A. Why Do We Have a Code of Conduct?

1. Students need to be supported and engaged in school in order to promote strong character and appropriate conduct. It is also essential that students are able to take age-appropriate responsibility for their own behavior.

Student engagement is developed when students are provided with multiple opportunities to participate in a wide range of positive social activities while interacting with caring, supportive adults. This helps to ensure that students are better able to:

- recognize and manage emotions;
- develop caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively and ethically.
2. Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. School teachers, administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students, as well as teach and model appropriate behaviors for success. Modeling respectful, positive behavior is especially critical during disciplinary interventions.

3. All adults - teachers, principals, administrators, school staff, parents and the larger community - have an obligation to help students become good citizens and lead productive lives by modeling desired behaviors and cultivating those behaviors in students.

4. Appropriate conduct and strong character are reflected in a civil, respectful, healthy and caring environment.

Student discipline and support policies and practices will be implemented in a manner which is caring and equitable, respectful and based on trust among administration, staff, students, and families and hold all individuals accountable. This will help students:

- learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future; and
- understand that further consequences and/or interventions will be implemented if their unacceptable behavior persists.

5. The District will continuously monitor results in an effort to determine strategies for improvement.

I. Introduction

The Riverhead Board of Education is committed to providing a safe, supportive and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference.

The school district is committed to:

- ensuring each student is healthy, safe, engaged, supported and challenged;
- helping students develop self-discipline and social and emotional growth; and
- guiding students in improvement and corrections of inappropriate, unacceptable and unsafe behaviors.

Responsible behavior by students, teachers, other district personnel, parents and other visitors is expected, as it is essential to achieving this goal.

For this to happen, everyone in the school community must demonstrate and offer respect to others.

With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. School discipline policies should support students and teachers and ensure that everyone is treated with dignity and respect.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students’ academic achievement and social/emotional growth. Providing student with multiple opportunities to participate in a wide range of pro-social activities and at the same time to develop a bond with caring, supportive adults reduces negative behavior. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of student’s achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.

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

The Board of Education recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible developmentally appropriate, graduated consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly, keeping in mind that goal is not to penalize, but to teach students there are consequences to actions and choices. To this end, the Board of Education adopts this Code of Conduct (“code”) which is based upon education laws, regulations and Board policies.

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

For purposes of this code, the following definitions apply.

"Behavior" is the way in which one acts or conducts oneself, especially towards others. It is expected that students, staff and visitors will conduct themselves in such a way that is in line with this Code of Conduct.

"Committee on Special Education (CSE)" means the committee on special education, subcommittee on special education, or other multidisciplinary team of the special education student's home school district.

"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term shall 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.

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

"Electronic Communication Device" includes cell phones, radios, iPods, iPads, beepers, tape recorders, cameras, laptops, computers, and any assistive or augmentative devices which assist in communications. Some of these devices are used in the education process, but only if and when permitted by the Riverhead Central School District as specified in the student's educational program.

"Employee" means 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 involve direct student contact.

"Gender" means actual or perceived sex and shall include a person's gender identity or expression.

"Harassment" means 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 well-being; 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.

"Individualized Educational Program (IEP)" means a written statement developed, reviewed and revised in accordance with Section 200.4 of the Regulations of the Commissioner that includes the components specified in Section 200.4(d)(2) of the Regulations to be provided to meet the unique educational needs of a student with a disability.

"Individuals with Disabilities Education Act (IDEA)" means the Federal laws related to the education of students with disabilities.

"Non-Violent Crisis Intervention" means those techniques that enable staff to maintain control in an unlimited number of crisis situations through calm, confident actions that help staff defuse the disruptive student and reduce the change for physical injury to all who are present. In non-violent crisis intervention, the emphasis is always on the staff's primary responsibility: the care, welfare, safety and security of our students and staff. Physical restraint is only used when all verbal and paraverbal techniques have been exhausted and the individuals' actions are escalating toward physical aggression. Even when physical control is used, it is used in such a way to control and protect students.

"Other School Staff" means non-pedagogical staff such as clerical, custodial, food service, and security personnel who are located on the premises of the school district and provide operational support to the school program.

"Parent" means parent, legal guardian or person in legal parental relation to a student.

"Positive School Climate" means a setting where all students and staff experience a safe, healthy, supportive and caring educational environment which fosters respect and high academic and behavioral expectations, maximizes potential, and motivates interest and enthusiasm.
"Principal's Designee" means another district administrator designated by the principal.

"Program" means an educational approach to providing learning experiences in order to address academic, behavioral, developmental or career needs of students. A program can be center-based or can exist in more than one building.

"Respect" is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one’s hands to one’s self and not violating others’ personal space.

"School Bus" means 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.

"School Function" means any school-sponsored event or extra-curricular event or activity, on or off school property.

"School Property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality.

"Student Support Service Personnel" means any staff member who provides direct educationally related services that assist students in coping with peer pressure and emerging personal, social, emotional and physical problems. These services are provided by psychologists, social workers, counselors, guidance counselors, ENL teachers, hearing teachers, vision, mobility teachers, speech teachers, occupational or physical therapists. Social workers, psychologists and speech, ENL, vision and hearing specialists are also considered licensed teachers under SED certification.

"Violent student" means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at a school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon such as a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

In all disciplinary matters, have the opportunity to present his or her version of the facts and circumstances leading to imposition of disciplinary sanctions to the professional staff member imposing such sanction.

- To be provided with clear expectations regarding:
  a. Course objectives, requirements and state standards;
  b. Grading criteria and procedures;
  c. Assignment requirements and deadlines; and
  d. School and classroom rules and expectations regarding behavior.

- Proceed in a safe, supportive and orderly school atmosphere without the fear of threat to their well-being.

B. Student Responsibilities

All district students have the responsibility to:

1. Promote a safe, supportive and orderly school environment that is conducive to learning and showing respect to other persons and to property.
2. Help make school a community free of violence, intimidation, bullying, harassment and discrimination.
3. Be familiar with and abide by all district policies, rules and regulations pertaining to student conduct at school functions and with school related issues.
4. Work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible and seek additional support to do so.
5. 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, and accept responsibility for his/her actions.

