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The BOCES is committed to providing a safe and orderly educational environment where students receive and BOCES personnel deliver quality educational services without disruption or interference. The BOCES is also committed to maintaining a climate of mutual respect and dignity in the schools to promote learning within a safe environment. Responsible behavior by students, teachers, other BOCES personnel, parents and other visitors is essential to achieving these goals.

BOCES is committed to provide training to all employees, including school and district administrators and instructional and non-instructional staff at least annually to ensure a proactive anti-bullying/harassment approach that stresses the prevention of incidents through education and enlightenment. This training will enable employees to prevent and respond to incidents of discrimination, harassment, intimidation and bullying and serve to raise awareness and sensitivity to potential acts of discrimination, harassment, intimidation and bullying directed at students that are commi # i ethnic origin, disability, age, sex or gender

including sexual orientation, gender identity or gender expression.

The Western Suffolk BOCES Board has a long-standing set of expectations for conduct on school property, at school functions, and while traveling to and from school and school events. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity, as well as the following BOCES beliefs:

We are a diverse community of children and adults who are reflective, life-long learners.

Our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.

Respect, honesty, and trust are essential in all our interactions.

Integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.

The integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.

Successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all their energies to fulfill the expectations of those who count on them.

Effective communication of accurate information within BOCES and to all our stakeholders enhances involvement and reduces conflict.

Production of quality outcomes depends on the collective effort of a well-trained, motivated and healthy workforce who are encouraged to express their opinions.

Everyone has the right to a safe, healthy and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.

The Board recognizes the need to clearly define the expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly including the pro

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

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For purposes of this code, the following definitions apply:

õCev"qh"Xkqgpegö means violent incident which occurs on school property and is defined by subdivision (gg) of Section 100.2 of the Commissioner's Regulations and the criteria set forth by the State Education Department in the glossary of definitions under the Uniform Violent Incident Reporting System.

õCtuqpö" is deliberately starting a fire with intent to destroy property.

õCuucwnv"ykvj"Ugtkqwu"Rj {ukecn"Kplwt {ö" is intentionally or recklessly causing serious physical injury to another person. Serious physical injury creates a substantial risk of death or causes serious and protracted disfigurement, protracted impairment of health or protracted loss or impairment of the function of any bodily organ.

õCuucwnv"ykvj"Rj {ukecn"Kplwt {ö" is intentionally or recklessly causing physical injury to another person. Physical injury means impairment of physical condition or substantial pain.

"Dgjcxkqt"Kpygtxgpkqp" Tqq o " (different programs within BOCES may use other terms such as Re-direction Program) means a special location or room within a school building that is used for students who need to be temporarily placed under continual staff supervision in a safe environment

"Dgjcxkqt"Ocpicigopv"U{uvgo " means a process or system of consequences for behavior that is developed by staff in a particular building or program which is used by staff and students in order to monitor and improve student behaviors. Point accumulation, levels and rewards are all part of a typical behavior management system, especially within the BOCES special education programs.

õDqod"Vj tgevä" is a telephoned, written, or electronic message that a bomb, explosive, chemical or biological weapon has been placed on school property.

õDwm{kpiö" means the intentional and repeated intimidation of others who are considered by the offender to be weaker, with cruelty, thereby creating a hostile environment. Bullying may involve physical, verbal or electronic intimidation through gestures or social exclusion based on individual's actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles including braids, locks and twists), color, weight, religion, religious practices, creed, national origin, ethnic origin, disability, age, sex or gender including sexual orientation, gender identity or gender exp a

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interferes with the orderly administration of the school and school-related activities or district operations.

"Gnıgevtqpkle" FgxkeglVgejppııi { " includes cameras, camcorders, radios, beepers, MP3 players, iPods, music players, cell phones, tape recorders, laptops, tablets, iPads, computers, phone watch and any electronic device which assists in communications and/or video/audio recording.

õG o qvkqpcn" J ct o ö"that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonable and substantially interfere with a student’s education.

õG o rııq{ggö"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 through contract, whereby such services such service performed by such person involve direct student contact.

õGvjpkle" I tqwrö"means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

õHktgct o ö means “(A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.” (per 18 U.S.C. § 921)

"Hqt o cı" Tgo qxcı" d{ "Vgcejgt" means the action by a teacher to have a disruptive student removed from the classroom. Classroom management techniques for controlling student behavior, defusing a situation and/or preventing a crisis, which may involve brief periods of time spent out of the classroom, are not

considered "formal removal by a teacher" for purposes of this code.

õ I cpiö means any group or sub-group that has a common purpose, a membership, a structured hierarchy and a pattern of continued criminal activity over time.

