

Tiegerman Code of Conduct

To Support Student Learning



Grades K-12

Student Intervention and
Discipline Code

Reviewed by the Board of Directors, August 2026

TIEGERMAN MISSION STATEMENT

The Tiegerman mission of “teaching the extraordinary” reflects the organization’s goal to substantively transform the lives of individuals with developmental disabilities from preschool throughout adulthood by means of the Tiegerman Learning Method. We are committed to providing an enduring opportunity for exceptional instruction, education and support to ensure that the children and adults that we serve achieve their potential in life. We believe that each individual is extraordinary and through our extraordinary efforts, they will achieve a more independent and successful future.

BEHAVIOR MANAGEMENT STANDARD

Tiegerman holds paramount a student’s right to a safe and secure environment in which to learn. Students will show respect for school procedures and rules, property, and safety. If the behaviors of students interfere with their learning and the learning of others, interventions may be necessary to modify the learning environment.

BEHAVIORAL EXPECTATIONS

The manner in which students conduct themselves in school is a major factor in establishing and maintaining a safe and respectful school community. To promote positive student behavior, all members of the school community — students, staff and parents — must know and understand, the standards of behavior which all students are expected to live up to, the supports and interventions that will be used to address misconduct, and the disciplinary consequences if behavioral standards are not met.

It is essential that schools set aside time to review with students this code, the Bill of Student Rights and Responsibilities and the Internet Use and Safety Policy. This review should be age appropriate so that all students know and understand the behavior expected of them when they are in school. This is especially important when working with children in the early childhood grades given their developmental capacity to understand behavior and consequences. All students, regardless of age, should be engaged in discussion of the school community’s expectations and should be active participants in creating classroom “ground rules” for their behavior.

Equally imperative, all school faculty and staff must affirm clear and consistent behavioral expectations that set the tone for a safe, orderly, and respectful school community. School faculty and staff must be firm, fair and consistent in addressing student behavior in a manner which enables students to learn from their mistakes and be accountable for their misconduct.

STAKEHOLDERS AS PARTNERS

Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents and school staff should exhibit the behaviors that they would like to see students emulate.

- To ensure that parents become active and involved partners in promoting a safe and supportive school environment, they must be familiar with the Tiegerman Code
- School officials are responsible for sharing the information in this document with students, parents, and staff. Schools are encouraged to provide workshops for parents on understanding the Code and how best to work with the school to support their child's social-emotional growth.
- Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior and strategies that might be effective in working with the student.
- Guidance conferences attended by the Principal or his/her designee, a school counselor, the student's parent(s), and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students when appropriate.
- Parents who want to discuss supports and interventions in response to student behavior should contact their child's school, including administration and the school counselor.
- In the event a student engages in inappropriate behavior that violates the Tiegerman Code, the Principal or Principal's designee must report the behavior to the student's parent. When a student is believed to have committed a crime, the police must be notified and the parent must be contacted.

*Whenever used in this document, the term "parent" means the student's parent(s) or guardian(s) or any person(s) in a parental or custodial relationship to the student, or the student, if she/he is an emancipated minor or has reached 18 years of age.

SEARCH PROCEDURES

Students have a constitutional right to be free from unreasonable searches and seizures. A student's possessions may be searched only if school officials have reasonable suspicion to believe that the search will turn up evidence that the student is or may be violating the law or Tiegerman disciplinary standards. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. **The Search and Seizure Policy** (please see page 27), outlines the procedures for searching students, their possessions and lockers.

ATTENDANCE

Attendance at school is vital to a student's academic progress and success. School personnel must ensure that appropriate outreach, intervention and support are provided for students who exhibit attendance problems that may manifest themselves as truancy or patterns of unexcused absence or educational neglect.

In cases of chronic unexcused absences, the Principal must meet with the student and parent in order to determine needed supports and an appropriate course of action.

In cases of chronic absenteeism, the CSE will be notified.

Where and When the Tiegerman Code Applies

The standards set forth in the Code of Conduct apply to behavior:

- In school during school hours
- Before and after school, while on school property
- While traveling on vehicles funded by the NYC DOE;
- At all school-sponsored events; and
- On other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

***This also includes students from Long Island School Districts.**

SUPPORTS AND INTERVENTIONS

To promote positive behavior, schools provide a range of prevention and intervention support services for students during and/or after school hours throughout the school year. When a student engages in misconduct, the non-exhaustive list of interventions must be considered based on the type of behavior in which a student has engaged. Supports and interventions are an integral part of a comprehensive response to misconduct. Schools are required to provide and document support services at all stages of the disciplinary process, including during suspension. When used consistently and appropriately, interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Support services may include any of the interventions or a combination of services that best meet the needs of the individual student.

