aid of assistive technology in identifying the use of or location of prohibited items. This technology may include but is not limited to devices designed to detect vapors or metals I.E. vape sensors and metal detectors.

Public Concerns

The Board of Education recognizes the right of community members to register individual or group concerns regarding instruction, district programs, materials, operations, and/or staff members. The main goal of this district is to resolve such concerns with only the parties involved, whenever possible. Public concerns about the school district will be directed to the proper administrative personnel. Concerns about specific classroom practices shall be directed to the teacher concerned. If the matter is not settled satisfactorily, the complainant shall then contact the building Principal; if there is no resolution on this level, the Superintendent of Schools shall be contacted. If the Superintendent is not able to resolve the matter, she/he shall refer the issue to the Board for final resolution.

It is the responsibility of the building Principal to help in resolving the problem/concern, and/or to refer individuals to the next level of appeal. Matters involving specific classes, teachers, or school rules should be brought to an administrator's attention before an individual addresses members of the Board of Education. All matters referred to the Superintendent and/or the Board must be **in writing**. Concerns registered directly to the Board as a whole or to an individual Board member shall be referred, as soon as it is reasonably possible, to the Superintendent for investigation, report, and/or resolution.

The continued interest and support of district schools by members of the school community is vital to the success of Peru students.

Equal Opportunity and Non-Discrimination

Each student is encouraged to develop and achieve individual educational goals. The District will provide every student with equal educational opportunities regardless of their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities, or other school resources.

A Secondary Principal and an Elementary Principal are designated as the district compliance officers who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972. The Director of Student Services is the designated district compliance officer for Section 504 of the Rehabilitation Act of 1973.

Family Educational Rights and Privacy Act

The procedures for the confidentiality of students' records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA) (Buckley Amendment), its implementing regulations, and Commissioner's Regulations.

The District shall arrange to provide translation of the following notice to non-English speaking parents in their native language.

This section is intended to advise you of your rights with respect to the school records relating to (your son/daughter) and/or (you) pursuant to the Federal "Family Educational Rights and Privacy Act 1974."

A parent/guardian of a student under 18, or a student 18 or older, shall make a request for access to that student's school records. This includes all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to:

- Identifying data;
- Academic work completed;
- Level of achievement (grades, standardized achievement test scores);
- Attendance;
- Discipline records;
- Data scores on standardized intelligence;
- Aptitude and psychological tests;
- Interest inventory results;
- Health data;
- Family background information;
- Teacher or counselor ratings and observations and verified reports of serious or recurrent behavior patterns.

A parent/guardian of a student under 18 years of age or a student 18 years of age or older shall make a request for access to that student's school records, in writing, to the building Principal. Upon receipt of such request, arrangements shall be made to provide access to such records within a reasonable period of time, but in any case, not more than forty-five (45) days after the request has been received.

Such parents and students are also entitled to an opportunity for a hearing to challenge the content of such records, to ensure that they are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein. Any questions concerning the procedure to be followed in requesting such a hearing should be directed to the Superintendent.

Student records and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or student. There are a number of exceptions to this rule, such as other school employees and officials, and certain state and federal officials, who have a legitimate educational need for access to such records in the course of their employment.

Corporal Punishment

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

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

- Protect oneself, another student, teacher or any person from physical injury;
- Protect the property of the school or others;
- Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

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

Investigation Complaints

Any complaint about the use of corporal punishment shall be submitted in writing to the Superintendent of Schools. This written complaint will be forwarded to the school attorney within seven (7) days. The Superintendent will investigate the complaint to determine whether an incident actually took place, and if so, to determine the identity of the person or persons who administered the punishment, the identity of the student or students punished the reasons for the action and any other relevant facts or circumstances. Results of this investigation will be forwarded to the school attorney upon completion of the investigation.

Alternative Education Program

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 Section 3214, the District will take immediate steps to provide alternative means of instruction for the student.

