



KEN-TON FORWARD

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SAFE & INCLUSIVE SCHOOLS

District Code of Conduct

2021-2022

Kenmore-Town of Tonawanda
Union Free School District

www.ktufsd.org

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Preface

This Code of Conduct was originally developed in 1986 to implement the newly updated Part 100 of the Commissioner's Regulations. In accordance with those regulations there have been annual reviews and substantial revisions in the District Policy: School Conduct and Discipline. The Safe Schools against Violence in Education Act (Project SAVE) was signed into the New York State Law on July 24, 2000.

This Code of Conduct is one part of the components of Project SAVE. The most recent revision of this Policy was approved by the BOE on July 2, 2018.

The District does not discriminate on the basis of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex, in the admission of students, in any of its programs or activities and in its employment practices.

Inquiries concerning the application of this policy on non-discrimination, or complaints of discrimination under any of the above referenced bases, may be directed to the individuals designated to coordinate the District's efforts to comply with and carry out its responsibilities under Title IX, Section 504/the ADA, and the Age Discrimination Act, which prohibit discrimination on the bases of sex, disability, and age, respectively: Assistant Superintendent for Human Resources, 1500 Colvin Boulevard, Buffalo, New York 14223, 874-8400, Ext. 20420 when the situation involves employees of the district; or Assistant Superintendent for Instruction and Student Services, 1500 Colvin Boulevard, Buffalo, New York, 14223, 874-8400, Ext. 20333 when the situation involves students in the district.

On April 13, 2021, the Board of Education adopted the Kenmore-Town of Tonawanda UFSD BOE Resolution Supporting Diversity, Inclusion, and Equity making a “commitment to provide students with equitable access to opportunity, and cultivating and maintaining a learning environment that appreciates diversity and inclusion for all students, especially culturally diverse students who have historically faced discrimination in our nation. The District’s commitment to diversity, inclusion and equity calls for the District to both renew its efforts to ensure equitable, inclusive and diverse opportunities for all students to reach their highest potential, and to promote a learning environment that embraces and celebrates our diversity as a strength for all in the District.”

Introduction

The Board of Education (BOE) is committed to providing a safe and inclusive school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

"Ken-Ton Forward" is the Ken-Ton School District's 2018-2023 Strategic Plan and it encompasses a vision, mission, core values, long-range strategic intents (goals), performance indicators and measures of success, strategies, and action plans. The strategic planning process was guided by a core team of stakeholders with representation by the BOE, Kenmore Teachers Association, Kenmore Administrators Association, Kenmore-Tonawanda School Employees Association, district office, students, parents, law enforcement, senior citizens, business owners, and the Town Council.

Our Vision: "A community that creates dynamic learners who possess social awareness, confidence, and a belief in their power to succeed."

Our Mission: To provide our students with the supports, tools, and diverse opportunities needed to meet the challenges of an ever-changing world.

Our Values: Mutual Respect, Independence, Trust, Teamwork, Integrity, Passion for Excellence, Responsibility.

The "whole student" is a core component of the Ken-Ton Forward Strategic Plan. One way in which Ken-Ton will address this is through a comprehensive approach to student social and emotional wellness. Ken-Ton's Social-Emotional Health and Wellness plan will focus on:

- Developing emotional resilience among students.
- Providing staff with professional development to help understand the causes of emotional distress.
- Strategies to address student social-emotional wellness in the classroom.
- Comprehensive understanding of student, family, and staff perspective through the on-going gathering of opinion and data in order to fully develop targeted supports.

The District has a long-standing set of expectations for conduct on school property and at school functions, based on the vision, mission, and values above.

The BOE recognizes the need to clearly define these 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. To this end, the BOE adopts this Code of Conduct ("Code").

The BOE expects any supplementary building Codes of Conduct to be consistent with this district Code in both letter and intent. Though the BOE recognizes differences unique to age levels and student needs, they emphasize the importance of consistency and commonality on a district-wide basis.

Our District commits to:

- Dedication to a safe school community
- Reduce misbehavior, violence, and bullying
- Increase student participation in school
- Support and foster positive relationships with students, staff, parents, and the community
- Repair harm caused by misbehavior within the school community
- Reintegrate students into a positive learning environment
- Embrace a culturally responsive education in the school community

In our school community it is believed that everyone will:

- Have an opportunity to be heard
- Understand the greater impact of one's actions
- Learn to take responsibility
- Repair the harm one's actions may have caused
- Recognize one's role in maintaining a safe school environment
- Build upon and expand on personal relationships in the school community
- Recognize one's role as a positive contributing member of the school community

Each of our Ken-Ton schools will have:

- A safer, more caring environment.
- A more effective teaching and learning environment.
- A greater commitment by everyone to taking the time to listen to one another.
- A reduction in bullying and other interpersonal conflicts.
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and adults.
- Greater emphasis on responses to inappropriate behavior that seek to reconnect, and not further disconnect young people.
- Reductions in fixed term and permanent suspensions and expulsions.
- A greater confidence in the staff team to deal with challenging situations.

The Code applies; within the school setting, at school-sponsored events outside the buildings and/or district, and as part of transportation service. Unless otherwise indicated it applies to all students, school personnel, parents and other visitors when on school property or at any school-related function. The District also reserves the right to impose discipline for acts which constitute a violation of this Code, but which occur outside of school property or a school-related function, if there is a sufficient connection between the conduct and the District to create a foreseeable risk of substantial disruption to the educational environment and warrant the imposition of discipline.

Definitions

For purposes of this Code, unless otherwise indicated, the following definitions apply:

***Color** means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

***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 must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

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 (Education Law Section s11[4] and 1125[3]).

***Ethnic Group** 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.

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

***Gender** means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

***Gender expression** is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms (Education Law Section 11[6]).

***Gender identity** is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth (Education Law Section 11[6]).

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 wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11[7]).

***National Origin** means a person's country of birth or ancestor's country of birth.

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

"Plagiarism" is the use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources (from the Internet), even with minor alterations.

***Race** means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Multiracial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.

***Religion** means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

***Religious Practice** means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

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

"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 on any other property owned, leased or used by the District, or on a school bus, as defined in Vehicle and Traffic Law §142, or any other vehicle used by

the District for programs or activities (Education Law Section 11[1]).

“School function” means any school-sponsored event or activity, including but not limited to extracurricular and athletic events (Education Law Section 11[2]).

***Sexual Orientation** means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

“Violent student”, as defined by NYS Education Law 3214, is a student under the age of 21, who,

1. Commits an act of violence upon a school employee.
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 the school function.
3. Possess, 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.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act (A copy of the full definition of “firearm” under 18 USC § 921 is available upon written request directed to the District Clerk). It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, knife, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause or in an effort to cause physical injury or death. Other applicable Federal and State laws in the administration of this paragraph are cited in BOE of Education Policy #7360.

** In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.*

Each school assigns a Dignity Act Coordinator annually. The chart below indicates who at each school serves in this role. Each coordinator may be reached directly by calling their school.

School	DASA Coordinator
Big Picture	Anne Blenk
Edison	Kristine Piezonka
Franklin Elem.	Rebecca Kobielski
Holmes	Emily West
Hoover Elem.	Alaina DePoint
Lindbergh	Cheryl Hubert
Franklin Middle	Cindy Backlund
Hoover Middle	Kathy Vittum
Kenmore East	Patricia Busch
Kenmore West	Nadine Brown

Holistic Approach

Ken-Ton believes that student behavior is multifaceted, and therefore, we embrace a holistic approach to manage and change behavior. In addition to access to school mental health staff, Ken-Ton provides social-emotional support through its **Family Support Center**. The Family Support Center mission is to promote student success by strengthening families, through parent-school-community partnership. The Family Support Center serves ALL residents of the Ken-ton School District, as well as, the families of the Ken-Ton School District employees. The Family Support Center can be accessed by contacting a school counselor, psychologist, social worker, principal or by calling 874-8510 to make an appointment. The Family Support Center provides the following services: Individual & Family Counseling, Support Groups, Parenting Groups, Drug & Alcohol Screening, Prevention Programs, and Links with Community Resources. The Family Support Center partners with the following community-based organizations: Catholic Charities, BestSelf Behavioral Health Inc., Child & Family Services, and Horizons.