6. Seek help in resolving issues that arise.

7. Be in regular attendance at school and in class.

8. Contribute to the maintenance of an environment that is conducive to learning and show due respect to other persons and to property.

9. Dress in accordance with standards promulgated by the Board of Education.

10. Make constructive contributions to the school, and report fairly the circumstances of school-related issues.

11. Communicate with other students, parents, teachers and support staff.

12. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

13. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

IV. Essential Partners in Creating a Positive School Climate

All members of our learning community - including students, staff, parents and engaged service providers - must assume responsible roles in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community.

Those responsibilities include but are not limited to the following:

A. Parent Responsibilities (see definition)

The Code of Conduct is a guide for understanding the personal, social, and academic behaviors which are expected from your child while at school and school functions. This Code also guides how school staff will work with you and your child to help demonstrate positive behaviors and enjoy academic success.

To achieve this goal, all parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child’s educational opportunities, as well as seeking academic support.

2. Send their children to school ready to participate and learn.

3. Ensure their children attend school regularly and on time in accordance with the District’s attendance policy.

4. Insist their children be dressed in a manner consistent with the student dress code.

5. Insist their children maintain proper hygiene.

6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, supportive and orderly environment.

7. Know school rules and help their children understand them so that their children can help create a safe, respectful, supportive school environment.

8. Convey to their children a supportive attitude toward education and the district.

9. Build good relationships with teachers, support staff and school personnel.

10. Tell school officials about any concerns or complaints in a respectful and timely manner.

11. Help their children deal effectively with peer pressure.

12. Inform school officials of changes in the home situation that may affect student conduct or performance.

13. Provide a place to study and ensure homework assignments are completed.

14. Communicate with other students, parents, teachers and support staff.

15. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

16. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

17. Be respectful and courteous to staff, other parents/guardians and students while on school premises.

B. Staff

The Code of Conduct is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don’t meet expected standards of behavior or violate the school rules and policies. Concerns about safety and school climate should be brought to the school principal so staff can work together to maintain a safe and orderly learning and work environment.

All staff are expected to understand that students may come to school having experienced trauma in their lives, which can impact their behavior in school (e.g., anger, outbursts, withdrawal, self-injury).

1. Teacher Responsibilities

To achieve this goal, all district teachers are expected to:
1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex which will strengthen students self-concept and promote confidence to learn.

2. Demonstrate interest in teaching and concern for student achievement.

3. Know school policies and rules, and enforce them in a fair and consistent manner.

4. Communicate to students and parents:
   a. Course objectives and requirements
   b. Marking/grading procedures
   c. Assignment deadlines
   d. Expectations for students
   e. Classroom discipline plan.

5. Communicate as needed with students, parents, other teachers and support staff.

6. Take appropriate action when they observe conduct which violates the Code of Conduct, whether in or out of the classroom setting.

7. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

8. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

9. Address personal biases that may prevent equal treatment of all students.

2. **Student Support Service Personnel Responsibilities** (see definition)

All student support service personnel are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex which will strengthen students self-concept and promote confidence to learn.

2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.

3. Initiate interventions and mediations, as necessary, as a way to resolve problems.

4. Regularly review with students their educational progress and career plans.

5. Provide information to assist students with planning for the future.

6. Encourage students to benefit from the curriculum and extracurricular programs.

7. Provide information to students and families about the resources in the community that are available to meet their needs.

8. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

9. Address personal biases that may prevent equal treatment of all students.

10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

11. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.

3. **Principal Responsibilities**

All principals are expected to:

1. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.

2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.

3. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.

4. Support the development of and student participation in appropriate extracurricular activities.

5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

6. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.

8. Address personal biases that may prevent equal treatment of all students and staff.
9. Promote a trauma-responsive approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.

4. The Dignity Act Coordinator Responsibilities
1. Promote a safe, supportive orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
2. Oversee and coordinate the work of the district-wide and building-level bullying prevention committees.
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of bullying prevention.
5. Be responsible for monitoring and reporting on the effectiveness of the district’s harassment and bullying prevention policies.
6. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.

5. Superintendent Responsibilities
The superintendent is expected to:
1. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the Superintendent’s attention in a timely manner.
8. Address personal biases that may prevent equal treatment of all students and staff.

6. Board of Education Responsibilities
All members of the Board of Education are expected to:
1. Promote a safe, supportive, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
2. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
3. Adopt and review at least annually the District’s Code of Conduct to evaluate the code’s effectiveness and the fairness and consistency of its implementation.
4. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
5. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
6. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a board member’s attention in a timely manner.
7. Address personal biases that may prevent equal treatment of all students and staff.

7. Transportation Department Responsibilities
All members of the Transportation Department are expected to:
1. Promote a safe, supportive and orderly environment for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice,
disability, sexual orientation, gender (including gender identity and expression) or sex.
2. Communicate with drivers, monitors, students, parents, school personnel and the transportation supervisor.
3. Be responsible for enforcing the rules and ensuring that all cases are resolved promptly and fairly.
4. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.
6. Address personal biases that may prevent equal treatment of all students and staff.

8. Security Staff Responsibilities
All security guards are expected to:

1. Promote a safe, supportive and orderly environment for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
2. Communicate with the building principal and assistant principal(s), the security director, and other security guards.
3. Be responsible for enforcing the rules and ensuring that all cases are referred to building administration promptly and fairly.
4. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.
6. Address personal biases that may prevent equal treatment of all students and staff.

9. Other District Personnel Responsibilities
All other district personnel not previously listed are expected to:

1. Promote a safe, supportive and orderly environment for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, language and cultural background, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
2. Communicate with immediate supervisor.
3. Know school policies and rules, and enforce them in a fair and consistent manner.
4. Address issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student.
5. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner.
6. Address personal biases that may prevent equal treatment of all students and staff.

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

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure that underwear is covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of headgear in the school except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, discriminatory, libelous or denigrate others based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, gender, sexual orientation, sex or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities
8. Not include the carrying or wearing of materials or devices, identifying markings, or paraphernalia that may indicate membership or support for gangs and/or violence.