PUBLIC CONDUCT ON SCHOOL PROPERTY

Visitors to the School

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor;
- All visitors to the school must enter through the designated single point of entry and report to the building main office upon arrival at the school. There they will be required to present photo identification, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the building main office

before leaving the building;
- Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to register;
- Parents or citizens who wish to observe a classroom or school activity while school is in session are required to arrange such visits in advance with the classroom teacher(s) and Building Principal, so that class disruption is kept to a minimum;
- Teachers are not expected to take class time to discuss individual matters with visitors;
- Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants;
- All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

Please be aware: Video cameras are used for surveillance in all buildings on campus. Footage of any misconduct may be shared with legal authorities/outside agencies.

Prohibited Conduct

No person, either alone or with others, shall:
- Intentionally injure any person or threaten to do so;
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson;
- Disrupt the orderly conduct of classes, school programs or other school activities;
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program;
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, disability or weight or other protected characteristic;
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed;
- Obstruct the free movement of any person in any place to which this code applies;
- Violate the traffic laws, parking regulations or other restrictions on vehicles;
- Possess, consume, sell, distribute or exchange alcoholic beverages, tobacco (including e or vapor cigarettes) products, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function;
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district;
- Loiter on or about school property;
- There will be no card or casino type games played for money;
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
- Willfully incite others to commit any of the acts prohibited by this code;
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function;
- Leave school grounds without authorization;
- Possess or use a skateboard on school grounds

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

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

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

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

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

Procedures/Referrals/Penalties
Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP).
The types of misconduct and levels of severity are applicable to students in K-12. Specific rules and regulations for students in grades K-12 are found in the student rules/handbooks/brochures.

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

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below and in the student due process section of the code.

Pass Restriction
Students on pass restriction are not allowed to leave class without administrative permission, unless there is an emergency.

10th Period Restriction
Students on 10th Period Restriction are required to leave the building at the 2:08 pm dismissal; 10th Period is a privilege and proper student deportment is expected. Students placed on 10th period restriction will be allowed to stay by the request of a teacher and with administrative approval.

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

Suspension from Transportation
If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who present serious conduct problems may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the District will make appropriate arrangements to provide for the student's education.

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

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

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

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

Teacher disciplinary removal of disruptive students
A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may

include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- Short-term "time out" in an elementary classroom or in an administrator's office;
- Sending a student into the hallway briefly;
- Sending a student to the principal's office for the remainder of the class time only;
- Sending a student to a school counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

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

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

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

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

The principal may require the teacher who ordered the removal to attend the informal conference.

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

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

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.
Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

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

Suspension from School
Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

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

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

Short-term (5 days or less) suspension from school
When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may established.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the

superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

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

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record.

The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 15 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

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.

Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

Miniumum Periods of Suspension

Students who bring or possess a weapon on school property

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

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

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

Students who commit violent acts other than bringing or possessing a weapon on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the

same notice and opportunity for an informal conference given to all student's subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all student's subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is 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) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all student's subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all student's subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Referrals

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment for:

- Habitual truancy and not attending school as required by part one of Article 65 of the Education Law;
- Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.

Types of referals:

- » PSAF (Preventative Services for Adolescents and Families)
- » PINS (Persons in need of Supervision Diversion)
- » PINS (Persons in need of Supervision Petition)
- » Family Court

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

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

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

Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, school counselor, the building principal or his or her designee or other responsible adult. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

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

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

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

Transportation Procedures

Student Carry-On Regulations

The following guidelines have been established by state and school officials to ensure rider safety.