Examples of Supports and Interventions

Parent Outreach

School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or written communication.

Short-Term Behavioral Progress Reports

Teachers and/or Principals may send behavioral progress reports to parents on a regular basis until they feel that the student is in control of his/her behavior and working in the classroom successfully.

Conference

Principals and teachers may request a conference with the student and, where appropriate, with the parent. The purpose of the conference is to review the behavior, find solutions to the problem and address academic, personal, and social issues that might have caused or contributed to the behavior.

Intervention by Counseling Staff

Where available, school-based counseling personnel and/or School-Based Mental Health programs offer a wide range of comprehensive and confidential mental health services and interventions including, but not limited to: assessments, individual, group and family counseling and/or therapy, teacher consultations, and educational strategies for parents and staff.

Restorative Practices

Using restorative practices to foster positive interpersonal and intergroup relations and to address inappropriate behavior when it occurs is a cornerstone of a progressive approach to discipline. Restorative practices include collaborative negotiation, circle process, peer mediation, conflict resolution, and formal restorative conferencing.

Individual/Group Counseling

Provide students with an outlet to share issues in privacy that may be negatively impacting their attendance, behavior, and/or academic success. Small-group counseling can address needs such as stress management, anger management, developing effective conflict resolution and/or communication skills, etc. Students discuss and formulate goals, and learn problem solving strategies that will enable them to overcome a variety of personal challenges. Counselors will conference with parents on a regular basis to discuss the student's academic and personal progress.

Referral to a Community-Based Organization (CBO)

Students may be referred to a community-based organization for a wide range of services including, but not limited to, after-school programming, individual or group counseling, leadership development, conflict resolution, and academic tutoring. Referral to Appropriate Substance Abuse Counseling Services In the case where a student is presenting problems with substance abuse, including the use, possession, or distribution of illegal drugs, drug paraphernalia, and/or alcohol, referrals should be made to either school based counseling services or to an external agency or community-based organization

ADDRESSING BULLYING AND BIAS-BASED BEHAVIOR

What is Bullying? Bullying is behavior that is intended to cause some kind of harm. The person doing the bullying purposely says or does something to hurt the target of his/her behavior. Bullying behavior always involves an imbalance of power (physical or social) or strength between the person doing the bullying and the target of the behavior. The person doing the bullying may be physically bigger or stronger or may be older or have greater social status or social power than the person being targeted. It is a pattern of behavior usually repeated over time and can take many forms. Bullying is aggressive behavior by one individual (or group) that is directed at a particular person (or group). The aggressive behavior is unwanted and negative. It is deliberate and unprovoked. The targeted person is harmed by what is purposely being said or done.

Each school is expected to promote a nurturing school culture that promotes positive interpersonal and intergroup relations and respect for diversity among students and between students and staff, providing all students with a supportive and safe environment in which to grow and thrive academically and socially. The ability of students to learn and meet high academic standards and a school's ability to educate its students are compromised when students engage in discrimination or harassment, bullying, or intimidating behavior toward other students.

Bullying and harassment can take many forms and includes behavior that targets students because of their actual or perceived race, color, national origin, ethnicity, citizenship/immigration status, religion, creed, disability, sexual orientation, gender, gender identity, gender expression, or weight. These behaviors pose a serious threat to

all students, and it is a school's responsibility to eliminate the hostile environment created by such harassment, address its effects, and take steps to ensure that harassment does not recur.

Everyone in the school community— teachers, support staff, custodial staff, bus drivers, guidance counselors, students, and parents—needs to understand what bullying is and the TIEGERMAN rules that prohibit such behavior. Clarifying school-wide rules that prohibit bullying and discrimination and discouraging bystander behavior (on-looking) are vitally important to helping students play a pivotal role in bullying prevention.

Integral to preventing student-to-student bullying and/or bias-based behavior is effective social-emotional learning that helps students develop social-emotional core competencies. These fundamental life skills are: recognizing and managing their own emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. Students who are able to recognize and manage their own emotions are better able to be assertive rather than aggressive or passive when they interact with their peers.