Nothing in this policy shall be construed to limit the ability of students to wear clothing that allows them to express their gender identity, or to discipline students for doing so.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school
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. A student who refuses to do so shall be subject to discipline, and who repeatedly fails to comply with the dress code shall be subject to further discipline.

VI. Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment with the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination. Exclusion from the school environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted.

The Board recognizes the need to make its expectations for student behavior 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.

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 mistakes or misbehavior. Students who violate these school rules will be required to accept the consequences for their behavior. All violations apply to student behavior in school, on school property, on school buses and at school-sponsored functions.

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

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

1. Running or otherwise unsafe behavior in hallways.
2. Making unreasonable noise which interferes with the educational process.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Misuse of computer/electronic communications/personal devices, including but not limited to, any unauthorized use of cell phones, iPads, iPods, cameras, smart watch, or other portable devices, computers, software, or internet/intranet account; accessing inappropriate websites; any computer/electronic/personal device communication from a non-school site that could pose disruption to the school community; or any other violation of the District’s acceptable use policy. This includes any recording of students and/or staff without permission.

B. Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate. Examples of this type of behavior include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, administrators or other school employees or otherwise demonstrating belligerence or disrespect.
2. Lateness for missing or leaving school without permission.
3. Failing to comply with assigned consequences such as detention.

C. Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include but are not limited to:

1. Impeding the teaching and learning process.
2. Interfering with the teacher’s authority over the classroom.

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

1. Committing an act of violence (such as hitting, kicking, punching, pushing or scratching) upon a teacher, administrator, other school employee, or another student or any other person lawfully on school property.
2. Displaying what appears to be a weapon while on school property or at a school function.
3. Possessing a weapon while on school property or at a school function. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Threatening to use a weapon while on school property or at a school function.
5. Intentionally damaging or destroying the personal property of a student, any school employee or any person lawfully on school property or at a school function.
6. Intentionally damaging or destroying school district property.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others.

Examples of this type of behavior include but are not limited to:

1. Attempting to engage in or perform an act of violence noted in Section D.
2. Lying to school personnel, including forgery.
3. 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.
4. 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.
5. Discrimination, which includes using the person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender, sexual orientation or sex as a basis for treating another in a negative manner or to deny them rights, equitable treatment or access to facilities, activities or benefits which are available to others.
6. Harassment, as defined in the Definitions section of this Policy, but which also includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group, which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
7. Sexual harassment is prohibited by law. Unwelcome sexual advances, request for sexual favors, or other written, nonverbal or physical conduct of a sexual nature may constitute sexual harassment. Complaints regarding sexual harassment may be made to building principal and/or directly to the Title IX coordinator.
8. Intimidation or threatening, which includes engaging in actions or statements that put an individual in fear of bodily harm.
9. Bullying, which includes the act of threatening, stalking, coercing, or intimidating, verbally, physically, in writing, by gesture or through electronic communications, the well-being, health, safety, freedom or reputation of any person, that takes place on school property, at any school-sponsored function or on a school bus, or that takes place off school grounds, but that is designed to or has the effect of interfering with a student's ability to attend school and/or be educated in a safe, non-hostile environment. Bullying also includes systematic and intentional infliction of physical harm or psychological distress on an individual or group of individuals. Bullying can also encompass unwanted purposeful written, verbal, non-verbal, social or relational, or physical behavior (e.g. threatening, insulting or dehumanizing gestures by an adult or student) that has the potential to create long term damage, cause discomfort or humiliation or unreasonably interfere with the individual's school performance. Bullying is often characterized by an imbalance of power. Unwanted teasing, touching, threatening, intimidating, stalking, cyber-stalking, cyber-bullying, physical violence, theft, sexual, religious, or racial harassment, public humiliation, destruction of school or personal property, social exclusion including incitement and/or coercion and rumor or spreading of falsehoods are also forms of bullying.
10. Hazing, which includes an induction, initiation or membership process involving harassment which 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.
11. Posting, distributing or selling obscene, libelous or commercial material.
12. Using vulgar or abusive language, cursing or swearing, as well as slurs that refer to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, gender, sexual orientation or sex.
13. Smoking, vaping, or displaying a cigarette, electronic cigarette (e-cigarette), cigar, pipe or using chewing or smokeless tobacco. Electronic cigarette or e-cigarette means an electronic device that delivers vapor which is inhaled by an individual user (including vaporizers, vapor pipes, vape pens, juul, bo, or e-juice), and shall include any refill, cartridge and any other component of such a device.
14. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence. "Illegal substances" include, but are not limited to: inhalants, marijuana, synthetic cannabinoids (synthetic marijuana), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
15. Inappropriately possessing, selling, using, or sharing prescription and over-the-counter drugs.
17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in misbehaviors otherwise prohibited by sections A - E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor. 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. Excessive noise, pushing, shoving and fighting or other conduct in violation of the Code of Conduct will lead to disciplinary consequences.

G. Engage in any form of academic misbehavior. Examples of academic misbehavior includes but are not limited to:

1. Plagiarism
2. Cheating
3. Copying
4. Altering records
5. Assisting another student in any of the above actions

H. Engage in off-campus misbehavior that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function; or endangers the health, safety or morals of students or staff within the school. Examples of such misbehavior includes, but are not limited to:

1. Cyberbullying (i.e., inflicting willful and repeated harm through the use of information technology, including but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites).
2. Threatening, hazing or harassing students or school personnel over the phone or through other electronic media.
3. Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

VII. Reporting Violations

Because the district’s goal is for making school a community free of violence, intimidation, bullying, harassment, and discrimination, all students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, school psychologist, social worker, bus driver, the building principal or his or her designee, or other school personnel. 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, activity director (advisor), building principal, principal’s designee or the superintendent.

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

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 consequence if warranted, which may include suspension and police contact.

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.

Reporting Incidents of Discrimination, Harassment and Bullying

Students who have been bullied, harassed or discriminated against, parents whose children have been bullied, harassed or discriminated against, or other students or staff who observe bullying, harassing or discriminating behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided, as well as any applicable district policies. (Refer to BOE Policy 0115, Student Harassment and Bullying Prevention and Intervention in Compliance with the Dignity for All Students Act; BOE Policy 0100, Equal Opportunity and Nondiscrimination; and BOE Policy 0110, Sexual Harassment).