Regular Bus Runs

- NO consumption of food or drink will be allowed unless you have a documented medical condition. ALL food and drink must be kept in your backpack when possible while on the bus;
- NO bats, golf clubs, hockey sticks, sports equipment will be allowed on elementary buses at any time. They will however be allowed on high school buses provided they are secured in the seat with the student and the bus is not overfull;
- NO skateboards are allowed on ANY bus at any time;
- NO over the counter or prescription medication is to be transported on the bus. Parent/guardian must transport all medication, unless other arrangements have been made with the respective nurse's office. Such arrangements will be coordinated with the transportation department prior to transport;
- Potentially dangerous items may not be carried on a school bus. This includes items such as ski's, ski poles, weapons, ammunition, flammable liquids, animals, large size packages, large presentation boards, items made out of glass (regardless of size), and pressurized containers such as insect repellents and spray paints;
- NO large musical instruments such as drums, tubas, cello's and bass fiddles allowed;
- Musical instruments such as clarinets, flutes, trumpets, violins, trombones and guitars may be carried on the bus providing:
  - ◊ They are not stored in the center aisle or blocking window exits. (The center aisle and emergency exits must be free of obstacles at ALL times).
  - ◊ The instrument does not jeopardize the safety and comfort of the student carrying the instrument or any other rider on the bus.

Electronics such as cell phones, I pod's, tablets, etc. will be allowed with the understanding that the driver and school are not responsible for lost or stolen items. It is the student's responsibility to keep possession of their property. No loud music or taking pictures/video's is allowed at any time. Students may share an earbud, however students should keep one earbud out so they can hear the driver if needed. Talking on phone will only be allowed with driver approval;

- NO tobacco products, illegal drugs or alcohol will be allowed at any time (this includes electronic cigarettes).

Field Trips & Sports Trips

- All Musical instruments will be allowed as long as they can be secured and the center aisle and emergency windows are kept free of obstacles;
- Food and drink will be allowed ONLY under the direct supervision of the teacher, coach or chaperone (this does NOT include the driver);
- Bats, golf clubs and other sports equipment will be allowed if secured in the seat and center aisle and emergency exits are free of obstacles.

Student Bus Riding Rules

A student who is granted the **privilege** of riding a school bus must assume certain safety responsibilities (the "Rules"). Students and parents are reminded that bus transportation is a **privilege** which may be suspended due to student's violation of the rules set forth herein. The following rules of conduct will apply to **ALL** students riding on school buses.

Students should be ready for the bus at least 5 minutes prior to pick up time. Students will cross the highway following correct procedure, and driver instructions, will not get mail at any time when discharging from bus. Upon entering or exiting the bus students will go in turn and avoid pushing, will take their assigned seats promptly and remain seated until the bus arrives at their stops. Students will keep their feet and other items out of the center aisle; keep their hands off other students and property not belonging to them.

Students will not lower windows without prior approval of the bus driver, will not shout, call, or throw anything

out the windows, or put any part of their bodies out the windows. Students will avoid excess noise which might distract the driver, will be respectful to all staff members, and will respond promptly to the bus driver's instructions. Students will not use obscene language at any time.

The school will not be responsible for any broken, lost or stolen items, including electronic devices such as cell phones or e-readers.

Bus Conduct Reports
Violations of rules of bus transportation may require the driver to issue a bus conduct report, which shall be sent to the student's administrator.

- Secondary students (Grades 6-12):
  - The driver or monitor will inform the Transportation Office staff and the violation will be entered in SchoolTool so the appropriate administrator can review and address it. The driver will attempt to call Parent/Guardian.
- Elementary Students (Grades PK – 5):
  - The driver or monitor will inform the Transportation Office staff and the violation will be entered in SchoolTool so the appropriate administrator can review and address it. The driver will attempt to call Parent/Guardian.

If the administrator determines that the student's behavior is in violation of the rules set forth herein and or his/her behavior endangers the safety of himself/herself or others, the administration shall notify the superintendent and the student's parents or guardian and may arrange a conference with the administrator and or superintendent of schools, the bus driver and/or the transportation supervisor, the student, and his/her parent or guardian. The Administrator or the Superintendent of Schools may temporarily suspend the student from riding the bus pending the conference of the above-named parties and the administrator shall notify the student's parent or guardian prior to such suspension.