Restorative Approach

Restorative Practices encompass an approach based upon fostering relationships, strengthening understanding, repairing harm, and building strong communities. This is accomplished by identifying and addressing the needs and harms that occur when there is conflict in the school community by cultivating empathy and modeling conflict resolution skills. The purpose is to create meaningful relationships, which are central to building thriving communities. RP's goal is to shift the focus to repairing harm and restoring the relationship, instead of the rule that was broken. The principles of Restorative Practices are:

- Voluntary participation
- Respect for all involved
- Inclusion and equal voice of all involved
- A focus on harms, needs, and causes
- Consensus-based decision making to repair harm and prevent future harm
- Expanding the capacity of the community to create a just, fair, and meaningful response

Approaches to Discipline	
Traditional Justice	Restorative Justice
• Violation of rules/policies	• Violation of people and relationships
• Violations create guilt	• Violations create obligations
• Justice requires authority to determine blame and punishment	• Justice includes the community, all involved
• Getting what one deserves	• Personal responsibility

Rights and Responsibilities of Students

Student rights are protected by the United States Constitution, the Constitution of New York State, laws promulgated by the federal and state governments, the regulations of the Board of Regents and the regulations and policies of the BOE of the Kenmore-Town of Tonawanda school, as well as decisions of federal and state courts. In addition, there are rights that have to do with an orderly educational process.

With every right comes a responsibility.

It is the student's right:

- 1) To attend school in the district in which → one's parent or legal guardian resides.

It is the student's responsibility:

- To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work

- possible and be granted the opportunity to receive a good education.
- | | | |
|---|---|---|
| 2) To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly. | → | To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines. |
| 3) To be respected as an individual. | → | To respect one another and to treat others in the manner that one would want to be treated. |
| 4) To express one's opinions verbally or in writing. | → | To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others. |
| 5) To dress in such a way as to express one's personality. | → | To dress appropriately in accordance with the dress Code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting. |
| 6) To be afforded equal and appropriate educational opportunities. | → | To be aware of available educational programs in order to use and develop one's capabilities to their maximum. |
| 7) To take part in all school activities, including extracurricular events, on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender/gender identity, national origin, ethnic group, political affiliation, age, marital status, or disability. | → | To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. |
| 8) To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. | → | To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate. |
| 9) To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. | → | To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination. |

Rights and Responsibilities of Essential Partners

All Essential Partners are encouraged to be open to a restorative approach to resolve incidents and conflict.

Expectations for Parents

- 1) Recognize that the education of their children is a joint responsibility of the parents or guardians and school community.
- 2) Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.
- 3) Ensure their children be dressed and groomed in a manner consistent with the student dress Code.
- 4) Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- 5) Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the District *Code of Conduct*.
- 6) Convey to their children a supportive attitude towards education and the District.
- 7) Build good relationships with teachers, other parents and their children's friends.
- 8) Work with our schools to maintain open and respectful communication so as not to offend, slander, or restrict, the rights and privileges of others.
- 9) Help their children deal effectively with peer pressure.
- 10) Inform school officials of changes in the home situation that may affect student conduct or performance.

- 11) Provide a place for study and ensure homework assignments are completed.
- 12) Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Expectations for Teachers

- 1) Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 2) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 3) Be prepared to teach.
- 4) Demonstrate interest in teaching and concern for student achievement.
- 5) 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.
- 6) Communicate regularly with students, parents and other teachers concerning growth and achievement.

- 7) Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- 8) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for School Counselors

- 1) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 2) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 3) Initiate and appropriately document teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- 4) Regularly review with the students their educational progress, career plans and graduation requirements.
- 5) Provide information to assist students with career planning.
- 6) Encourage students to benefit from the curriculum and extracurricular programs.
- 7) Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers.
- 8) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation,

gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

- 9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Student Support Service Personnel

- 1) Support educational and academic goals.
- 2) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 3) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 4) Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
- 5) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 6) Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
- 7) Regularly review with students their educational progress and career plan.
- 8) Provide information to assist students with career planning.
- 9) Encourage students to benefit from the curriculum and extra-curricular programs.
- 10) Maintain and encourage a climate of mutual

respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

- 11) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Other School Staff

- 1) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 2) Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
- 3) Assist in promoting a safe, orderly and stimulating school environment.
- 4) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 5) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 6) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Administrators & Principals

- 1) Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- 2) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 3) Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
- 4) Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs.
- 5) Support the development of and student participation in appropriate extracurricular activities.
- 6) Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
- 7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 8) Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

Expectations for Superintendent

- 1) Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.

- 2) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 3) Inform and review with District administrators the policies of the BOE and state and federal laws relating to school operations and management.
- 4) Inform the BOE about educational trends, including student discipline.
- 5) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- 6) Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- 7) Address all areas of school-related safety concerns.

Expectations for Board of Education

- 1) Collaborate with students, teachers, administrators 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.
- 2) Approve 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.
- 3) Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
- 4) Lead by example by conducting BOE meetings in a professional, respectful and courteous manner.

Student Dress Code

Students and parents have the primary responsibility for understanding and upholding acceptable standards for student dress and appearance, and therefore, will give proper attention to personal cleanliness and appropriate dress for school and all school related activities. Teachers, administrators, and other District personnel will exemplify and reinforce acceptable dress standards and assist students in developing an understanding of the standards for appropriate appearance as stated in the Student Dress Code.

The following standards support a safe and positive learning environment, while minimizing distractions in the school setting. Established by a representative committee of students, parents, teachers, support staff, and administrators they apply to all Kenmore-Tonawanda UFSD students independent of age, grade level, or location.

- Any article depicting language, images, or themes that denigrate others on account of race, color, weight, religion, religious practice, ethnic group, national origin, gender/gender identity, sex, sexual orientation, or disability is prohibited.
- Any article that advertises, displays, or represents themes/symbols related to violence; alcohol or drugs; illegal activities; or drug and alcohol use or abuse, gang related activities, or that are suggestive (of a sexual nature) are prohibited.
- Controversial symbols or messages that can be reasonably forecast to cause disruption in the school environment and/or to the school's operation or that are lewd, vulgar or indecent are prohibited.
- Any article that poses (or may pose) a threat to the health, safety, and wellbeing of others (including but not limited

- to decorative chains, wallet chains, studded bracelets, belts, and/or jewelry) is prohibited.
- Any article of clothing or device that interferes with the integrity of an exam or test is prohibited
- See-through and strapless garments are not to be worn. Modest tanks are appropriate as long as the chest and back areas are covered from the top of the armpit down. Midriffs are to be covered. Exposure of skin between the bottom of the shirt and the top of pants is prohibited.
- Pants, shorts and skirts are expected to be worn at waist level as they are designed, so that undergarments are completely covered.
- Pants, shorts, and skirts will be of a modest length. Ripped or cut-up pants that reveal undergarments or show skin in an area between the upper chest and mid-thigh are prohibited.
- Appropriate soled footwear that does not pose a safety hazard are required to be worn at all times; slippers are prohibited.
- Outdoor attire (including but not limited to hats, coats, jackets, parkas, gloves, and scarves) will remain in a student's locker during the school day at all times.
- For students in grades K-7, backpacks and gym bags will remain in a student's locker during the school day.
- The use of backpacks in grades 8-12 **require** the consideration of the District's ability for search and seizure (page 39) as well as the health and safety of our students. For example, aisles in classrooms are required to remain clear of backpacks.

Nothing in this policy will 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.