Dignity Act Coordinator Contact Information

The name, designated school and contact information for each school building’s Dignity Act Coordinator is provided below:

<table>
<thead>
<tr>
<th>School</th>
<th>Dignity Act Coordinator(s)</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riverhead High School</td>
<td>Mr. Sean O’Hara</td>
<td>631-369-6725</td>
</tr>
<tr>
<td></td>
<td>Ms. Kellyann Parlato</td>
<td>631-369-6746</td>
</tr>
</tbody>
</table>
This information shall also be posted on the District’s website and included in the plain language summaries of the Code of Conduct provided to parents and students and shall be further disseminated in accordance with applicable law and regulations.

VIII. Disciplinary Consequences, Procedures and Referrals

Methods of student discipline vary in style and effectiveness. Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that is fair and impartial. While no single method of discipline is recommended or mandated, all discipline is to be humane and appropriate to the situation. 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. In order to help school personnel maintain a focus on encouraging positive student behavior, Riverhead Central School District employs a hierarchy of behavioral interventions to promote safe, orderly and responsible student conduct (see chart entitled: Behavioral Intervention Strategies). Staff are provided training to ensure effective implementation of these interventions and are involved in the development of building-specific techniques appropriate to needs of the students educated in their building.

Consequences and disciplinary action, when necessary, will be firm, fair and consistent. As a general rule, discipline will be progressive. So as to be the most effective in changing student behavior, there will be a rational relationship between the student's behavior and the consequences of that behavior. In determining the appropriate disciplinary consequence, school personnel authorized to impose disciplinary consequences 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,
- If the conduct of a student is related to a disability or suspected disability, specific procedures outlined within the context of this section must be followed.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. However, district staff are empowered to utilize the consequence most reasonable calculated to ensure the student learns from their behavior and engages in more pro-social behavior in the future.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Riverhead Central School District’s 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.

Progressive Behavioral Intervention Strategies *
(Please note that professional discretion will be used in the implementation of these strategies)

Time Honored Classroom Management Strategies

Regular Education/Special Education*

1. Building behavior management system
2. Nonviolent intervention strategies
3. Student specific behavior modification or intervention plan
4. Short-term in-class separation of student from classroom activity
5. Brief period in alternate supervised setting
6. Sending student to counselor’s office
7. Sending student to administrator’s office
8. See Section VIII. A. Disciplinary consequences

**Formal Teacher Removal from Class**

1. A substantial disruption for formal removal
2. A substantial interference for formal removal
3. Referral to Principal
4. Length of time for formal removal
5. Place, activities and supervision during removal
6. Process for reentry

**Out of School Suspension (up to 5 days):**

Follows procedures established by Board in Code of Conduct Policy.

**Long Term Suspension (over 5 days) (with Superintendent’s Hearing)**

For violation of Code of Conduct which may warrant long term suspension (5 days or more), expulsion or CSE change of placement

*Subject to the provisions of Section X*

Process of Decision Making for Student Behavioral Intervention

1. Student in Classroom
2. Student in Classroom Demonstrates Inappropriate Behavior
3. Does Behavior Demonstrate Misconduct?
4. Time Honored In-Class Intervention/Non-Violent Crisis Intervention
5. Does this work?
6. Time Honored Out-of-Class Intervention as Determined by Building to be Appropriate to Student Population
7. Does this work?
8. Is the student substantially disruptive of the education process or does the student substantially interfere with teacher’s authority over class?
9. Formal Removal by Teacher:
   Discussion with student
   Removal form sent to Building Administrator
   Conference with Building Administrator
10. Evaluation by Principal:
   Is formal removal supported by facts and legal protections?
A. Disciplinary Consequences

Students learn socially appropriate behavior by being allowed to experience both positive and negative consequences for their actions. In addressing student behaviors that may impede learning, Riverhead Central School District uses a variety of:

- positive supports, strategies and interventions to improve students’ motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities,
- environmental modifications to support students’ abilities to maintain attention, stay on task, and control their behavior,
- building-wide behavior management systems to improve students’ abilities to understand the connections between their behavior and more or less desired outcomes.

As a general practice and whenever possible, these interventions are used in combination prior to imposing more severe disciplinary consequences. Please note that professional discretion will be used in the implementation of these strategies.

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences either alone or in combination. The school personnel identified after each consequence listed in the table below are authorized to assign that consequence consistent with the student's right to due process.

1. Verbal warning, teacher/student conference, parent contact, in-class time out, brief time out of class, loss of classroom privileges - any member of the district staff.
2. Written Warning - bus drivers, security personnel, teacher aides, coaches, guidance counselors, teachers, principal and/or designee, superintendent or any other school personnel.
3. Written - notification to parent teachers, principal and/or designee, superintendent.
4. Detention teachers, principal and/or designee, superintendent.
5. Suspension from transportation principal and/or designee, superintendent.
6. Suspension from athletic participation coaches, athletic director, principal and/or designee, superintendent.
7. Suspension from social or extracurricular activities advisors, principal and/or designee, superintendent.
8. Suspension of other privileges principal and/or designee, superintendent.
9. Removal from classroom by teacher teachers, principal and/or designee.
10. Short-term suspension (five days or less) principal, superintendent, Board of Education.
11. Long-term suspension (more than five days) superintendent, Board of Education.
12. Permanent suspension from school superintendent, Board of Education.

Riverhead Central School District recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life. Parents are powerful partners in a student's behavioral growth, and in their child’s development of acceptable social skills. Riverhead Central School District realizes that good communication and positive relationships between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in school provide students with the consistency they need to develop appropriate behaviors. Parents must help the school staff by reinforcing positive school behavior and by helping their child to understand the connection between their behavior and disciplinary consequences.

B. Procedures

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

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

1. Detention

Teachers, principals and the superintendent may use detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed
as a consequence only after the student's parent has been notified.