õ I gpfgtö"means actual or perceived sex and includes a person’s gender identity or expression.

õ I gpfgt" Kfgpvkv{ "cpf" Gzrtguııkpö Expression is external appearance of one’s gender identity (for example, clothing, haircut, or voice). Identity is an individual’s concept of self as male, female, a blend of both or neither and can be the same or different from their sex assigned at birth.

õ I gpfgt" Pqpeqphqt o kpi " I PE+ö"is used to describe a person whose gender expression differs from gender stereotypes, norms and expectations. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.

õ J ctcıı o gpy" cpf" dıııı{ kpiö means the creation of a hostile environment by employees or students on school property or at school functions by conduct or by verbal threats, intimidation or abuse, including cyberbullying as defined in educational law section 11(8) that either: a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; including conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm or b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on an individual’s actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles including braids, locks and twists), color, weight, religion, religious practices, creed, national origin, ethnic origin, disability, age, sex or gender including sexual orientation, gender identity or gender expression. This definition is inclusive of acts of harassment or bullying that occur on school property, at a school function or off school property where such acts create or would

personnel who are located within a school building and provide operational support to the school program.

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Maintain a climate of mutual respect and dignity, which will strengthen the student's self-concept and promote confidence to learn.

Be prepared to teach.

Demonstrate interest in teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student.

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

Communicate to students and parents that which is important to the student's emotional, social, behavioral and academic progress, including but not limited to:

- a. Course objectives and requirements
- b. Marking/grading procedures
- c. Assignment deadlines
- d. Expectations for students
- e. Classroom discipline plan
- f. Building-wide behavior management plan.

Communicate regularly with students, parents and other teachers concerning growth and achievement.

Adhere to the Code of Conduct for the districts or district-based school in which itinerant teachers (see definition) are providing services.

Be knowledgeable of effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques.

Maintain confidentiality about all personal information and educational records concerning students and their families.

Demonstrate dependability, integrity and other standards of ethical conduct.

Follow established administrative procedures.

Report violent students to the building administrator.

Implement age/grade/functioning level appropriate anti bullying/harassment instruction in the classroom to increase awareness of anti-harassment/bullying initiatives.

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

Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise

brought to the teacher's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function, on the school bus, or that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the teacher witnesses or is made aware of such incidents. When incidents of harassment/ intimidation/bullying/ discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

Maintain a school climate of mutual respect and dignity for all students regardless of, but not limited to, an individual's race, color, religion, national origin, ethnic origin, disability, age, sex or gender including sexual orientation, gender identity or gender expression.

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

Be open to active participation in resolving conflicts through a restorative process.

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All paraprofessionals are expected to:""

Work under the direct supervision of a teacher utilizing the teacher's lesson plan and classroom/building behavior management plan.

Utilize crisis intervention techniques.

Maintain a climate of mutual respect and dignity which will strengthen the self-concept of students and promote learning.

Know school/BOCES policies and rules and enforce them in a fair and consistent manner.

Maintain confidentiality about all personal information and educational records concerning students and their families.

Demonstrate dependability, integrity and other standards of ethical conduct.

Follow established administrative procedures.

Be aware of behavioral changes that may indicate that a student or employee is participating in the harassment or bullying of another student or employee either in school, at a school function or on the school bus.

Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise

brought to the paraprofessional's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function or on the school bus, or that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the paraprofessional witnesses or is made aware of such incidents. When incidents of harassment/intimidation/ bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

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

Maintain a school climate of mutual respect and dignity for all students regardless of an individual's race, color, religion, national origin, ethnic origin, disability, age, sex or gender including sexual orientation, gender identity or gender expression.

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All student support staff are expected to:

Provide educationally related service(s) to support students in their educational program. Support educational goals of the student and the program.

Know school/BOCES policies and rules and enforce them in a fair and consistent manner. Communicate regularly with students, parents and other staff.

Adhere to the Code of Conduct for the school in which services are provided.

Be knowledgeable of effective classroom behavior/building management techniques and the crisis intervention philosophy and techniques.

Maintain confidentiality about all personal information and educational records concerning students and their families.

Demonstrate dependability, integrity and other standards of ethical conduct.

Follow established administrative procedures.

Be aware of behavioral changes that may indicate that a student or employee is either participating in the harassment or bullying of

another student or employee either in school, at a school function or at on the school bus.

Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the support staff's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function or on the school bus, or that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the related service provider witnesses or is made aware of such incidents. When incidents of harassment/intimidation/bullying/discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

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

Maintain a school climate of mutual respect and dignity for all students regardless of an individual's race, color, religion, national origin, ethnic origin, disability, age, sex or gender including sexual orientation, gender identity or gender expression.