Students in violation of the Student Dress Code, at the discretion of school officials, will be required to cover, remove, or modify any inappropriate article, and if necessary or practical, replace it with an acceptable article. The determination as to whether or not a student is in violation of any portion of this Code will be at the sole discretion of building administration. Refusal to comply with the requests of school officials, and/or repeated Student Dress Code violations may result in disciplinary action, up to and including out of school suspension.

Electronic Communication Device Code

Students are only permitted to display, use or have powered on any personal technology equipment (i.e., mobile/cellular telephone, iPod, camera, video camera, laptop, tablet, iPad, Smartwatch, etc.) or any other types of telecommunications, multimedia or imaging device during regular school hours when in connection with a class assignment or specifically authorized by a school official. While students are permitted to possess such devices and their associated accessories (i.e. headphones, earbuds) in a non-operational mode during the school day, they are prohibited from using them in any manner that interferes with, or is disruptive of, the educational process or invades the privacy of, or compromises the safety of students, employees, volunteers, or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then the student is subject to discipline under this provision and/or any other provision in the District's *Code of Conduct* that may be applicable to the circumstances involved. Violation of this prohibition will result in temporary confiscation and/or possible inspection of the device or other disciplinary action as outlined in the Student Conduct Code.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer (wireless communication devices) or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a CRIME under State and/or Federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs will be subject to the disciplinary procedures of the school district and reported to law enforcement and/or other appropriate state and federal agencies, which may result in arrest, criminal prosecution, and LIFETIME inclusion on sexual offender registries.

have authorization to possess and operate communication equipment for the conduct of appropriate business.

Teachers and all other BOE personnel are expected to exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

Digital Learning & Citizenship

The Code of Conduct applies to digital learning. The following provides expectations on digital citizenship that students are expected to follow while learning and interacting digitally both remotely and on campus.

A. Students have a responsibility to:

1. Attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and understand that you have a right to an education, whether remote or in-person.
2. Be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines, including while learning and interacting online.
3. Treat others fairly and in a manner that fosters an environment that is free from intimidation, harassment, or discrimination, in accordance with the District Code of Conduct and the provisions of the Dignity Act.
4. Express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.
5. Report, and encourage others to report, any incidents of intimidation, harassment or discrimination.
6. Be open to hearing and respectfully recognizing multiple viewpoints, and will engage with others online with respect and empathy.
7. Give full attention to instructional activities and minimize distractions, such as messaging, social networking, or video conferencing with others.
8. Be conscious of your digital footprint; think and edit before you hit the “send” or “post” button.
9. Dress appropriately in accordance with the Student Appearance Code (Code of Conduct, p.14), so as not to endanger physical health and safety, limit participation in school activities or be unduly distracting. Acceptable student appearance supports a safe and positive learning environment, while minimizing distractions throughout remote learning.
10. Establish an appropriate setting when participating in video-conferencing sessions. Such a setting will include a background free from distractions and inappropriate conduct that would otherwise be subject to the contents of the code of conduct.
11. Understand that you are responsible for the online safety and privacy of your classmates; keeping meeting and classroom links private and only joining classes and meetings you are invited to.
12. Turn on your device camera as requested for attendance and participation purposes. Teachers will provide specific instructions for when cameras are not required during a lesson. Some students may be eligible for an exemption or flexibility to this responsibility; however they will be required to participate using the chat feature or discussion boards in order to verify their continued attendance in the class.

B. Acceptable Use of Information Technology:

Ken-Ton provides devices and networks for academic use. Ken-Ton will continue to be committed to keeping our student and staff data private and secure with our own protocols as well as following the guidelines set forth in Federal Laws, NYS Education Law § 2-d, and Part 121 of the Commissioner's Regulations. Ken-Ton monitors its devices and networks, in accordance with the Child Internet Protection Act (CIPA), and has safeguards to protect information as it is stored, transmitted, and displayed. Students should have no expectation of privacy when using district devices and networks.

Remote learning and online learning platforms are an extension of the classroom. Students are expected to follow all established school and classroom rules and expectations. Ken-Ton reserves the right to suspend account access for students demonstrating inappropriate online behavior and investigate student content on District accounts, devices, and media platforms.

C. While using a District device or platform, students have the responsibility to:

1. Protect their digital identity; only use their assigned ID and password and not share it with others.
2. Have an understanding of and respect for the rights and obligations of using and sharing intellectual property; abide by copyright restrictions and Fair Use, cite resources, gaining or giving permission to use (content), avoid plagiarism, understand and use Creative Commons resources.
3. Understand that only district-approved, vetted educational software may be installed with permission from district staff. All copyright, licensing and national, state, and local regulations must be adhered to with regards to downloading and distributing software.
4. Respect the security systems and abide by the features in place to protect, monitor, or restrict access to information.
5. Respect district physical technological equipment (including devices, network and peripherals) ensuring that they remain unmodified, free from damage, and are available for inspection upon request.
6. Report any loss, theft, damage, or unauthorized use of a device or network immediately.

Prohibited Student Conduct

The BOE expects all students to conduct themselves in an appropriate and civil manner, per the District's Code of Conduct, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students are expected to learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

The BOE recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Parents, Teachers, and Students are encouraged to review the Behavior Flow Chart in this section to gain an understanding of types of behaviors and supported outcomes. The Behavior Flow Chart is not meant to be an exhaustive list but to provide examples.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

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

1. Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
2. Obstructing vehicular or pedestrian traffic.
3. Violating traffic laws and regulations.
4. Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
5. Loitering.

6. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
7. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
8. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect;
2. Missing or leaving school or class without permission.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, District administrators or other District employees or otherwise demonstrating disrespect.
2. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.
3. Repeatedly violates school rules.

D. Engage in conduct that is violent or threatening. Examples of violent or threatening conduct include, but are not limited to:

1. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.
2. Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.
3. Engaging in harassing 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 well-being.
4. Subjecting individuals to danger by throwing objects, intentionally or recklessly, that could result in a grave risk of death or serious physical injury.
5. Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.
6. Displaying a weapon or what appears to be a weapon.
7. Threatening to use or attempting to use any weapon(s).
8. Using any weapon(s).
9. Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other District employee or any person lawfully on District property, or at a District function including but not limited to graffiti or arson.
10. Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment

E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:

1. Lying, deceiving or giving false information to school personnel.
2. Stealing, or attempting to steal, District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
3. 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. This can include posting or publishing video, audio recordings or pictures (written material, cell phones,

Internet, YouTube, etc.).

4. Discrimination, based on a person's actual or perceived race, age, sexual orientation, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender/gender identity or sex.
6. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
7. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
8. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, forwarding or receiving sexually explicit videos, pictures, text messages or auditory recordings and other verbal or physical conduct or direct or indirect communication of a sexual nature.
9. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
11. Selling, using, possessing or distributing obscene material.
12. Using vulgar, obscene or abusive language, cursing or swearing.
13. Possessing and/or using tobacco, tobacco/nicotine products, e-cigarettes and/or associated paraphernalia including, but not limited to lighters and matches. Tobacco/nicotine/e-cigarette use shall not be permitted within one hundred (100) feet of the entrances, exits, or outdoor areas of any public or private elementary or secondary schools.
14. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids (also known as synthetic marijuana), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as "designer drugs."
15. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
16. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
17. Gambling and gaming.
18. Inappropriate touching and/or indecent exposure (exposure to sight of the private parts of the body in a lewd or indecent manner).
19. Initiating or reporting warning of fire (i.e. pulling a fire alarm) or other catastrophe (including but not limited to a bomb threat or a threat of harm from chemical or biological substance) without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
20. Violating personal privacy when using school restroom facilities.

- F. Engage in misconduct while on a school bus.** It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students

are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment and discrimination will not be tolerated.

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

1. Plagiarism: The representation of ideas or work of another person as the student's own.
2. Cheating.
3. Copying.
4. Collusion: Supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.*
5. Altering records.
6. Accessing other users email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
7. Violation of the District Acceptable Use Policy for technology.
8. Assisting another student in any of the above actions.