2. 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 transportation supervisor's attention, who will notify the appropriate building administrator. Students who become a serious disciplinary problem may have their transportation 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 consequence involved.

3. Suspension from athletic participation, extracurricular 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 consequence involved.

4. In-school suspension

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board of Education 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 or teaching assistant.

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 consequence involved.

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. A classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "break (up to 10 minutes) within the classroom or a classroom in close proximity (2) sending a student to the principal's office for a short-term break; or (3) sending a student to a guidance counselor or other district service provider 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 three school days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or on-going 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
Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

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

The principal may require the teacher who ordered the removal to attend the informal conference. Every attempt will be made to hold such conference within the teacher's contractual workday.

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

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

a. The charges against the student are not supported by substantial evidence.

b. The student's removal is otherwise in violation of law, including the district's Code of Conduct.

c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

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 (name, date, time, reason) for all cases of removal of students from his or her class. The principal or designee 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. The building principal or his/her designee will advise the removing teacher that the removed student has special needs.

6. Suspension from school

Suspension from school is a severe consequence, which may be imposed only upon students who are severely insubordinate, disorderly, violent or severely disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

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

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 referrals shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member. The superintendent or principal, upon receiving the referral shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

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

When the superintendent or principal (referred to as the "suspension authority") proposes to suspend a student charged with misbehavior for five days or less pursuant to Education Law §3214(3), the
suspending authority must immediately notify the student of the charge of misconduct. If the student denies the misbehavior, 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 informal conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

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 informal 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 superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board of Education may be appealed to the NYS Commissioner of Education within 30 days of the decision.

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

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 pursuant to Education Law §3214. Such notice shall include that, 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, at 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 guilt or innocence of the student and the appropriate measure of discipline, if any, 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 of Education that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the superintendent. Final decisions of the Board may be appealed to the NYS Commissioner of Education within 30 days of the decision.

c. Permanent suspension

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

d. 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. However, if the student violated the agreed-upon terms and conditions within a certain time period, the unserved portion of the suspension may be re-imposed.

C. Minimum Periods of Suspension

1. A Student who brings or possess certain weapons on school property

Any student, other than a student with a disability, found guilty of bringing a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death 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 consequence, the superintendent may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

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

2. A Student who commits violent acts other than bringing/possessing certain weapons 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 gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death onto school property, shall be subject to suspension from school for at least one day. If the proposed consequence is the minimum one-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension.

If the proposed consequence 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 students subject to a long-term suspension. The superintendent has the authority to modify the minimum one-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

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

D. Disciplinary and Remedial Consequences for Bullying, Harassment and Discrimination

The district supports the development of measured, balanced and age-appropriate responses to the bullying, harassment and discrimination of students by students and/or employees on school property, including school
functions, with remedies and procedures focusing on intervention and education. Successful intervention may involve remediation.

Remedial responses to bullying, harassment and discrimination include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- Restitution and restoration;
- Peer support groups;
- Corrective instruction or other relevant learning or service experience;
- Changes in class schedule;
- Supportive intervention;
- Behavioral assessment or evaluation;
- Behavioral management plans, with benchmarks that are closely monitored;
- Student counseling;
- Parent conferences; or
- Student treatment or in-school counseling.

Environmental remediation may include, but is not limited to:

- School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
- Modification of schedules;
- Adjustment in hallway traffic and other student routes of travel;
- Targeted use of monitors;
- Staff professional development;
- Parent education seminars/workshops;
- Peer support groups.

If appropriate, disciplinary action will be taken by the administration in accordance with this policy, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy.

E. Referrals

1. Counseling

   The Pupil Support Team or designated staff shall handle all referrals of students to counseling.

2. PINS Petitions

   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 by:

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

3. Juvenile Delinquents and Juvenile Offenders

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

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

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

IX. Alternative Instruction
When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

X. Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline student 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:

1. *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.

2. *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)).

3. Disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
   a. For more than 10 consecutive school days; or
   b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such 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.

4. *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.

5. *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.

6. *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.

7. *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.

8. *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.
9. **School day** means any day, including a partial day, that students are in attendance at school for instructional purposes.

10. **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.

11. **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.

12. **Suspension** means a suspension pursuant to §3214 of New York’s Education Law.

13. **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 misbehavior, 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:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. 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
3. 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

1. 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.
2. 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:

1. The manifestation team determines that the student’s behavior was not a manifestation of the student’s disability, or
2. 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 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:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. 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:

1. Caused by or had a direct or substantial relationship to the student’s disability, or
2. 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:

1. 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.
2. 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 then 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
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:

1. During suspensions or removal 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.

2. 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.

3. During suspensions or removal 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 misbehaviors 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:

1. 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
2. The student's parent has requested an evaluation of the student; or
3. 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 of notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability.

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. 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:

1. 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;
2. 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 educational placement during such proceedings;
3. The student’s parent regarding a determination that the student’s behavior was not a manifestation of the
   student’s disability; or
4. 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).

**XI. 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:

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

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

**XII. Student Searches and Interrogations**

The Riverhead Central School District’s Board of Education is committed to ensuring an atmosphere on school
property and at school functions that is safe, supportive, and orderly. To achieve this kind of environment, any school
official authorized to impose a disciplinary consequence on a student may question a student about an alleged
violation of law or the District’s Code of Conduct. School officials questioning students shall advise each student why
he or she is being questioned. However, parents and students should be aware that school officials are under no
obligation to contact a student’s parent prior to questioning the student nor are the students entitled to be advised of
their legal rights, (i.e. Miranda-type warning), before being questioned by school officials as such rights only apply to
situations where an individual is being questioned while in the custody of police.
In addition, the Board of Education authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District's Code of Conduct.

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

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

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

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

A. Student Lockers, Desks and other School Storage Places

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

B. Frisks

Based on reasonable suspicion that a student possesses a weapon or illegal drugs, a frisk of the student by a school district employee is permissible.

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

C. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the code of conduct. Teachers and administrators are permitted to look at the screen of the cell phone and can request the student's cooperation to search the cell phone further. Without a student's permission, teacher and administrators should not undertake a more extensive search until conferring with the Superintendent or school attorney for guidance.