If the administration determines that the driver or another individual is the cause of the incident, the Superintendent of Schools shall be notified by the school administrator and appropriate disciplinary action will be taken. The student and his/her parent or guardian will be notified of the school administrator's determination.

Passing a School Bus
Overtaking or passing a stopped school bus with red lights flashing is illegal at any time. State law also forbids overtaking or passing a stopped school bus in any school parking area when red lights are flashing.

AM Bus Run
Students in Grades 6-12 are not allowed to ride the AM Elementary buses. Rare exceptions may be made and permission granted by authorizing the ride in advance with the transportation supervisor and building administrator.

Bus Passes
When a student requires transportation to a location other than that which is registered with the school, the following requirements must be met for the safety of the student: Students must have an email from his/her parent/legal guardian as well as the parent/legal guardian of the alternate location, if riding to another student's house; this is subject to administrative approval.

Middle School/High School Students

Two written/email requests must be submitted to the appropriate Office by 9:00AM. A written/email request must be from the parent/guardian of the student making the request stating approval is given for the request. A written request must also be received from the parent/guardian of the location to which the student is requesting to go to stating approval is given for the request.

Verbal requests will not be accepted for bus passes.

Students in Grades 6-12 Riding 3:00p.m. Bus
Students staying for 10th period extra help may ride the Elementary bus home. The student will be issued a special 3:00PM Bus Pass from the teacher for which the student stayed. The pass must have the student's **FULL NAME**. The teacher will sign the pass only on a day that the student remains in school for extra help. All passes

will be collected by the Transportation Department when the student boards the bus. The passes will then be retained by the transportation department for review as needed to verify their legitimate use.

Any student arriving at the 3:00PM bus that is without a proper pass, or witnessed being off campus between the time 9th period ends and the student attempts to board the 3:00PM bus, will be referred to building administration for appropriate action.

Elementary Bus Stop Responsibilities
It is the responsibility of each and every parent/guardian, or designee, to be in attendance at the drop off bus stop location of all PK-5 students of the Peru Central School.

A parent or guardian must be visible at the drop-off point. If no one is visible at the drop off point, the Bus Driver will not be allowed to drop students off. The student will be transported back to the campus and transferred to the appropriate School Administrator. The parent/guardian will then have the responsibility to transport the student home after signing the student off campus from the appropriate Administrator.

A parent/guardian may request in writing an exemption to this requirement. The written request must be made for each individual student. The request will be reviewed by the appropriate School Administrator and filed in the office. A copy of the signed request will be forwarded to the Transportation Department. The School District requires annual updates to this exemption; arrangements from previous school years will not be honored without re-authorization.

Students Driving on Campus

Driving Privileges
Student parking is available on school grounds. Permission to drive and park on campus is not a right, but a privilege. Students who wish to drive to/from the CV-TEC campus need to obtain permission from the Associate Principal's office of Peru High School and CV-TEC. Parking privileges may be available to underclassmen that have a compelling reason to park on school grounds as determined by the principal or associate principal. These privileges are given on a first-come-first-served basis. Underclassmen are not allowed to bring passengers unless they are siblings. Any student requesting to transport other students to/from school, please see Student Parking Registration form for the guidelines. Student Parking Registration forms can be picked up at the Associate Principal's office.