*Collaboration is “working together on a common aim with shared information.” Teachers will make clear when and to what extent collaboration is acceptable on a given assignment

H. Instigating or encouraging another person to violate this Code of Conduct, or facilitating and/or assisting the same

Reporting Violations/Suspicion of Violations

All students are expected to promptly report a violation of the Code of conduct, or a reasonable suspicion of a violation of this Code of conduct, to a teacher, counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function or observed to be under the influence of alcohol or an illegal substance shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Disciplinary Procedures, Penalties and Referrals / Student Disciplinary Records

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

District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor.

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

1. The student's age;
2. The nature of the offense and the circumstances which led to the offense;
3. The student's prior disciplinary record, including the passage of time since and the relevance of any past acts

- of misconduct and/or violations of school policies and Codes;
- 4. The effectiveness of other forms of discipline and/or behavior intervention;
- 5. Information from parents, teachers and/or others, as appropriate; and
- 6. Other extenuating circumstances.

Where appropriate, discipline will be progressive. This means that a student's first violation will usually merit a lesser consequence than subsequent violations, taking into account all factors relevant to the severity of the current violation. The particular circumstances of a violation may, however, warrant a severe form of disciplinary action even if it is the student's first offense.

The District will maintain a complete record of each student's disciplinary record, if any, during the student's enrollment in the District's schools. As indicated above, past instances of discipline may be relevant to the determination of the appropriate level of discipline for a current violation of this Code. However, in making such a determination, the District shall consider the passage of time since and the relevance of any such past instances of misconduct, including consideration of the student's age at the time of any such past instances and any other explanatory and/or mitigating circumstances.

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

The building principal or his or her designee is required to 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 the same day as the telephone call is made. The notification is required to identify the student and explain the conduct that violated the Code of conduct and constituted a crime. (See A-11, Statement 5, in Appendix).

Nothing in this Code shall limit the District's authority to impose disciplinary action in circumstances where conduct in violation of this Code occurs outside of school property or a school function, but where there is nonetheless a connection between the conduct and the District such that discipline is appropriate.

A. Disciplinary Options: Discipline and behavior management should be progressive and dependent on the type of student misbehavior. The following Behavior Flowchart shall guide the implementation of consequences, taking into account the age and developmental stage of the student. They are broken down into three progressive categories: *Teacher Managed Behaviors, Minor Incidents, and Major Incidents*, followed by process and potential consequences.

Practices which allow educators to address disciplinary matters as opportunities for learning instead of punishment are expected by the BOE rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the district's dual goals of eliminating school disruptions and maximizing student instruction time.

In the application of a restorative practice, the process is always voluntary for the students. Any parent (or student over the age of 18) can request the traditional disciplinary route and not participate in a restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating willingness to make amends.

Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or ongoing violations of the Code of Conduct that is disruptive to the learning of oneself or others or for whom restorative practices have not been effective. Suspensions will be used to be the minimum degree necessary to promote improved student behavior and maximize student attendance.

BEHAVIOR FLOWCHART			
Consequence Forms	Teacher Managed Behaviors Warning/Teacher Consequence No referral unless chronic	MINOR Incidents Teacher Consequence-Minor Referral	MAJOR Incidents Administrator Consequence- Major Referral
Examples of Behaviors *Student's age & developmental stage should be considered	Passing notes Making noises Food or drink in hall/classroom Shouting Out Running in the hall Sleeping Head down & silent Talking during a test Talking during a class-sidebar No materials, unprepared Asking for/sharing food or money Chewing gum Throwing papers Any academic (ex. No homework, not prepared)	Misuse of electronic technology policy Dress Code Violations- ex. Call to Guidance/Nurse Tardy Horseplay Lying Throwing Food Taking food Skipped detention Property Misuse- ex. writing on desks can be easily cleaned Inappropriate Language- ex. swearing to self or in a casual conversation(non-insult) Non-DASA related insults Defiance/Insubordination- ex. quiet refusal to do work/doesn't threaten safety or disrupt the learning of others/students sits at desk choosing not to complete the task at hand Disruption- ex. Student engages in low-intensity, but inappropriate disruption/calling out/talking out of turn/noise with materials Physical contact- PSA Physical aggression- ex. Slight bump or push in non-harmful manner	Theft Burglary or Larceny Property damage/vandalism Inappropriate Language-ex. directed language to another Verbal/Written threat to cause harm Fighting/Assault Forgery Arson Bomb threat Gang Affiliation-ex. Wearing colors or stating to others you are in a gang DASA related insults PDA (Public Display of Affection) Use/Possession: ex. weapon, combustibles, tobacco, drugs, alcohol Disruption of class- ex. refusal to follow directions to stop negative behavior after multiple attempts or spontaneous shocking/horrendous disruption Academic misconduct-ex. cheating/plagiarism Truant from class-ex. skipping class Acceptable use violation-ex. violation of district technology policy Social Media- ex. any activity on social media that impacts the educational process Cell phone Violation- ex. taking a picture, recording or video False alarm or threat to others Urinating/defecating anywhere but in the toilet Gambling Graffiti Leaving the Classroom or Building without permission Spitting at/on another person Physical aggression- ex. punching, fighting Minor altercation-a mutual fight, including self defense Chronic tardiness or truancy
Process	Classroom Management Plan Staff discretion	1) Staff member completes a minor referral by the end of the day.	1) If necessary, staff member sends or escorts the student to a separate location (ex.-Time Away Room).

		<p>2) Staff calls home to share the minor offense with parent/guardian. Documentation of the phone call is made (ex. Infinite Campus Parent Log.)</p>	<ul style="list-style-type: none"> • When fight occurs, separate students (ex- nurse and time away) • Contact administrator/office immediately <p>2) <u>Complete a referral immediately</u> so that the office can proceed appropriately with the staff member's incident description.</p> <p>3) Administrator conducts investigation.</p> <p>4) Parents are notified and informed of due process (see pages 27-33), and consequence(s) assigned in Infinite Campus.</p>
Possible Consequences *All behaviors are handled on an individualized basis. The following are suggested results ONLY.	<ul style="list-style-type: none"> *Note to parents * Note on the teacher used app. <ul style="list-style-type: none"> * Call Home to parents/guardians *Peer mediation with peers <ul style="list-style-type: none"> *Verbal correction *Verbal/written apology *Behavior reflection worksheet <ul style="list-style-type: none"> *Change in seating * Loss of privilege 	<ul style="list-style-type: none"> *Mediation *Detention during lunch or after school <ul style="list-style-type: none"> *Note to parents * Note on the teacher used app. * Call Home to parents/guardians *Peer mediation with peers <ul style="list-style-type: none"> *Verbal correction *Wait time / time away *Verbal/written apology *Behavior reflection worksheet <ul style="list-style-type: none"> *Change in seating * Loss of privilege 	<ul style="list-style-type: none"> *Restorative Conference *Conflict Coaching *Community Service *Restitution *Behavior Contract *Parent Conference <p>*Referral to Ken-Ton Family Support Center / Community Based Organization</p> <ul style="list-style-type: none"> *Pass Restriction *Loss of privileges *Lunch Detention *Afterschool Detention *Removal to Time Away *Suspension from class *ISS- In-School Suspension *OSS- Out of School Suspension *Bus Suspension
Definitions		<p>A minor referral is a legal document that will go home to parents. It is a way to document an incident and to allow parents to know there is a problem in your class. Writing a minor gives you management control.</p> <p><i>It is highly recommended that you phone parents in order to engage their support as well.</i></p>	<p>A major referral is used when the infraction is greater than a minor and needs Administrative assistance. Generally, the infraction calls for more punitive and/or restorative disciplinary measures. If a major has been written after a number of unsuccessful minors, it is important that you include in the write-up previous interventions used. This lets administration know that you have been unsuccessful in changing that student's behavior and other measures need to be taken.</p>

Students who are found to have violated the District's Code of conduct may be subject to consequence, either alone or in combination, as outlined below.