Bullying Is NOT Conflict

Conflict is a struggle between two or more people who perceive they have incompatible goals or desires. Conflict occurs naturally as we interact with one another. It is a normal part of life that we will not always agree with other people about the things we want, what we think, or what we want to do. Most conflicts between students arise when students see the same situation from two different points of view. Think of some of the ways we describe people in conflict: "They were butting heads"; "They were going back and forth at each other"; "It was 'he said/she said.'" In these cases, both people are equally "telling their side of the story." In a conflict, people may get frustrated and angry. Chances are the amount of emotion each person feels will be relatively equal because both are vying for what they want. In the heat of the moment, one or both people's emotions can escalate a conflict. All of us have known of conflicts in which people have said things to hurt one another which they later regret. People engaged in a conflict want the issue to be resolved. The "back and forth" that occurs is each person trying to make the case for what she/he wants. When one or both people have the skills to resolve the dispute so that both sets of needs are met, the same conflict between the same two people most likely will not be repeated.

DISCIPLINE PROCEDURES

In-School Disciplinary Responses are a range of disciplinary responses that can be used to hold students accountable for inappropriate behavior and that do not involve removal from the classroom or school or assignment to an alternate instructional site. A school's decision to use a disciplinary response must take into consideration a number of factors, including the nature and severity of the misconduct. Schools are encouraged to use primary disciplinary responses when they are the most appropriate response to the misbehavior.

SUSPENSIONS AND TEACHER REMOVALS

All suspensions and removals from the classroom must be done substantively and procedurally in accordance with relevant Regulations of the Chancellor, State Education Law, and Federal Law.

ADDITIONAL PROTECTIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities, 504 plans, or who are “presumed to have a disability” are entitled to assert specific procedural safeguards under IDEA. A student is presumed to be a student with a disability if the parent has expressed concern in writing that the student needs special education and/or related services, the parent has made a written request for an evaluation of his/her child, the parent or school staff express concern about a pattern of behavior or the student has been referred for an initial evaluation.

MANIFESTATION DETERMINATION REVIEW

A manifestation determination review must be conducted when a student with a disability or a student who is presumed to have a disability is subject to a disciplinary change in placement, in order to determine if the behavior is caused by or has a direct and substantial relationship to the student's disability and/or was the direct result of the failure to implement the IEP or Section 504 plan. If the student's behavior is a manifestation of the student's disability, the student may not be disciplined for the behavior, except in certain cases if the student's behavior is determined not to be a manifestation of the student's disability, the student may be subject to discipline for the behavior. A disciplinary change of placement occurs if the student will be removed from his/her regular program for: (1) more than 10 consecutive school days as a result of a superintendent suspension; (2) more than 10 cumulative school days in a 40-school-day period as a result of three or more disciplinary actions (superintendent suspension, Principal suspension, and/or teacher removal); or (3) more than 10 cumulative school days in a school year as a result of disciplinary actions that the Principal determines constitute a pattern of removals.

FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANS

If a student with an IEP is subject to disciplinary action and a determination has been made that the behavior is a manifestation of the student's disability, an FBA must be conducted or updated and a BIP developed or modified. Additionally, even when a student's behavior is determined not to be a manifestation of a student's disability, an FBA can help provide a more in-depth understanding of the student's behavior.

A Functional Behavior Assessment (FBA) is an evaluation used to determine why a student with a disability engages in behaviors that impede learning and how the student's behavior relates to the environment. The FBA must be based on multiple sources of data, obtained across multiple settings and times of day including, but not limited to: information obtained from direct observation of the student; information from the student, the student's teacher(s), related service provider(s) and others with whom the student interacts; and a review of available data and information from the student's record and other sources, including any relevant information provided by the student's parents/caregivers. An FBA must be conducted by a team; the Principal will designate the team and its facilitator.

A Behavioral Intervention Plan (BIP) is based on the results of an FBA and includes, at a minimum: 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. The BIP must identify intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s). Baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness. The BIP must be monitored (and reported to the parent) using the same data collection measures (frequency, intensity, duration and/or latency) that were used to collect baseline data for the FBA. The goal is for the problem behavior to decrease as the replacement behavior increases. After an FBA has been conducted, the IEP team must be convened to review the results of the FBA, develop a corresponding BIP (if appropriate), and update the student's individualized education program (IEP) to indicate if a particular device or service, including an intervention, accommodation or other program modification, is needed to address the student's behavior.