District parking privileges can be revoked, in addition to those penalties allowed to be imposed in accordance with the New York State Vehicle and Traffic Law. **In the event that enforcement of these Regulations requires a vehicle to be towed and stored, the owner of the vehicle shall be responsible for the payment of such towing and storage fees.**

- Students will register their cars with the Associate Principal's office. This registration will require students and parents to sign the safe driving pledge, and complete the Peru CSD registration form that includes make, model, year and plate number of the vehicle;
- Students will park their cars in the designated student parking spaces;
- Cars should be locked upon arrival to school;
- Cars will remain parked during school hours and until all buses are in and parked for dismissal;
- Students are not to go to their cars during the day, including lunch periods, without the permission of the principal or the associate principal;
- Students who drive or ride to school must report between the hours of 7:17AM and 7:25AM. Whenever a student comes to school late (after 7:28AM) other than on a school bus, they are to report directly and immediately to the main office. After the third time of arriving late without a legitimate reason, as determined by the principal, or associate principal, the privilege of parking on school grounds will be suspended according to the following:

Violation of Driving Privileges
  - » **1st –** privileges revoked 2-weeks
  - » **2nd –** privileges revoked until the end of semester
  - » **3rd –** privileges revoked for the remainder of the school-year
- CV-TEC Students are NOT allowed to transport other students to CV-TEC;
- Riding snowmobiles, ATV's or any other unlicensed motor vehicles is prohibited on school grounds at any time;

- Student drivers shall not speed, drive recklessly, park illegally, squeal tires, or otherwise endanger others with their vehicle. The speed limit in the parking lot is 10 MPH;
- Students may not engage in behavior that may damage other student's cars or property;
- The building principals have authorization to conduct an inspection of student cars parked in the school parking lot during the regular school day where there is reasonable suspicion that the car contains items that would hinder the health and safety and morale of the student body;
- This search will be done only after informing the driver and/or parent, with said driver present.
- Failure on the part of the driver to allow this inspection will result in the loss of parking privileges;
- Students may not park, on school grounds, a vehicle which displays any expressions (phrase, word, or words) or insignia (picture, symbol, or flag) which is lewd, obscene, indecent, or that promotes or advocates racial or religious prejudice, violence or interferes with the learning process;
- Loitering in the parking lot is not permitted. Students arriving before 7:17AM must proceed directly from the parking lot to the grade appropriate cafeteria. Students arriving after 7:17AM must proceed directly to the main entrance.

Emergency Evacuation
In case of an emergency or early evacuation, please make sure your child is aware of your emergency plan. The plan must be on file with your child's school. Be advised that phone lines are often inoperable during evacuation situations.

Remote Learning
Peru Central School District recognizes that remote learning presents unique challenges for students, caregivers, and teachers. This document is intended to provide guidelines and expectations that will lead to a common vision of the remote learning experience and help reduce the impact that those challenges have on student learning.

Regardless of the grade level in which remote learning is taking place, it is important for students and families to recognize that when students are learning from home, their home becomes the classroom. While we recognize that not every situation lends itself to providing a quiet space that is totally free from distraction, efforts should be made to create an environment that is conducive to learning for both the students at home, as well as students that are in the school classroom. These efforts should include:

- ◊ The background around the student is appropriate for a school setting (tobacco devices, ecigs, alcohol containers or offensive material not in view)
- ◊ Student should have a place to work that is organized and student should be appropriately seated. (Students should not be in bed.)
- ◊ Student dress should comply with school dress code.
- ◊ Students must keep their camera turned on, face visible and respond to the teacher when asked to do so.
- ◊ Background noise that may distract others when unmuted should be kept as minimal as possible.
- ◊ Only the student should participate or be heard during the google meet.
- ◊ Work must be completed on time.
- ◊ Students must complete their own work.
- ◊ Students should utilize teacher office hours/live learning time to get help.
- ◊ If the school has issued a device to a student, that device must be used to complete their school work unless the school issued device is not capable of performing the functions required to complete the coursework.

Electronic Network Use Rules
The Board of Education is committed to optimizing student learning and teaching. The Board considers student access to the Internet to be a powerful and valuable educational and research tool, and encourages the use of computers and computer related technology in district classrooms for the purpose of advancing and promoting learning and teaching.

All users of District Technology resources must understand that use is a privilege, not a right, and that use entails responsibility. The district reserves the right to control access to District provided technology resources. The district may either allow or prohibit certain kinds of online activity, or access to specific websites.