The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

Note: Referrals for counseling and community service can be provided for parents to consider as a consequence; however, counseling, community service, and involuntary transfers, cannot be mandated consequences, per the Commissioner's previous rulings.

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 is expected to inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence in connection with the imposition of the consequence.

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

1. **Restorative Practices:** Principals and the superintendent may use Restorative Practices in lieu of or in addition to additional consequences such as suspension. The consequence involves having any offender meet with individual or group affected by the incident to restore justice and reinforce the expected behavior. During the session, the collective group will discuss the incident, ramifications and decide on additional consequences if necessary.

Before any Restorative Practice session is held, all students and their parents/guardians will be contacted to ensure all parties are in agreement with this disciplinary option. No rights guaranteed under Education Law Section 3214 are waived by participating in Restorative Practices. All rights guaranteed under this section will take effect if warranted by the decisions of the Restorative Practice outcomes.

2. **Detention:** Teachers, principals and the superintendent may use after-school 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 if there is *assurance that there is not parental objection* to the consequence and the student has appropriate transportation home following detention.
3. **Suspension from transportation:** If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. When the suspension from transportation amounts to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education. 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. However, a student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214.
4. **Suspension from athletic participation, extra-curricular activities and other privileges:** A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges 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. However, the student is not entitled to a full hearing pursuant to Education Law §3214. Complete information regarding any additional terms of participation in interscholastic athletics and extra-curricular activities may be outlined in individual Code of conduct documents particular to such athletics and activities.

5. **In-school suspension:** The BOE recognizes the school must balance the need for students to attend school and the need for order in classroom to establish an environment conducive to learning. As such, the BOE 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 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. However, a student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214.
6. **Teacher disciplinary removal of disruptive students:** A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: short-term “time away” facility in an elementary classroom or in an administrator’s office; sending a student to the principal’s office for the remainder of the class time only; or sending a student to a counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

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

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

If the disruptive student does pose a danger or ongoing threat of disruption to the academic process, the teacher may order the student to be removed immediately. The teacher is, however, required to 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.

The teacher is required to input a referral into Infinite Campus as soon as is practicable and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day. The teacher is expected to contact the parent by telephone to provide notification of the removal and the reason.

Within 24-hours after the student’s removal, the principal or another district administrator designated by the principal is expected to notify the student’s parents, in writing, that the student has been removed from class and why. The notice will 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 is required to 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 will also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

If at the informal meeting the student denies the charges, the principal or the principal's designee will explain the reason for the student's removal and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting will 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 principal's designee may rescind 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 rescind a removal at any point between receiving the referral form issue 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. A student removed from the classroom by the classroom teacher will only be permitted to return to the classroom when the principal makes a final determination, or the period of removal expires, whichever is less.

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

Removal of a student with a disability is permitted provided that the removal would not constitute a disciplinary change in placement. A *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.

A student with a disability may not undergo a disciplinary change in placement unless the manifestation determination review team determines that the student's misconduct was not the manifestation of his disability or the rules governing the placement of a student in an interim alternative educational setting are satisfied.

The removal of a student with a disability from a classroom by a teacher in accordance with Section 3214 (3-a) would not constitute a removal and potentially trigger a disciplinary change in placement if the continued educational programming meets certain standards:

- a. The student is afforded the opportunity to continue to appropriately progress in the general curriculum;
- b. The student continues to receive the services specified in his or her IEP; and
- c. The student continues to participate with non-disabled students to the extent they would have in their current placement.

These conditions may be met when a student is removed to an in-school suspension room or its equivalent.

7. Suspension from school:

Suspension from school is a severe consequence which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, emotional well-being, health or

welfare of others.

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

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

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

8. **Short-term (5 days or less) suspension from school:** When the superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214 (3), the suspending authority is required to immediately notify the student orally. If the student denies the misconduct, the suspending authority will provide an explanation of the basis for the proposed suspension. The suspending authority will also notify the student’s parents in writing that the student may be suspended from school. The written notice is required to 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 will also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. Parents will also be informed of the option to implement a restorative practice as a consequence, such as, a restorative conference and/or community service.

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. Final decisions of the Superintendent may be appealed to the Commissioner within 30 days of the decision.

9. **Long-term (more than 5 days) suspension from school:** When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student’s parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue

subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the BOE that will make its decision based solely upon the record before it. All appeals to the BOE are required to 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 preclude them from doing so. The BOE may adopt in whole or in part the decision of the superintendent. Final decisions of the BOE may be appealed to the Commissioner within 30 days of the decision.

10. **Permanent suspension:** Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct exhibits an alarming disregard for the safety of others and/or 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.

B. Minimum Periods of Suspension

1. **Students who possess/use and/or attempt to use a Weapon:** Any student, other than a student with a disability, found guilty of possessing and/or attempting to use and/or using a weapon on school property or at a school function, may 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 shall consider the following:

- a. The student's age and grade in school;
- b. The student's prior disciplinary record, including the passage of time since and the relevance of any prior acts of misconduct and/or violation of school policies/Codes;
- c. The superintendent's belief that other forms of discipline may be more effective;
- d. Input from parents, teachers and/or others;
- e. The student's intent in possessing the Weapon in school; or
- f. Other extenuating circumstances.
- g. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Note: Calendar year is defined as January – December; school year July – June.

2. **Students who commit violent acts other than possessing, using and/or attempting to use a weapon:**

Any student, other than a student with a disability, who is found to have committed an act which makes him/her a Violent Student under this Code, other than possessing, using and/or attempting to use a weapon, shall be subject to suspension from school for at least five days. If the proposed consequence is the minimum five 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 parents 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 five 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.

Students who are repeatedly and substantially disruptive of the educational process or repeatedly and substantially interfere with the teacher's authority over the classroom: Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this Code

of conduct, “repeatedly is substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214 (3-a) and this Code on four or more occasions during a semester or three or more occasions during a trimester. If the proposed consequence is the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for an informal conference given to all 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 five-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.

Alternative Instruction

When a student, of any age, is removed from class by a teacher or when a student of compulsory attendance age is suspended out of school pursuant to Education Law §3214, the district will take immediate steps to provide an alternative means of instruction for the student. The district may provide alternative instruction to those students not of compulsory school attendance age. When a student with a disability is to be suspended or removed for more than ten consecutive school days, the Committee on Special Education shall convene to determine the services to be provided during the suspension to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student’s IEP. When a student with a disability is to be suspended or removed for ten or less days, the student’s instructor or tutor during the suspension shall consult with at least one of the student’s regularly-assigned teachers to determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress in meeting the goals set out in the student’s IEP.

Discipline of Students with Disabilities

The BOE recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The BOE also recognizes that under certain circumstances, students with disabilities may have certain procedural protections when school authorities intend to impose discipline upon them. The BOE is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. **The BOE expects that this will be a sparingly used option and staff will employ conflict resolution meetings, restoration to those harmed, and group, classroom, or community circles as appropriate for a particular student. Restorative practices will be the considered first option in dealing with most disciplinary issues, as long as the student with disabilities is able to meaningfully participate in the process and such practices are allowable under their IEP.**

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of conduct, the following definitions apply. A “suspension” means a suspension pursuant to Education Law §3214. A “removal” means: (a) a removal of a student with a disability for disciplinary reasons from the student’s current educational placement, other than a suspension as defined above, or (b) the change in placement of a student with a disability to an interim alternative educational setting (IAES). An “IAES” means a temporary educational placement for a period of up to 45 school days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring. Upon an order placing a student in an IAES, the

specifics of the IAES shall be determined by the CSE.