DISCIPLINARY RESPONSES

Disciplinary responses should be progressive. Note that In-school Disciplinary Actions may include detention, exclusion from extracurricular activities or communal lunchtime. If these in-school consequences are used, they must not take place during class time, cannot result in a student missing instruction.

All disciplinary responses must be imposed in accordance with the procedural requirements of Chancellor's Regulation and consistent with the range of disciplinary responses authorized for a particular infraction. Schools are expected to use supports and interventions and non-removal disciplinary responses, to the extent feasible and appropriate, before imposing a teacher removal, Principal suspension or superintendent suspension.

IN-SCHOOL DISCIPLINARY ACTIONS:

Principal's Suspension

A Principal has the authority to suspend a student for 1-5 school days for behavior which presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of classes or other school activities consistent with the disciplinary options set forth in this Code. Reasonable effort must be made to address inappropriate student behavior through supports and interventions prior to imposing a Principal's suspension. Suspended students must be provided with instruction, including homework and classwork, at an alternative instructional site within the school.

Superintendent's Suspension

A superintendent's suspension may result in a period of suspension that exceeds five school days and may be sought for behavior for which a superintendent's suspension is authorized in the Discipline Code

A student who receives a superintendent's suspension must be provided with the opportunity for a hearing at which the student has the opportunity to present evidence and witnesses on his/her behalf and to question the school's witnesses.

Student Intervention and Discipline Code

Grades K-12 Level 1

Infractions – Uncooperative/Noncompliant Behavior

- B01 Unexcused absence from school
- B02 Failing to wear the required school uniform (applies only to students in grades 6-12 in schools that have adopted a school uniform policy and whose parents have not secured an exemption)
- B03 Cutting classes (reporting to school and failing to attend one or more programmed classes)
- B04 Being late for school or class
- B05 Bringing items to or using items in school in violation of school policy
- B06 Failing to be in one's assigned place on school premises
- B07 Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway)
- B08 Engaging in verbally rude or disrespectful behavior
- B09 Wearing clothing, headgear (e.g., caps or hats), or other items that are unsafe
- B10 Posting or distributing material on school premises in violation of written school rules
- B12 Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal meeting with student by appropriate supervisor (e.g., assistant Principal, Principal) to address the misbehavior and understand its consequences D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)

Student Intervention and Discipline Code

Grades K-12 Level 2

Infractions – Disorderly Behavior

- B13 Smoking and /or use of electronic cigarettes and/or possession of matches or lighters
- B14 Gambling
- B15 Using profane, obscene, vulgar, or lewd language, gestures, or behavior
- B16 Lying to, giving false information to, and/or misleading school personnel
- B17 Misusing property belonging to others
- B18 Engaging in or causing disruptive behavior on the school bus
- B19 Inappropriate use of electronic technology (e.g., unauthorized audio/video recording)
- B20 Leaving class or school premises without permission of supervising school personnel

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal meeting with student by appropriate supervisor (e.g., assistant Principal, Principal) to address the misbehavior and understand its consequences D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime)

Student Intervention and Discipline Code

Grades K-12 Level 3

Infractions – Disruptive Behavior

- B21 Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community (this behavior does not include Level 1 or 2, uncooperative/noncompliant or disorderly behavior, such as using profane language, B15; or wearing prohibited clothing, B09; or bringing prohibited items to school, B05)
- B22 Entering or attempting to enter a school building without authorization or through an unauthorized entrance
- B23 Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability
- B24 Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel (e.g., pushing past another person), or throwing an object (e.g., chalk) or spitting at another person (for more serious physically aggressive behavior, see B36)
- B25 Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal meeting with student by appropriate supervisor (e.g., assistant Principal, Principal) to address the misbehavior and understand its consequences D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. Superintendent's suspension that results in immediate reinstatement H. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days.

Student Intervention and Discipline Code

Grades K-12 Level 3

Infractions – Disruptive Behavior

- B26 Engaging in gang-related behavior (e.g., wearing or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs)
- B27 Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means
- B28 Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others
- B29 Knowingly possessing property belonging to another without authorization
- B30 Violating the schools Internet Use Policy (e.g., use of the system for non-educational purposes, security/privacy violations)

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal meeting with student by appropriate supervisor (e.g., assistant Principal, Principal) to address the misbehavior and understand its consequences D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. Superintendent's suspension that results in immediate reinstatement H. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days. I. Superintendent's suspension that results in an extended suspension for 11-29 school days. J. Superintendent's suspension that results in an extended suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer) K. Superintendent's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days.