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All building administrators are expected to:

Promote a safe, orderly and academically stimulating school environment that supports active teaching and learning.

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

Evaluate all instructional programs for which they are responsible on a regular basis.

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

Be knowledgeable of effective classroom behavior/building management techniques, and the crisis intervention philosophy and techniques and assure their utilization in the building/program.

Maintain confidentiality about all personal information and educational records concerning students and their families.

Demonstrate dependability, integrity and other standards of ethical conduct.

Follow established administrative procedures.

Maintain a school climate of mutual respect and dignity for all students regardless of an individual's race, color, religion, national origin, ethnic origin, disability, age, sex or gender including sexual orientation, gender identity or gender expression. Consult on a regular basis with the school's Dignity Act Coordinator on the school climate and solicit suggestions for training or programs to maintain a learning environment that is free of harassment/intimidation/bullying/discrimination.

Confront issues of discrimination, harassment, intimidation, bullying or any situation that threatens the emotional or physical health or safety of any student, school employee or any person that is lawfully on school property or at a school function or that endangers the health or safety of pupils within the educational system or adversely affects the educational process.

Lead or supervise the thorough investigative process in concert with the BOCES Compliance Officer per policies 5122 and 6560 in regard to reported incidents of discrimination, harassment, intimidation and/or bullying and ensure that all staff and/or students involved receive the proper level of intervention consistent with the Code of Conduct that are reasonably calculated to end the discrimination, harassment, intimidation and/or bullying, eliminate any hostile environment, create a more positive school climate and culture, prevent recurrence of the behavior and ensure the safety of the student or students against whom such behavior was directed. Work in concert with the BOCES Compliance Officer to determine/make appropriate notification to involved parties of findings/resolution per policies 5122 and 6560.

Promptly notify the appropriate local law enforcement agency when it is believed that any discrimination, harassment, intimidation and/or bullying constitutes criminal conduct.

Provide a regular report on data and trends related to discrimination, harassment, intimidation and/or bullying to the superintendent at least once per school year.

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All other school staff are expected to:

Perform specialized non-instructional duties that support the operational functioning of the school.

Know school/BOCES policies and rules.

Maintain confidentiality about all personal information and educational records concerning students and their families.

Demonstrate dependability, integrity and other standards of ethical conduct.

Follow the established administrative procedures.

Maintain a school climate of mutual respect and dignity for all students regardless of an individual's race, color, religion, national origin, ethnic origin, disability, age, sex or gender including sexual orientation, gender identity or gender expression.

Report immediately to the school's building administrator or other appropriate school personnel any incident witnessed or otherwise brought to the staff's attention of discrimination, harassment, intimidation or bullying that involve students or employees either as the bully, bullied or bystander on school property, at a school function or on the school bus, or that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. This report shall be made not later than one school day after the school staff member witnesses or is made aware of such incidents. When incidents of harassment/intimidation/bullying/ discrimination are reported, BOCES will follow the specific steps described in Policy 6560.

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The Executive Directors and Assistant Directors of instructional programs are expected to:

Promote a safe, orderly and academically stimulating school environment that is free of discrimination, harassment, intimidation, and bullying, and that supports active teaching and learning.

Review with BOCES and component district administrators the policies of the BOCES Board

and state and federal laws relating to school operations and management.

Keep others in the organization informed about educational trends relating to student discipline.

Work to create instructional programs that are academically sound and promote an environment that is sensitive to student and teacher needs and that is designed to minimize problems of student misconduct.

Work with BOCES administrators and the Compliance Officer in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

Maintain confidentiality about all personal information and educational records concerning students and their families

Demonstrate dependability, integrity and other standards of ethical conduct.

Follow established administrative procedures.

Misusing computer devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the BOCES Internet use policy

Lying to school personnel

Defamation

Violating the civil rights of other students and/or school employees – serious incident

Not following BOCES procedures for the use of prescription medication.

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Initiating a bomb threat and/or report warning of fire or other catastrophe without valid cause; misuse of 911
Inappropriately discharging and/or tampering with a fire extinguisher
Committing an act of arson
False fire alarm/smoke bombs, use of fireworks
Endangering the health and safety of others
Off campus, major incident of misconduct that endangers the health and safety of students or staff within the school or can be reasonably forecast to disrupt the work and discipline of the school environment.