2. The superintendent of schools, either directly or upon the recommendation of a hearing officer designated to conduct a superintendent's hearing pursuant to the Education Law, may order the change in placement of a student with a disability to an appropriate IAES, to be determined by the CSE, for up to 45 school days, but not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior. The superintendent may order the placement of a student in an IAES following: (a) a determination by the superintendent or his designee at a superintendent's hearing that the student is guilty of the alleged misconduct, (b) a determination by the manifestation determination review team that the student's misconduct is a manifestation of his disability, and (c) a determination by the superintendent or his designee that the student, while at school or at a school function, inflicted serious bodily injury upon another person, carried or possessed a Weapon, or knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance.
 - a. "Serious bodily injury" means the same as "serious bodily injury" as defined under Section 1365(h)(3) of Title 18, U.S. Code, which is a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
 - b. "Weapon" means the same as defined elsewhere in this Code.
 - c. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - d. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. If the District determines that a student with a disability needs to be placed in an IAES, and the requirements set forth above are not satisfied, the district may request an IAES by commencing an impartial due process hearing. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school days at a time, if the impartial hearing officer determines that maintaining the student in his current educational placement is substantially likely to result in injury to the student or others.

B. Change of Placement Rule

1. A 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.
2. The District shall determine whether a pattern of removals constitutes a disciplinary change in placement on a case-by-case basis. The District's determinations are subject to review through due process and judicial proceedings.
3. School personnel may not suspend or remove a student with a disability if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal, unless the manifestation determination review team determines that the student's misconduct was not a manifestation of the student's disability, or the rules governing the placement of a student with a disability in an IAES for behavior involving Weapons, illegal drugs or controlled substances are satisfied.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The CSE shall conduct a functional behavioral assessment to determine why a student engages in a particular behavior, and develop or review a behavioral intervention plan whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving Weapons, illegal drugs or controlled substances. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the CSE shall modify such plan and its implementation, to the extent deemed necessary.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, despite the district's previous receipt of information supporting a claim that it had knowledge that the student is a student with a disability:
 - i. The parent of the student previously did not allow the district to conduct an individual evaluation of the student to determine whether the student was a student with a disability; or
 - ii. The parent of the student previously refused to provide consent for the provision of special education services; or
 - iii. The CSE or CPSE previously determined that the student was 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 a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes, shall remain in the educational placement determined by the district, which can include suspension.

3. The District shall provide notice of a disciplinary removal to the parents of a student with a disability no later than the date on which a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement or place the student in an IAES. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
4. The parents of a student with a disability subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent's hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be separated into a guilt phase and a consequence phase in accordance with the procedures set forth in the Commissioner's regulations.
6. The removal of a student with a disability other than a placement in an IAES shall be conducted in accordance with the

due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose a suspension or removal that would result in a disciplinary change in placement unless the manifestation determination review team determines that the student's misconduct is not a manifestation of the student's disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this Code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this Code, if:
 - a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel claim that maintaining the student in his current educational placement is substantially likely to result in injury to the student or others.
 - b. The parent requests such a hearing to challenge a determination by the manifestation determination review team that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding the placement of the student in an IAES.
2. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES or regarding a determination that the student's misconduct is not a manifestation of the student's disability, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
3. A resolution meeting shall occur within seven days of the non-moving party's receipt of the request for an expedited hearing. If the matter is not resolved at the resolution meeting, the expedited due process hearing shall occur within 20 school days of the date that the hearing request is filed. The impartial hearing officer shall make a determination within 10 school days after the hearing. No extension to the expedited impartial hearing timeline may be granted.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

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; and/or
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 comply with a request 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.

Alternative Education Programs

Options for a student making unsatisfactory adjustments to the learning situation:

1. At the elementary level there are expected provisions informally for time away under the supervision of a trained professional and with knowledge of the parent. Pupils whose problems persist will be conferred by the Instructional Support Team for consideration of a referral to the Committee on Special Education, in-building program modification under Section 504, or an outside agency referral.
2. At the middle school level several alternatives may be utilized:
 - a. In-school suspension;
 - b. Referral to an alternative learning program;
 - c. Referral to the Committee on Special Education; or,
 - d. Home instruction on an emergency basis; long term instruction following a Superintendent's hearing.
3. At the high school level several alternatives may be utilized:
 - a. In-school suspension; out of school suspension, short term and long term;
 - b. Referral to an occupational work experience alternative program;
 - c. Referral to an academically oriented alternative program;
 - d. Referral to the Committee on Special Education;
 - e. Home instruction on an emergency basis; long term instruction following a Superintendent's hearing;
 - f. Referral to the TASC for students 18 and over.

Maintenance of Public Order on School Property

Purpose and Intent

1. It is the purpose and intent of these rules and regulations to comply with the requirements of Chapter 740 of the laws of 1972, which created Article 55 of the Education Law relative to maintenance of public order on school property.
2. These rules shall apply on all school district property. The rules hereby adopted shall govern the conduct of students, faculty, administrators, and other staff, licensees, invitees, and all other persons, whether or not their presence is authorized upon the property of the district.
3. The BOE does not intend that these rules and regulations will govern all aspects of school operation, procedure, and discipline, but only those aspects, which involve maintenance of public order on school property.
4. It is not intended that these rules and regulations will abrogate or otherwise deny freedom of speech or peaceful assembly, or infringe upon the legitimate civil rights of any citizen.

Use of Surveillance Cameras

In order to promote school security and ensure a safe and effective learning environment, the District may use surveillance cameras and recording equipment in its schools, on its buses and on school grounds. District surveillance cameras will only be utilized in public areas where there is no “reasonable expectation of privacy.”

Student Questioning and Searches by School Officials and School Resource Officers (SRO)

The BOE is committed to ensuring an atmosphere on school property and at school functions that is safe 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 Code of conduct.

Students are not entitled to any sort of “Miranda”-type warning before being questioned by school officials, nor are school officials required to contact a student’s parent before questioning the student. However, school officials will tell all students why they are being questioned. SRO’s may be present during questioning of students by school officials but may not instigate or direct the questioning, give instructions, etc.

In addition, the BOE authorizes the superintendent, building principals, assistant principals, program supervisors, and the school nurse 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 Code of conduct. SRO’s may be present during a search conducted by one of the above authorized school officials. SRO’s may also assist in the conduct of the search, if acting in conjunction with and at the direction of an authorized school official who has formed the reasonable suspicion. In contrast, SRO’s acting on their own and without direction of school officials must have probable cause to search students and their belongings.

In all cases, regardless of who conducts the search, a second person is required to always be present to serve as a witness.

In some instances, an authorized school official can form the reasonable suspicion required to search a student or the student's belongings based upon information received from a reliable informant. Factors to be considered in evaluating an informant's tip may include: the basis for the informant's knowledge; whether the informant has previously supplied information that was accurate and verified; whether during the course of supplying information the informant makes an admission against their own interest; whether the informant is providing the same information that is received independently from other sources, or the informant appears to be credible and the information they are communicating relates to an immediate threat to safety. Face to face informants are generally thought to be more reliable than anonymous tipsters; however, each situation is expected to be considered based on the totality of the circumstances.

Searches will be limited in scope to the extent necessary to locate the evidence sought. No school official shall conduct more intrusive searches, such as strip searches, unless such searches have been approved by the applicable district level administrator in consultation with the school attorney.

Whenever practicable, searches will be conducted in the privacy of administrative offices. Students may be present when their possessions are being searched if appropriate.

Student Lockers, Desks and other School Storage Places

School officials retain complete control over student lockers, desks and other school storage places and therefore they may be subject to search at any time by school officials, without prior notice to students and without their consent. The requirements in this Code of conduct regarding reasonable suspicion to conduct searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students are hereby put on notice that lockers, desks and other school storage places are district property and therefore they have no reasonable expectation of privacy with respect to these places.