Student Intervention and Discipline Code

Grades K-12 Level 3

Infractions – Disruptive Behavior

- B31** Engaging in scholastic dishonesty which includes but is not limited to:
- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
 - Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
 - Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)
- B32** Posting or distributing libelous material or literature (including posting such material on the Internet)

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	A. Pedagogical school staff meeting with student to address the misbehavior and its consequences B. Student/teacher conference C. Formal meeting with student by appropriate supervisor (e.g., assistant Principal, Principal) to address the misbehavior and understand its consequences D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. Superintendent's suspension that results in immediate reinstatement H. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days. I. Superintendent's suspension that results in an extended suspension for 11-29 school

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Student Intervention and Discipline Code

Grades K-12 Level 4

Infractions – Aggressive or Injurious/Harmful Behavior

- B33 Engaging in sexual conduct on school premises or at school-related functions
- B34 Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature (e.g., touching, patting, pinching, lewd or indecent public behavior, or sending or posting sexually suggestive messages or images)
- B35) Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including but not limited to posting such material on the Internet
- B36 Engaging in physically aggressive behavior other than minor altercations as described under B24, which creates a substantial risk of or results in minor injury

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Referral for mental health support services • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. Superintendent's suspension that results in immediate reinstatement H. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days. I. Superintendent's suspension that results in an extended suspension for 11-29 school days. J. Superintendent's suspension that results in an extended suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer) K. Superintendent's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days. L. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with and automatic review at 90 and 135 days.

Student Intervention and Discipline Code

Grades K-12 Level 4

Infractions – Aggressive or Injurious/Harmful Behavior

- B37 Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others
- B38 Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury
- B39 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
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Student Intervention and Discipline Code

Grades K-12 Level 4

Infractions – Aggressive or Injurious/Harmful Behavior

- B40 Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight; such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass
- B41 Possessing/ingesting controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogens, drug paraphernalia, and/or alcohol
- B42 Falsely activating a fire alarm or other disaster alarm
- B43 Making a bomb threat

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Development of individual behavior contract • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Referral for mental health support services • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP) • Referral to counseling services for youth relationship abuse or sexual violence	D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. Superintendent's suspension that results in immediate reinstatement H. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days. I. Superintendent's suspension that results in an extended suspension for 11-29 school days. J. Superintendent's suspension that results in an extended suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer) K. Superintendent's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days. L. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with and automatic review at 90 and 135 days. M. Superintendent's suspension that results in a one year suspension and assignment to

• Referral to counseling services for bullying, intimidation or harassment • Referral to appropriate substance abuse counseling service	an alternative program without the opportunity for early reinstatement.
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Student Intervention and Discipline Code

Grades K-12 Level 4

Infractions – Aggressive or Injurious/Harmful Behavior

- B44 Taking or attempting to take property belonging to another or belonging to the school without authorization, without using force or intimidating behavior
- B45 Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
- B46 Causing a serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury (e.g., lighter, belt buckle, umbrella, or laser pointer)
- B47 Inciting/causing a riot
- B48 Possessing, displaying or selling any weapon as defined in Category II. NOTE: Before requesting or imposing a suspension for possession of or displaying an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the Principal must consider whether there are mitigating factors present. In addition, the Principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight
- B49 Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Referral for mental health support services • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	D. Parent conference E. In-school disciplinary action (e.g., formal restorative conference, exclusion from extracurricular activities or communal lunchtime) F. Principal's suspension for 1-5 days G. Superintendent's suspension that results in immediate reinstatement H. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days. I. Superintendent's suspension that results in an extended suspension for 11-29 school days. J. Superintendent's suspension that results in an extended suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer) K. Superintendent's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days. L. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with and automatic review

	at 90 and 135 days. M. Superintendent's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement.
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Student Intervention and Discipline Code