D. Documentation of Searches

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.
The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal item(s) to police authorities.

E. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent(s) to give the parent the opportunity to be present during the police questioning or search. In the absence of a search or arrest warrant, or in the event police officials do not have probable cause to believe that a crime has been committed on school property or at a school function, a student may not be questioned or searched without the consent of the student's parent(s). The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

F. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of mandated reporters to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. Reporting procedures are outlined in Riverhead Central School District Policy #5460-R.

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

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XIII. Visitors to the Schools

The Riverhead Central School District's Board of Education encourages parents and other district residents to visit the district's schools. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following expectations apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal or another designated area upon arrival at the school. There they will be required to sign the visitor's register, present photo ID, 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 principal's office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to sign-in.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the building principal and the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers cannot take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to meet the expectations for public conduct on school property contained in this Code of Conduct.

XIV. Public Conduct on School Property

The district is committed to providing a welcoming, engaging, respectful, orderly, safe, and supportive environment that is conducive to learning. The district invites the members of the public to join them in the educational process, competitive and artistic events, and other school functions. In order to create and maintain this kind of environment, the public must also adhere to the expectations of the district. For purposes of this section of the Code, "public" means all persons when on school property or attending a school function. This includes visitors, students, teachers and district personnel.

The expectations for the public's conduct on school property and at school functions are not intended to limit freedom of speech or peaceful assembly, but to support the conducive learning environment, and maintain public order and prevent infringement on of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner and are expected to be properly attired.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, weight, creed, national origin, ethnic group, religion, religious practice, age, sex, marital status, gender, disability, sexual orientation, military status, predisposing genetic characteristics or domestic violence victim status.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function. Use of tobacco products is prohibited on school property.
10. 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.
11. Engage in any type of sexual activity on school property.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or Riverhead Central School District Board of Education policy while on school property or while at a school function.

B. 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 actions not conducive to achieving the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination, misconduct or otherwise not allowed behaviors, 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 behavior is not allowed 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 undesired behaviors, or if the person's actions pose an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

C. Consequences

Persons who violate this Code shall be subject to the following consequence:

1. 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.
2. Students: they shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members: they shall be subject to disciplinary action as the facts may warrant in accordance with Education Law 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law 75: they shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law 75 or any other legal rights that they may have.
5. Staff members other than those described in 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.

The district shall initiate disciplinary action against any student or staff member, as appropriate, in accordance 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.

XV. Dissemination and Review

A. Dissemination of Code of Conduct

The Riverhead Central School District Board of Education will work to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the Code (including bus rules) to all students, in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year.
2. Providing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of each school year and making this summary available later upon request.
3. Posting a complete copy of the Code of Conduct, including any annual updates or amendments thereto, on the district's website.
4. Providing all current teachers and other staff members with a complete copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
5. Providing all new employees with a complete copy of the current Code of Conduct when they are first hired.
6. Making complete copies of the Code available for review by students, parents, other school staff and other community members.

The Board of Education will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct, including but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students by students and/or school employees; and including safe and supportive climate concepts in the curriculum and classroom management. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

B. Review of Code of Conduct

The Riverhead Central School District Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the district's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.
Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

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

**Riverhead Athletics**  
**Home of the Blue Waves**

Athletic Handbook  
Please visit our Athletics website for all information: [www.RiverheadAthletics.com](http://www.RiverheadAthletics.com)

**The Mission of Riverhead Interscholastic Athletics**
The Blue Waves Department of Athletics believes interscholastic athletics plays a major role in the educational process and strives to provide a challenging, meaningful and exciting experience for student-athletes. The department accomplishes this mission by serving as teachers, mentors, leaders and representatives of the school district while building a high level of sportsmanship and competition.

**The coaching staff places the highest value on:**
Commitment  Integrity  Loyalty  Respect  Teamwork

In carrying out this mission, the department will strengthen the ability of Riverhead student-athletes to manage their lives and fulfill their potential; academically, athletically and as a citizen.

**Philosophy**
The student-athlete represents the best of the school and community and therefore is held to a higher standard. Student athletes are our school's ambassadors to our community and to the schools with whom we compete. They are often leaders in school and role models to children not yet old enough to play sports.

Interscholastic athletics is an integral part of the Riverhead School District's comprehensive educational program. Athletics should be a broadening experience in which a student strives for physical and mental excellence. This value-building experience should be offered to as many students as possible. Everyone involved in athletics possesses a unique opportunity to teach positive life skills and values, with the final outcome being a better citizen carrying these values throughout their life.

Participation in interscholastic athletics is a privilege, not a right. Students wishing to take advantage of the opportunities presented to them by the Riverhead School District must show a commitment to the athletic program by regular attendance at practices and contests, as well as conformity to the rules established by the district and/or coach. Failure to comply with the rules of conduct will result in appropriate disciplinary action and/or dismissal from the team.

It is the nature of athletic competition to strive for victory. However, the number of victories is only one criterion when determining a season's success. Guiding the team to attain maximum potential is the ultimate goal.

**Varsity Program Philosophy**
The Varsity level is the culmination of each sport’s program. Team size is limited; depending on the needs to conduct an effective and meaningful practice and to play games. It is vital that each team member has role and understands what that role is. A specified amount of playing time is never guaranteed at any level of play. Athletes must have a sound attitude and advanced level of skill to earn a position on a varsity team, as is the commitment requirements of practicing six days a week, including practices during school breaks and school holidays. This is a serious and large commitment by the athlete, coaches and parents. The varsity coach is the leader of that sports program and determines the system of instruction and strategy for that program. The communication among the middle school, junior varsity and varsity programs is the responsibility of the varsity coach.

**Junior Varsity Program Philosophy**
The Junior Varsity level is intended for those who display the potential of continued development into a productive varsity level player. At this level, athletes are expected to have visibly committed themselves to the program, team and continued self-development. Increased emphasis is placed on physical conditioning, refinement of fundamental skills, and elements and strategies of team play. A specified amount of playing time is never guaranteed at any level of play. Teams at this level will also have requirements of practicing six days a week, including practices during school breaks and school holidays. This is a serious and large commitment by the athlete, coaches and parents.