Documentation of Searches

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

1. Name, age and grade of student searched;
2. A description of the facts which form the basis for reasonable suspicion to conduct the search;
3. Purpose of search (that is, what item(s) was being sought);
4. Type and scope of search;
5. Person conducting search and his or her title and position;
6. Witnesses, if any, to the search;
7. Time and location of search;
8. Results of search (that is, what items(s) were found);
9. Disposition of items found; and
10. 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/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/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

Questioning and Searches of Students by Police/Law Enforcement Authorities

District officials are committed to cooperating with police officials and other outside law enforcement authorities in order 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 otherwise use school facilities in connection with police work unrelated to the school environment. Therefore, contact with students by police officials or other outside law enforcement authorities on school property or at school functions shall be governed by the following:

Police or other outside law enforcement officials who wish to interview or question students about alleged criminal conduct unrelated to the school environment must take the matter up directly with the student's parents/guardians, unless they have a warrant for the student's arrest or removal. The District has no authority to make students available for general police department work.

In contrast, police or other outside law enforcement officials may be summoned by school officials for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property. Police or other outside law enforcement officials may also be summoned by school officials to conduct an investigation of criminal conduct alleged to have occurred on school premises or during a school sponsored activity.

Once summoned by school officials, police or other outside law enforcement officials may be permitted to interview or question a student without the presence or consent of that student's parent/guardian when:

1. They have a warrant for the arrest or removal of the student; or,
2. The questioning concerns a crime committed on school property and the student is not a suspect.

In all other circumstances, parental presence or consent is required before the student may be questioned by police or other outside law enforcement officials.

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 that police officials may be required to advise them and/or their parent/guardian:

1. Of the student's right to remain silent;
2. That the statements made by the student may be used as evidence against them; and
3. Of the student's right to have an attorney present at such questioning.

Police or other outside law enforcement officials are required to have probable cause or a search warrant to conduct a search of a student or a student's belongings.

The principal or designee will be present during any police questioning or search of a student on school property or at a school function.

Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials 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 in accordance with the guidance provided by the New York State Education Department.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. 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

certify the allegations, the school nurse or other district medical personnel are required to 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 will only be able to remove a student from school property with 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 be reasonably 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.

Visitors to the Schools

The BOE encourages parents and other district citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits are 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 rules 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 are required to enter through the single point of access upon arrival at the school. There they will be required to show identification, state the purpose of their visit and sign the visitor's register. When permission is granted for the visitor to carry out his/her business, the visitor will be issued a visitor's identification badge, which will be worn at all times while in the school or on school grounds. Building administrators or their designee may deny permission for a visitation or accompany visitors, where appropriate.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
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 classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Visitations by individuals other than parents/guardians shall be arranged directly between the building administrator and the individual making the request. The purpose of the visit will be made clear at that time in order to facilitate appropriate arrangements.
7. Before a child may be taken from the building by a non-school person, the visitor is required to be recognized by the building administrator or his/her designee as one having the legal right to take the child. The visitor will wait in the designated area for the child to come from the classroom and/or follow other duly approved procedures for that building.
8. 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.
9. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of conduct.

Public Conduct on School Property

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

The restrictions on public conduct on school property and at school functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the

objectives of the district. The purpose of this Code is to maintain public order and prevent abuse of the rights of others.

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

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 based on, but not limited to, race, color, creed, national origin, religion, age, gender/gender identity, sexual orientation, disability, or personal characteristics outside the accepted norm;
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, drugs or other illegal substances, or be under the influence of these on school property or at a school function;
10. Possess, attempt to use and/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. Loiter on or about school property;
12. Gamble on school property or at school functions;
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties;
14. Willfully incite or encourage others to commit any of the acts prohibited by this Code; or
15. Violate any federal or state statute, local ordinance or BOE policy while on school property or while at a school function.
16. Smoke a cigarette, cigar, pipe, electronic cigarette, or use chewing or smokeless tobacco.

B. Penalties

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

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 removal and/or prosecution for trespass.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code.
3. Faculty and staff members. They shall be subject to administrative and/or disciplinary action consistent with the terms of their employment.

C. Enforcement

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

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal

or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

Early Identification

Staff members have the responsibility for identifying at the earliest possible age those students whose behavior interferes with their own academic, personal, social, and/or emotional growth or whose behavior is disruptive to the learning environment. If these behaviors appear persistent and not readily resolved through short-term interventions in cooperation with parents, all building and district resources will be utilized to determine possible causes for these behaviors and to seek solutions that can be dealt with initially at the building level. Parents, student services staff, administrators, instructional and non-instructional staff and outside agency staff are expected to be included in this process.

The basic goal is prevention.

Procedures to Implement the Policy

1. Each building will maintain a daily audit of each student's school and class attendance, both tardiness and absence, for all or part of a day. Each building will notify the parents of instances of absence and tardiness as described in the district attendance policy (see Appendix).
2. Each building will maintain a log of referrals from staff to building administrators for disciplinary reasons. Each building will notify parents of referrals.
3. Staff will refer cases of students with repeated instances of unexcused absence and tardiness and cases of students with persistent behavior problems to the building evaluation, core, or crisis intervention team for review. The team will conference each case, share information on the student, agree upon procedures for investigating possible causes for the student's difficulty, and develop a treatment plan separate from the immediate disciplinary action. Parents will be kept informed of these procedures and involved in the treatment plan. When in-building resources have been exhausted, referrals should be made to the district Attendance Counselor and/or Student Services staff for follow-up, depending on the nature of the presenting problem.
4. In seeking possible causes, staff need to differentiate among learning problems, physical problems, emotional disturbances, and cultural/environmental factors as causes of behavior problems. School psychologists, remedial specialists, speech therapists, school nurses, special education teachers, counselors, social workers, and parents are the primary resources for assisting a staff in conducting a comprehensive analysis. The building teams are the primary vehicles for reviewing problems of pupils.
5. If the staff has sufficient reason to believe that an educationally disabling condition is the primary cause of the student's unacceptable behavior, any member of that staff, a building administrator/supervisor, or a parent has the right and responsibility to refer that student to the Committee on Special Education for evaluation. The Committee, in turn, has the responsibility to conduct a comprehensive evaluation to determine if the student can be properly identified as having an educational disability that requires special educational services. An alternative is consideration under Section 504* of modifications of program within the building resources for students with impairments not severe enough to qualify as educationally disabled.
6. Staff expected to take caution that not all behavior problems are due to educational disabilities. In these cases, parents shall be referred by the principal and/or member of the staff to our Family Support Center, other mental health professionals and community agencies that can intervene in family-based problems that deal with conduct disorders and social deviance.

* See separate manual on 504 guidelines available in each building and the district Student Services Office.

Dissemination of This Code

The BOE will work through the District's administration to ensure that the community is aware of this Code of Conduct by:

1. Providing the Code or age-appropriate, written in plain language, summary of the Code to all students at an assembly or meeting to be held at the beginning of each school year.
2. Providing access to a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete Code on the district's website.
4. Requiring all current teachers and other staff members have access to the Code on an annual basis and any amendments to the Code as soon as practicable.
5. Requiring all new employees have access to the current Code when they are first hired.
6. Making copies of the complete Code available for review by students, parents and other community members, upon request.

In-Service of Staff

The BOE will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct. 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.

Annual Review

The BOE 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.

The BOE will review this Code of conduct every year and update it as necessary. In conducting the review, the BOE will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

An Ad Hoc Committee of the above representatives was responsible for the initial development of this manual and its subsequent major revisions. Thereafter, the Office of Student Services in cooperation with other key staff will make recommendations to the BOE for revisions based on suggestions from building committees, new laws and regulations and BOE policies that affect student conduct and discipline. Major revisions will be undertaken by a representative advisory committee.

Before adopting any revisions to the Code, the BOE will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website, if available. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

NYS Education law, Section 2801
NYS Education law, Section 2801

APPENDIX:

BOARD OF EDUCATION

POLICIES

School and Class Attendance

Objectives

This policy is intended to assure that students exercise their right and meet their responsibility to attend school. The BOE believes that attendance and achievement are directly related and that student absence from the classroom hurts both student learning and the educational program. Therefore, this policy is designed to promote high levels of attendance, and to assure District compliance with Commissioner's Regulation 104.1 by requiring the maintenance of an accurate record of attendance, establishing procedures for addressing unexcused absences, and ensuring a process for continuing review and, where needed, improvement in District attendance procedures.