Regulations and protocols, to be developed by the Superintendent, in consultation with the district leadership team and instructional technology staff, will provide specific guidance on this, as well as rules governing the use and security of the district's computer network. All users of the district's technology resources shall comply with this policy and regulation. Failure to comply may result in disciplinary action as well as suspension and/or

revocation of computer access privileges.

The Superintendent shall be responsible for designating Instructional Technology Staff to oversee the use of district computer resources. The Instructional Technology Staff will prepare in-service programs for the training and development of district staff in computer skills, and for the incorporation of computer use in appropriate subject areas.

With increased concern about cybersecurity, unwarranted invasion of privacy and the need to protect personally identifiable information, prior to students being directed by staff to use any cloud-based educational software/ application, staff must get approval from the Instructional Technology Department and Data Privacy Officer. The Data Privacy Officer will determine if a formal contract is required or if the terms of service are sufficient to address privacy and security requirements, in correspondence with NYS Ed-Law 2D regulations.

The Superintendent, working in conjunction with the designated purchasing agent for the district and Instructional Technology Department will be responsible for the purchase and distribution of computer software and hardware throughout the District. They shall prepare and submit for the Board's approval a comprehensive multi year technology plan which shall be revised as necessary to reflect changing technology and/or district needs.

Generative Artificial Intelligence Tools: Ethical Use
Students are expected to use generative AI tools responsibly and ethically. This includes refraining from using AI to create or disseminate any content that is deceptive, misleading, defamatory, or infringes upon the rights of others.

Additionally, students should not use AI to generate content that is discriminatory, harassing, or promotes hate speech in any form. It is important to respect copyright laws and intellectual property rights when using AI to generate content, and to always give credit to original creators when appropriate.

Misuse of generative AI tools for academic dishonesty, such as generating falsified academic work or cheating on assessments, is strictly prohibited. Overall, students are encouraged to use generative AI in a manner that upholds integrity, fairness, and respect for others.

General Definitions
For the purpose of this code, it is important that the following definitions are understood:

Alcohol: Use, Possession or Sale
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.

Assault
Intentionally or recklessly causing physical injury or serious physical injury (see differences in definitions below) to another person, with or without a weapon, in violation of the school district code of conduct. For reporting purposes, an 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. NYSED Glossary of Terms

Alternative Education
A provision of educational service to an elementary or Junior/Senior High School student through the age of 21 in a manner other than in the regular full-time day school. Students may receive homebound instruction, reduced school day or receive educational service in some other setting.

Bullying and Harassment
The creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student

or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur:

1. on school property; and/or
2. at a school function; or
3. off-school property where such acts create 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 including, but not limited to, online, texts, app-based communications, social media, etc.

Such conduct shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other legally protected status.

For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal or non-verbal actions. "Emotional harm" that takes place in the context of "harassment or bullying" means 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. (See Education Law Section 11[7] and 8 N.Y.C.R.R. 100.2)25

Coercion
Persuading someone to do something by using force or threats.

Controlled Substance
The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of Title 21 United State Code (USC) Controlled Substances Act, Subchapter 1 Part A, §802 (6). The term does not include distilled spirits, wine, malt beverages, or tobacco.

CROWN Act
The Dignity for all Students Act protects the right of all students to learn in schools free of discrimination, harassment, and bullying. In 2019, NYSED clarified those rights include self-expression through hairstyle. The CROWN Act protects students' rights to wear or treat their hair however they desire, without the threat of racial discrimination or loss of access to school, participation in activities, and inclusion in opportunities inside and beyond typical classrooms. More specifically, The CROWN Act prohibits race discrimination based on natural hair or hairstyles; defines "race" for certain specific purposes to include, but not be limited to, ancestry, color, ethnic group identification, and ethnic background, and to include traits historically associated with race, including but not limited to, hair texture and protective hairstyles; and defines "protective hairstyles" to include, but not be limited to, such hairstyles as braids, locks, and twists. Crown Act 1 Crown Act 2 Crown Act 3