**Middle School (Modified) Program Philosophy**
This program is available to all students in good academic standing in the 7th and 8th grade. At this level, the focus is on learning athletic skill and game rules, fundamentals of team play, socio-emotional growth, and physiologically appropriate demands. Our goal is to provide a well-planned and well-balanced program. Games during any vacation/holiday are not regularly scheduled at this level, however, on rare occasions practices are scheduled to ensure that students are adequately prepared to participate. A specified amount of playing time is never guaranteed at any level of play.
Eligibility
All student athletes must meet the behavioral requirements as established in the student handbook.

1. A contestant must be a bona fide student and adhere to the NYSPHSAA rules and regulations.
2. All athletic candidates must have a completed sports physical prior to participation. For those seeing their own physician, our school doctor must sign off on those.
3. A student shall be eligible for interscholastic competition in grades 9, 10, 11, 12 until his/her nineteenth birthday. If the age of nineteen is reached on or after July 1, the student may continue to participate during the school year in all sports.
4. A student in grade 7 or grade 8, who is selected to try out at a varsity/jv level, must complete the Athletic Placement Process prior to trying out.

Try Outs and Selection of Teams
As an athletic department, we try to include as many students on our teams as possible. Size of team is determined by safety factors such as how many athletes a coach can adequately supervise. Additionally, team numbers are determined by the number of athletes who can positively contribute in some way. Unfortunately, some teams have to make selections or cuts. This is one of the most difficult decisions a coach must make. When athletes are evaluated during a tryout period, coaches are asked to use many objective factors as possible (sports specific skills, timing events, etc.) Some subjective factors come into play like effort, attitude and an athlete's ability to contribute to team success.

Changing Sports
A student may change from one sport to participate in another with permission of parent, coach and athletic director; please note that there is a ONE WEEK window beginning with the 1st day of the season. In the event an athlete leaves a team, he/she must meet with the coach or they will not be permitted to participate in another sport.

Club Teams
It is recognized that many times an athlete may have numerous commitments. Some of these may include participation on outside club teams. It is important that the athletes and their parents understand that as a member of an interscholastic team, their primary commitment is to their school team.

ALCOHOL, TOBACCO, and OTHER DRUGS
The avoidance of alcohol, tobacco and other drugs is an expectation that all student athletes must strive to uphold and which parents, teachers, and administrators and the community-at-large must endorse and support. A student athlete's inappropriate behavior, whether in or out of school as it pertains to the use of alcohol, tobacco, and other drugs will not be tolerated. Students, who are found to possess drugs or alcohol, use, or are under the influence of drugs or alcohol in school or at school activities, will be suspended from school according to the school code of conduct and will be prohibited from participating in all extracurricular activities for a designated period of time determined by the district administration. In addition, our schools are identified as Drug Free School Environments, and our policies support the federal government's No Tolerance guidelines.

Physical Education Class
Athletics are an extension of our physical education program. Students must fully change into appropriate physical education attire, which includes rubber sole sneakers. Failure to change for physical education class will result in a student not being able to participate at their sport practice and/or contest that day; however, they may attend the practice and/or contest.

Academics
Our academic procedures are adopted with the hope that continued eligibility for participation will be a strong incentive for these student athletes to improve their academic performance. Our academic policy is carried over from June to September. All students are expected to pass all subjects. Passing physical education is a requirement to participate in interscholastic athletics. Students in danger of failing one or two subjects will be placed on academic probation. Students failing more than two courses will become ineligible for sports participation. An appeals process has been established for students failing more than two subjects. Please look at academic policy in our school handbook or check the athletic website for more in-depth information.

School Discipline
Out of School Suspension (O.S.S.) Athletes assigned O.S.S. are ineligible to practice and attend or play in a game until they return to school.
In-School Suspension (I.S.S.) Athletes assigned to I.S.S. are ineligible to practice and attend or play in a game that day.

Attendance
Attendance is the single most important indicator of an athlete’s commitment to a team. Student athletes are expected to make all practice and contests including those scheduled on Saturdays and days when school is not in session. We ask parents to schedule vacations and personal appointments so as not to conflict with an athlete’s commitment to a team.

A student who is absent from school for any reason other than educationally excused (field trip), on the day of a contest will be ineligible to participate that day. **It is understood that students will be present in school at the latest, by 10:00am, in order to participate in a practice or game that day. Students must attend class/school for a minimum of five periods in order to participate in a practice or game that day. No student athlete excused from medical reasons from a physical education class may participate in a practice, scrimmage or contest that same day.** Note that Commissioner's Regulations dictate that a student athlete is ineligible if he/she is medically excused from participation in a physical education class.

**Hazing Initiation Ceremony**

Riverhead coaches will not permit their athletes to stage any type of initiation or hazing at any time. We respect that there are individual differences in how each of our teammates may react to a designated task, activity, or request. At no time should a teammate be subjected to a behavior, task, or activity that is physically, psychologically, or emotionally abusive. At no time may an athlete gossip about, disparage, belittle, ridicule, or bully any other person for any reason. Unauthorized, inappropriate use of photo or video of Riverhead athletes or teams is prohibited and will result in discipline, suspension, or removal from the team. It is the right of each teammate to communicate his/her feelings at any point where he/she feels personally devalued or dehumanized. Team members are expected and required to notify a coach or another school official if any such behavior is rumored or observed. The goal of a team is that each member of the team be treated with dignity and respect.

**Uniforms**

Only school issued uniforms may be worn during athletic contests. Athletes cannot compete if they fail to dress appropriately. It is the sole responsibility of the athlete to return to the coach all clothing and equipment issued. Failure to do this will result in the athlete/family reimbursing the school district for the missing articles.