Grades K-12 Level 5

Infractions – Seriously Dangerous or Violent Behavior

- B50 Starting a fire
- B51 Threatening to use or using force to take or attempt to take property belonging to another
- B52 Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents
- B53 Using extreme force against or inflicting or attempting to inflict serious injury upon students or others
- B54 Planning, instigating, or participating with another or others, in an incident of group violence
- B55 Engaging in threatening, dangerous or violent behavior that is gang-related
- B56 Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity
- B57 Selling or distributing illegal drugs or controlled substances and/or alcohol
- B58 Possessing or selling any weapon, other than a firearm, bomb or other explosive

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Referral for mental health support services • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	I. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days. J. Superintendent's suspension that results in an extended suspension for 11-29 school days. K. Superintendent's suspension that results in an extended suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer) L. Superintendent's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days. M. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with and automatic review at 90 and 135 days. N. Superintendent's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement. O. Expulsion (only for general education students who turned 17 prior to the beginning of the school year which is July 1

Student Intervention and Discipline Code

Grades K-12 Level 5

Infractions – Seriously Dangerous or Violent Behavior

- B59 Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others
- B60 Using any weapon, other than a firearm, bomb or other explosive to threaten or to attempt to inflict injury upon school personnel, students, or others
- B61 Using any weapon, other than a firearm, bomb or other explosive to inflict injury upon school personnel, students, or others
- B62 Possessing or using a firearm, or bomb or other explosive

Student Supports and Accountability Responses to be Used in Tandem	
Supports and Interventions	Range of Possible Disciplinary Actions
• Parent outreach • Intervention by counseling staff • Guidance conference(s) • Restorative practices • Social-Emotional Learning • Positive Behavioral Interventions and Supports (PBIS) • Individual/group counseling • Collaborative problem solving • Conflict resolution • Peer mediation • Mentoring program • Short-term behavioral progress reports • Community service (with parental consent) • Referral to a community based organization (CBO) • Referral for mental health support services • Functional Behavioral Assessment (FBA)/ Behavioral Intervention Plan (BIP)	I. Superintendent's suspension that results in continued suspension for a fixed period of 6-10 school days. J. Superintendent's suspension that results in an extended suspension for 11-29 school days. K. Superintendent's suspension that results in an extended suspension for 30-59 school days (with automatic review at 30 days for suspensions of 39 days or longer) L. Superintendent's suspension that results in an extended suspension for 60-90 school days with automatic review every 30 days. M. Superintendent's suspension that results in a one year suspension and assignment to an alternative program with and automatic review at 90 and 135 days. N. Superintendent's suspension that results in a one year suspension and assignment to an alternative program without the opportunity for early reinstatement. O. Expulsion (only for general education students who turned 17 prior to the beginning of the school year which is July 1

Security in the Schools

SECURITY IN THE SCHOOLS (Updated May 18, 2023)- Given recent school tragedies and the New York State Red Flag mandate that requires decisive and immediate action to protect the public from this escalating, frequently occurring threat in the State of New York's schools, the following school policies are to be followed:

A. Tiegerman schools should provide a safe and secure environment for students, staff, and parents. The maintenance of order and security in and around Tiegerman schools is essential to creating learning environments in which students can meet high academic standards, educators can teach to those standards, and parents can be assured that the children are guaranteed their right to learn.

B. The maintenance of safety and good order is the collective responsibility of all school staff, the local authorities, parents, and students.

C. The Principals shall consult regularly with local authorities and work cooperatively with each other on matters pertaining to school security. Toward that end, they shall promptly notify each other of incidents that occur on school property.

D. Compliance with the procedures set forth in this regulation is mandatory. Failure to comply with these procedures may result in disciplinary action including dismissal from employment.

NOTIFICATION AND REPORTING REQUIREMENTS FOR SCHOOL-RELATED CRIMES AND INCIDENTS The following sets forth the notification and reporting requirements that must be followed when a school-related crime or incident has been committed. School-related crimes and incidents are those which occur on or near school property.

Notification Requirements for School-Related Crimes

1. Crime Committed by Students In all cases where an allegation that a school-related crime which poses a danger to students, staff, or the school community has been committed or has allegedly been committed by a student, Principal/designee shall immediately take the following steps:

A. If the incident creates an immediate safety emergency, **ANY STAFF involved** must immediately notify the police and then advise the Principal/designee;

B. In all other situations that do not pose an immediate safety threat, the **staff must immediately** notify the Principal/designee of the incident. The Principal/designee must, in turn, notify the police.