Cyberbullying
"Harassment" or "bullying", where such harassment or bullying occurs through any form of electronic communication (Education Law Section 11[8]). Cyberbullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs). Cyberbullying can involve, but is not limited to: sending mean, vulgar or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad. Cyberbullying involving district students may occur both on campus and off school grounds and may involve student use of the district internet system or student use of personal digital devices including but not limited to: cell phones, digital cameras, personal computers, electronic tools. NYSED Glossary of Terms

Child Pornography
Any visual depiction, including any photograph, film, video, picture, or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct where the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct, the depiction is, or appears to be, of a minor engaging in sexually explicit conduct, the depiction has been created, adapted or modified to appear that an identifiable minor is engaging in sexually explicit conduct, or the depiction is advertised or described in such a manner that it conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

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

Copyright
According to the Copyright Act of 1976, "Fair Use" means that you may freely use any information that you legally find for scholarly purposes. You may not plagiarize or sell it.

For example, if you find copies of Microsoft Office or any other copyrighted or licensed software, you cannot legally copy it. However, if you find an article about Microsoft Office, you may copy it as long as you give credit to the author and do not sell it.

Defiant
Boldly resistant or challenging; refusing to comply with the directive of school personnel or school expectations.

Dignity for All Students Act (DASA)
(§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance.

Disability
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 a record of such an impairment or a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law § 292[21]).

Disorderly Conduct
Any act committed by a student through the age of 21 which causes public inconvenience, annoyance or alarm, or recklessly creates a risk that is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Disruptive Student
An elementary middle or high school 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.

Drugs/Illegal Substances: Use, Possession or Sale
For NYSED reporting purposes: Illegally using, possessing, or being under the influence of a controlled substance or marijuana, marijuana derivative, on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana, on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property.

Due Process
A fundamental, constitutional guarantee of basic fairness, particularly regarding disciplinary proceedings. Due process ensures that students will be afforded notice of the proceedings; an investigation that solicits information from all parties involved, an opportunity to be heard in a meaningful way in a timely manner, and an evidence-based decision that is reasonable and proportional to the incident.

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 assistance employment program, pursuant to title nine-B 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]).

Firearm
A firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act, and any device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, including but not limited to: any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, BB gun, starter gun, 3D printed gun or pellet gun.

Gender
Actual or perceived sex and includes a person's gender identity or expression (Education Law § 11[6]).

Gender Expession
The manner in which a person presents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

Gender Identity
One's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

Harassment
The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental emotional or physical wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law § 11[7]).

Harmful to minors
Any picture, image, graphic image file, or other visual depiction that, taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and, taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

Hazing
A form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:
1. Humiliation: socially offensive, isolating, or uncooperative behaviors
2. Substance abuse: abuse of tobacco, alcohol, or illegal/legal drugs
3. Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

IEP
A legal written document required for children eligible for special education services. The IEP team members provide detailed information on children's performance, offer direct support and services to students, set annual goals, and evaluate student's progress regularly.

Insubordination
The outright refusal to comply with the reasonable request of any staff member or responsible adult serving in the capacity of chaperone by an elementary or middle or high school student through the age of 21.

Parent
Parent, guardian or persons in parental relation to a student.

Pass Restriction
Students on pass restriction are not allowed to leave class without administrative permission, unless there is an emergency.

Plagiarism
Plagiarism is "taking ideas or writings from another person and offering them as your own." Credit should always be given to the person who created the article or is responsible for the idea. Take extra caution when using the information networks. Cutting and pasting ideas into your own document, without giving credit to the author is plagiarism. Using AI to write your document and not stating that it was written using AI is plagiarism.