**Sportsmanship**

It is important for all athletes to remember that participation is privilege that is not to be abused by unsportsmanlike conduct. The Riverhead athlete is to demonstrate self-control and respect for teammates, opponents, other athletes, coaches, officials, and spectators at all times. Riverhead athletes and spectators are expected to follow the SPORTSMANSHIP code:

- Follow the proper ideals of sportsmanship, ethical conduct and fair play
- Make no remarks or gestures at any time toward any other person which would be considered belittling, disparaging, bullying or in any way judgmental or critical of that person
- Stress values derived from playing the game fairly
- Show cordiality and courtesy to visiting teams, coaches, supervisors, and officials
- Respect the integrity and judgment of game officials
- Follow the Section XI, NYSPHSAA and the school rules of sportsmanship
- Recognize the purpose of educationally based athletics is to promote the physical, moral, social, and emotional well-being of players
- BE LOUD, BE PROUD, AND BE POSTIVE!

**Spectator Behavior**

Spectators are expected to:

- Cheer in a supportive manner for both teams
- Conform to accepted standards of good sportsmanship and behavior
- Respect officials, coaches, and players and refrain from disrespectful remarks
- Obey the regulations of the site authorities, whether home or away
- Refrain from the use of any alcohol, drug, or tobacco (including vaping)

Failure to abide by the above items and/or behavior deemed inappropriate by district administration could result in a suspension from sport or removal from premises.

**Transportation**

Student athletes are required to travel to and from contests on the team bus under the supervision of a coaching staff member. If a parent wishes to take a student home from an athletic contest, permission must be granted in advance and a written form signed by the parent and submitted to the coach. The transporting may only be by that student’s parent or guardian.

**Sports Physical Examinations by a Medical Doctor**
A sports physical is valid for one year from the date of the sports physical. When interested in participating in a sport, a triplicate form must be submitted to the school nurse prior to every sports season. The nurse will issue a clearance for participation. Students can obtain a sports physical through the school doctor on specific dates. All athletes who are seen by a doctor as a result of an injury must be released (signed statement) by that doctor in order to resume participation with their team. This release must be filed with our school nurse.

**Risk Factors Related to Playing Sports**

By the very nature of athletic activity, participants are at risk of physical injury. No matter how careful the athlete and the coach are, no matter how many precautions are taken, the risk cannot be eliminated. It can be reduced but never eliminated. The risk of injury includes minor injuries and catastrophic injuries. Athletes must follow all safety directions from their coaches. Athletes must communicate with the coaches and athletic trainer regarding all injuries and health issues.

**Injuries and Insurance**

All injuries must be immediately reported to the coach and athletic trainer. If you have health insurance that covers your child, you must submit to your insurance first and this will serve as the primary coverage. Pupil Benefits coverage levels are provided in their certificate of insurance and will be used as secondary coverage. This information can be obtained from the school nurse.

**Parent / Coach Relationship**

Both parenting and coaching are extremely difficult jobs. By establishing an understanding of each role, we are better able to accept the actions of the other and provide greater benefits to athletes. As parents, when your children become involved in our program, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coach.

**Communication to Expect from your Child’s Coach**

- Philosophy of the coach and program
- Expectations the coach has for all players on the team
- Locations and times of practices and games
- Team requirements, team rules, special equipment, off-season recommendations to improve skills

**Appropriate Concerns to Discuss with Coaches**

- Notification of any schedule conflicts well in advance
- The treatment of your child mentally and/or physically
- Ways to help your child improve
- Concerns about your child’s behavior and safety

It is very difficult to accept your child not playing as much as you hoped. Coaches are professionals and they make judgments based on what they believe to be the best for all student-athletes involved.

**Issues Not Appropriate to Discuss with Coaches**

- Playing time
- Team strategy
- Play calling
- Other student-athletes

Coaches are making decisions that are in the best interest of all members of the team and program. Please be supportive of their decisions.

**Positive Parenting**

- Be a positive role model
- Be a team fan not a my kid fan
- Show respect for the opposing players, coaches, spectators, and officials
- Gain an understanding and appreciation for the rules of the sport
- Avoid instructing one’s child/teammates during a game, because it sometimes may conflict with the coach’s plans and strategies
- Help your child learn that success is the development of his/her skills, and that he/she can feel positive about their skill development during the season, regardless of playing time and the team’s record
- Support the alcohol, tobacco, and other drug-free policies of the school
- Take time to talk with coaches in an appropriate manner, including proper time and place. Respect the coach by following the designated chain of command
Procedures for Discussing a Concern with a Coach

1. Contact the coach to set up a meeting time to discuss your concerns
2. Please do not attempt to confront a coach before or after a practice or contest. These can be emotional times and it may not benefit either party to attempt to resolve concerns at these times.
3. If the meeting with the coach does not provide a satisfactory resolution, contact the Athletic Office to set up an appointment with the Director of Athletics.

Riverhead Schools Athletic Contract
(Please return this page signed by all parties to your coach)
I have read all of the materials in the Riverhead School District Athletic Handbook for Parents and Athletes. I am aware of the expectations set forth in the handbook, including behavior/expectations inside and outside of school including bullying, harassment, hazing, alcohol, tobacco, and other substance use. I am aware that participating in any sport can be a dangerous activity involving MANY RISKS OF INJURY. I understand that these risks may include death, neck and spinal injuries, complete or partial paralysis, brain damage, injury to the muscular-skeletal system, as well as injury to other parts of the body.

CONCUSSIONS- A concussion is a common but serious traumatic brain injury that alters the way the brain functions. Effects are usually temporary, but can sometimes result in prolonged difficulties with headache, memory concentration, balance and other symptoms. NYS Law requires a return to play clearance following a concussion to be provided by the school’s Chief Medical Officer (CMO). Riverhead Public Schools Concussion Management Protocol and important additional information regarding concussion symptoms and safety can be found under the Athletics section of the school website.

I agree to support the Athletic Department in its enforcement of these expectations and understand the consequences of my son/daughter’s failure to do so.

STUDENT NAME (PRINT) _________________________________________
ATHLETIC TEAM _________________________________________
STUDENT SIGNATURE _________________________________________
PARENT/GUARDIAN SIGNATURE _________________________________________
DATE _________________________________________

OFF CAMPUS RUNNING
(for athletes whose running regimen takes them off campus during practice)
I give my child permission to run during practice on routes off the school property.

PARENT/GUARDIAN SIGNATURE _________________________________________

GO BLUE WAVES!!