Violating the civil rights of other students and/or school employees – major incident
Inappropriate use of or tampering with a fire alarm or AED
Failure to follow directions during an emergency or safety drill
Inappropriate, unwanted or aggressive physical contact with staff

place it occurs, and in a way that students view as 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

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1. The level of due process a student is entitled to receive before a consequence is imposed depends on the nature of the incident. Regardless of the consequence being imposed, the authorized school personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. Prior to imposing the disciplinary consequence, the authorized school personnel shall provide the student an opportunity to present his/her version of the facts. Upon request, the student and the student's parent will be provided with an informal conference with the BOCES official imposing the consequence arising from that conduct. In the consequences noted below, students may be entitled to additional rights.

2. All major infractions of the Code of Conduct and unsuccessful attempts to modify ongoing serious infractions shall be brought to the attention of the appropriate Executive Director and/or the Superintendent or designee. Upon the recommendations of the District Superintendent or designee, the Board of Cooperative Educational Services hereby authorizes the building principal to act in their behalf. All actions taken under Major Infractions shall be accompanied by appropriate notification to the parent or legal guardian and an appropriate representative of the home school district. The student and the parent (or person in the parental relation) shall be given an opportunity to appear informally before the person authorized to impose discipline and to discuss the conduct being reviewed.

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A student denied special 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 denial of such privileges to discuss the conduct and the penalty involved.

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A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain

or restore control over the classroom by using good classroom management techniques.

A student's behavior may become disruptive. 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. In general, this Code has categorized these behaviors as Serious Infractions. For purposes of this Code of Conduct, a disruptive student is a student who is **uwduvcpvkcm{"fkutwrvkxg** of the educational process or **uwduvcpvkcm{"kpvgtthgtgu** with the teacher's authority over the classroom.

1. The specific examples of what constitutes a substantial disruption or substantial interference with the teacher's authority over the classroom must be appropriate to the population of students educated within each program operated by BOCES.

- 2. The procedural requirements for a formal removal by a teacher of a student are:
 - a. A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.
 - b. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be formally removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.
 - c. 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 formally 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 formally remove a student from class.
 - d. The teacher must complete a BOCES-

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the range of intervention strategies to be used in the room

the required supervision

parental notification describing the behavior

intervention room and its use

parental notification each time the child is assigned to the behavior intervention room

due process procedures

staff training

parent training

method of ongoing evaluation of the effectiveness of such behavior intervention services.

Debriefing of staff, the student (if appropriate) and parents/guardians must occur after every use of Redirection Rooms and the debriefing must include details about interventions employed prior to the move to the Redirection Room.

opportunity for an informal conference with the Principal or designee. The notice must also inform the parent/guardian that the student's home school district has been notified of the suspension.

- d. The written notice must be delivered to the last known address of the parents through one or more of the following means: delivery by express mail, personal delivery, or delivery by some other means that is reasonably calculated to assure receipt of the notice within 24 hours.
- e. A copy of the suspension letter shall be placed in the student's file.
- f. Upon return to school, a reinstatement interview may be requested with either or both parents/guardians.

- 2. Long-term (6 school days or more) suspension from school, permanent suspension, and

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The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the building principals (short-term suspension) or the home school district (long-term suspension). All students who are under suspension in their home school shall be automatically suspended by BOCES during the time of their home school suspension. Principals of schools sending students to BOCES should inform BOCES principals of such suspensions.

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

When BOCES initiates a suspension of 5 days or less, all requirements of law shall be followed:

- a. Suspensions may be made by a Principal for a period of term not to exceed five school days or less.
- b. The student being suspended must be informed of the suspension and the reason for the suspension by the Building Administrator or designee.
- c. Whenever possible, the student's parent/guardian must be notified immediately by telephone of the proposed suspension. The Principal must also notify the parent in writing. The notice must describe the infraction for which the suspension is proposed and provide the student and parent/guardian an

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procedural safeguards from the CSE of

Posting this Code in the BOCES policies on the BOCES website.

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- A. The Board will work to ensure that the community is aware of this Code of Conduct by:
 - Providing copies of a summary of the Code of Conduct to all students at an assembly appropriate to each individual program at the beginning of each school year.
 - Making copies of the Code of Conduct available to all parents.
 - Mailing a summary of the Code of Conduct written in plain language to all parents of BOCES students before the beginning of the school year and making this summary available later upon request.
 - Providing all current teachers and other staff members with a copy of the Code of Conduct and a copy of any amendments to the Code as soon as practicable after adoption.
 - Providing all new employees with a copy of the current Code of Conduct when they are first hired.
 - Making copies of the Code available for review by students, parents and other community members.
 - Mailing copies of Code of Conduct to all component school districts.

- B. The Board will sponsor a staff development program for all BOCES staff members to ensure the effective implementation of the Code of Conduct. The Executive Officer will consider the recommendations of the BOCES staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.
- C. The Board 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 m e Ó #