C. In addition to (a) and (b) above, the Principal/designee **must also immediately** notify the Director of schools and make every attempt to notify the parents of the students involved by the end of the school day.

D. These procedures may eventually be changed going forward by Red Flag guidelines promulgated by the New York State Education Department and/or the Justice Center.

2. Crime Committed by Employee of Tiegerman Schools

In all cases where a staff member has been provided with information of an allegation that a school-related crime has been committed by a Tiegerman employee or person connected with school programs or services, such as volunteers, he/she shall immediately take the following steps:

- A. If the incident creates an immediate safety emergency, **ANY STAFF** involved must immediately notify the police and then advise the Principal/designee;
- B. In all other situations that do not pose an immediate safety threat, any **staff involved** must immediately notify the Principal/designee of the incident. The Principal/designee shall, in turn, notify the police (if necessary) and the Director of schools.
- C. If a student is the victim of the suspected criminal activity, the Principal/designee **must** also notify the parent.

INVESTIGATION BY POLICE OR OTHER AGENCIES

Questioning of Students and Staff

- A. When the police or other investigatory agencies wish to investigate a school related crime committed by a student, the Principal/designee must permit them to interview school staff or other non-student witnesses and staff, or other non-student victims. These individuals, however, may not be compelled by the Principal/designee to submit to such questioning.
- B. Where the police or other investigatory agencies wish to question a student in school regarding a school-related crime, the Principal/designee must be present during the interview (Please be advised Administration will not need parent permission for the student to be interviewed should the police or investigatory agencies should believe it is appropriate to proceed).
- C. The Principal/designee must make every attempt to notify the parents of the students involved by the end of the school day.
- D. Where the police or other investigatory agencies wish to question a student about a child abuse allegation against a parent, guardian, or custodian, the Principal/designee must permit the questioning to take place and must not contact the parent, guardian, or custodian. Where the police or other investigatory agencies wish to question a student about a child abuse allegation against a person continually or regularly found in the same household, the Principal, in consultation with the police or agency, shall determine whether the questioning should take place without contacting the parent. In either case, the Principal or an individual with whom the child indicates that he/she is comfortable must be present during the interview. In this situation, the child's records may be released to the police or investigatory agencies without obtaining parental consent.

E. Where the police or other investigatory agencies wish to question students or staff regarding a crime committed by a student that is unrelated to the school, the Principal/designee must request that the police or other investigatory agencies conduct such interviews during non-school hours. In cases where the police or other investigatory agencies indicate that there are exigent circumstances warranting proceeding with an interview, the school staff should contact the Director of Schools for further advice. If such questioning is permitted, it must be done in a manner which is least disruptive to the school.

SEARCH AND SEIZURE

Students have a constitutional right to be free from unreasonable searches and seizures. A student's possessions may be searched provided that school officials have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating the law and/or school rules and regulations. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Searches should be conducted with a reasonable degree of privacy and consideration for the dignity of the individual. The following sets forth the procedures to be followed when students' possessions and/or their lockers are searched.

Search of Students and their Belongings (e.g., book bags, clothing)

A. If there is **reasonable suspicion** to believe that a student has violated or is violating the law or school rules and regulations, the Principal/designee must be advised immediately. If it is determined that a search is warranted, the Principal/designee shall direct his/her designee to bring the student to a location designated by the Principal/designee.

B. Once the student has been brought to that location, the Principal/designee shall advise the student that the Principal/designee has reasonable grounds to believe that the student has violated or is violating the law or school rules and regulations.

C. The Principal/designee must be present while the search of the student is conducted.

D. Prior to conducting a search, the Principal/designee shall ask the student whether the student has anything in his/her possession which he/she is not permitted to have in school. If the student acknowledges that he/she is in possession of contraband, the Principal/designee shall ask the student to remove the object from the student's person or belongings.

E. Under no circumstances shall a student ever be touched by an employee of Tiegerman schools during a search.

Search of Lockers

A. School lockers are the property of Tiegerman Schools even when assigned to students. Lockers may be searched when there is **reasonable suspicion** to believe the lockers contain evidence that the student has violated or is violating the law and/or school rules and regulations.

B. If there is reasonable suspicion to believe a student's locker contains contraband, the Principal/designee must be advised immediately. If the Principal/designee determines that a search is warranted, he/she or their designee shall search the locker.

C. The Principal/designee must be present while the search of the locker is conducted.