Protected Classifications/ Bias-related terms
It is the policy of Peru CSD to provide equal educational opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, citizenship status, disability, sexual orientation, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions related to pregnancy or childbirth), weight or other and to maintain an environment free of harassment on the basis of any of the above protected classifications, including sexual harassment and retaliation.

A. Race: A race is a categorization of humans based on shared physical or social qualities into groups generally viewed as distinct within a given society. For purposes of enumeration the U.S. Census Bureau uses such terms as: "White/Caucasian", "Black/African American/African- descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States
B. Color: The term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.
C. Religion: A personal set or institutionalized system of faith and worship. Fundamental beliefs include all aspects of religious observance and practice as well as belief, not just practices that are mandated or prohibited by a tenet of the individual's faith. Religion includes not only traditional, organized religions such as Christianity, Judaism, Islam, Hinduism, Sikhism, and Buddhism, but also religious beliefs that are new, uncommon, not part of a formal church or sect, only subscribed to by a small number of people, or that seem illogical or unreasonable to others.
D. Religious Practice: A term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.
E. Age: Prejudice or discrimination on the grounds of a person's age.
F. Creed: A set of beliefs or aims which guide someone's actions.
G. Ethnicity: a group of people with a shared culture, language, history, set of traditions, etc., or the fact of belonging to one of these groups.
H. National Origin: A person's country of birth or ancestor's country of birth.
I. Citizenship Status: means an individual's status as a U.S. citizen or national, or non-U.S. citizen, including the immigration status of a non-U.S. citizen.
J. Disability: See page 22.
K. Sexual Orientation: A person's identity in relation to the gender or genders to which they are sexually attracted; Refers to the physical or emotional attraction toward a certain sex or gender. Means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).
L. Gender: The socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (Masculine and feminine denote "gender"). A person's gender identity can correspond to or differ from the sex they were assigned at birth. Means a person's actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).
M. Gender Expression: The way in which a person expresses their gender identity, typically through their appearance, dress, and behavior.
N. Weight: Aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size" or "appearance."
O. Other: Can include, but is not limited to, physical characteristics, socio-economic status, health condition, housing, domestic relationships, social/academic status, etc.

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).

School Function
A school-sponsored extra-curricular event or activity (Education Law §11[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 a public elementary or Junior/Senior High school, or in or on a school bus. Education Law §11[1]).

Sexual Exploitation/Sexual Trafficking: Resources for Parents Safe Harbour for Exploited Children

Violent
Any visual depiction, including any photograph, film, video, picture, or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, involving physical force exerted to cause damage, abuse or injury.

Violent Student
A student under the age of 21 whom:
Commits an act of violence upon a school employee or attempts to do so. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so. Possesses, while on school property or at a school function, a weapon. 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 employee or any person lawfully on school property or at a school function. Knowingly and intentionally damages or destroys school district property.

Weapon
A firearm as defined in 18 USC 921 for purposes of the Gun-Free School Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray, or other noxious spray, explosive or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

Dissemination and Review

Dissemination of Code of Conduct
The code of conduct shall be available to each student's household prior to the start of school either via the Web site or from the appropriate building Principal. Students, parents and/or guardians shall be encouraged to review the code together in order to best promote its understanding and acceptance. All new students will be given a copy of the code of conduct with their registration packets. A general assembly will be held for each school or each grade level at which the contents of the code shall be reviewed. Any questions about the code should be directed to the building Principal. The District shall make copies of the Code available for review by students, parents and other community members.

Review of Code of Conduct
Each year the code will be reviewed and updated as necessary by the code of conduct committee. In conducting the review, the Committee will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently. The committee will seek input from faculty, staff and students each spring and open call for suggestions will be posted on the website where community members, parents and other interested constituents will be able to express concerns or make suggestions. The process for review and members on the committee is included at the end of this code of conduct.

The Board of Education will consider recommendations for changes in the code each year. Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and other interested parties may participate. The Code of Conduct and any amendments to it will be filed with the Commissioner, no later than thirty (30) days after adoption.