Procedural Components

The Superintendent is responsible for establishing regulations that guide the procedural components of the District's attendance program. Such regulations will include:

- a. Classification of absences as "excused" or "unexcused" based on the reason for the absence;
- b. Establishment of a register of attendance for each building and a system of coding absences by reason;
- c. The promotion of incentives for attendance: good attendance is based on having students understand and internalize the relationship of good attendance to their success in school. While there maybe disincentives for unexcused absences, it is the primary purpose of this policy to make clear that student learning and achievement and healthful personal development are dependent on students being in class. As importantly, students and parents must make it their responsibility to ensure good attendance;
- d. Procedures for parent involvement with attendance issues and for communication between parents and schools regarding absences;
- e. Procedures for timely involvement of parents in collaboration with school officials to improve attendance of any student whose attendance jeopardizes academic performance;
- f. Procedures for the annual review of building attendance data by Principals and for improvement in procedures for promoting high attendance where needed;
- g. Broad communication of District attendance policy and procedures throughout the school community.

Classification of Absences

Each student absence, tardiness, and early departure from scheduled instruction will be classified and recorded as "excused" or "unexcused" based on the reason for the absence.

Excused absences may be for the following reasons:

- a. Personal illness or hospitalization
- b. Medical or dental appointment that cannot be scheduled outside school hours
- c. Death in the family
- d. Religious observance
- e. Legal obligation (e.g., required to be in court)
- f. Authorized school activity (e.g., field trip, music lesson, etc.)
- g. College visits
- h. Other reasons as may be approved by the principal and are consistent with the intent of the policy

Absences for any reason other than those listed above are unexcused. Such absences include, but are not limited to:

- a. Family vacation
- b. Oversleeping
- a. Babysitting
- b. Car trouble

- c. Take your child to work day
- d. Truancy/class cut
- e. Other

Register of Attendance/Coding of Absences

Pursuant to Section 104.1 of the Commissioner's Regulations, a register of attendance will be maintained for each building by a school employee designated by the Principal. In addition, the Principal (or another designee) will supervise the maintenance of the register.

For each student, the register will reflect the following information:

- a. Name
 - b. Date of birth
 - c. Full names of parent(s) or person(s) in parental relation
 - d. Address where the pupil resides
 - e. Phone number(s) where the parent(s) or person(s) in parental relation may be contacted
 - f. Date of the pupil's enrollment
 - g. A record of the pupil's attendance on each day of scheduled instruction
1. For pupils in non-departmentalized kindergarten through grade eight such pupil's presence or absence shall be recorded after the taking of attendance once per school provided that if pupils in such school are dismissed from school grounds during a lunch period, each such pupil's presence or absence shall also be recorded after the taking of attendance a second time upon the pupil's return from the lunch period each school. For purposes of APPR and Teacher-Student Data Linkages (IDSL), classroom attendance for all students must be recorded on a subject by subject basis for Teacher Record Determinations.
 2. For pupils in grades nine through twelve or in departmentalized classes at any grade level, each such pupil's attendance in each period of scheduled instruction except that where such pupils do not change classrooms for each period of scheduled instruction attendance shall be taken as in non-departmentalized contexts.
 3. Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this regulation.
 4. In the event that a pupil at any instructional level from kindergarten through grade twelve arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this regulation.
- h. A record of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner.
 - i. The date when the pupil withdraws or is dropped from enrollment.

Each student absence, tardiness or early departure from scheduled instruction will be coded to reflect whether the absence is excused or unexcused as well as the specific reason for the absence.

Incentives/Disincentives

Under the direction of the Superintendent, Building Principals and their staffs will establish incentives for attendance and disincentives, including disciplinary consequences, for unexcused absence. Incentives are expected

to complement and be consistent with the fundamental values of attendance which center on student learning and achievement, healthful personal and the value of education. Both incentives and disincentives will be appropriate to the age and grade levels of students and to the culture of each school and school community.

Procedures for Parent Involvement

Under the direction of the Superintendent, Building Principals will maintain procedures for parents to follow when reporting student absences and the reasons therefor. Principals will also establish and maintain a procedure through which the school contacts parents of students who are absent but not accounted for. Within twenty-four (24) hours of an unaccounted student absence from school or class, the school is expected to initiate the procedure for notifying parents of the absence and requesting that they provide a reason for it.

In the event of truancy, class cuts, or other absences of which parents are unaware or for which they cannot provide a reason, Principals will assure that building officials work with parents to eliminate such absences.

Building procedures regarding attendance, the reporting of absence, and school-parent collaboration to promote good attendance will be set forth in each building handbook.

Annual Review of Building Attendance Data

Each Building Principal will review pupil attendance records for the purpose of initiating appropriate action as necessary to address unexcused pupil absence, tardiness, or early departure. In addition, the Principal may designate another building staff person who, in collaboration with the Principal, will also review attendance data and, as needed, initiate action to reduce unexcused absence.

Community Awareness

In order to sustain and promote a culture throughout the Kenmore-Town of Tonawanda Union Free School District community that reflects a shared commitment to high, productive school attendance, the District will communicate the value and seriousness of school attendance broadly through such materials as school newsletters, school handbooks, letters and other communications sent home to parents. Staff members are encouraged and expected to promote the District's position on attendance in discussions and individual conversations with students and parents.

In addition, the District will:

- a. Provide a plain language summary of the District's attendance policy and procedures to all parents at the beginning of each school year and take such other steps as deemed necessary to assure that students and parents understand the policy and procedures;
- b. Provide each professional and paraprofessional staff member with and copy of the policy and this regulation as soon as practicable following adoption or amendment;
- c. Make copies of the policy and regulation available to any other community resident upon request.

Data and Policy Review

Each Building Principal will provide the Superintendent with an annual summary of attendance/absence data. The BOE will review District attendance data annually and, if such data show a need for improvement in attendance through policy revision, the BOE will amend this policy as deemed necessary to achieve such improvement.

Education Law §§ 101, 207, 305, 3024, 3025, 3210, and 3211

8 NYCRR § 104.1

Adopted: 2/9/16

Bus Rules and Regulations

The Kenmore-Town of Tonawanda Union Free School District furnishes transportation to those students whose disability or distance from the school make the service essential. Except as otherwise mandated in a student's Individualized Education Program (IEP), riding these buses is a privilege and may be withdrawn if the student does not comply with the rules and regulations set forth in the *Code of Conduct*.

Bus drivers shall be held responsible for reasonable and acceptable behavior of students while riding the school bus. Students riding school buses are expected to conform to the rules of conduct in order to permit the bus driver to transport his/her passengers safely.

The BOE, the Superintendent and/or his/her designee has the authority to suspend the transportation privileges of children who are disorderly and insubordinate on buses. Generally, parent(s)/guardian(s) will be required to make alternative transportation arrangements for their children who have been suspended from riding the bus. However, the effect of a suspension from transportation on the student's ability to attend school will be considered. If a suspension from transportation effectively results in a suspension from attendance because of the distance between the home and the school and the absence of alternative public or private means of transportation, the District shall make appropriate arrangements to provide for the student's education.

If a student with a disability who receives transportation as a related service as part of his/her IEP is being considered for suspension from transportation, and that suspension would effectively result in a change in placement, the student shall be referred to the Committee on Special Education.

The BOE directs the administration to establish rules and regulations for student conduct on buses, including applicable due process rights to be afforded students suspended from transportation privileges. These rules and regulations shall be promulgated to all concerned, including the nonpublic schools to which students are transported.

Individuals with Disabilities Act (IDEA), 20 USC §§ 1400-1485
8 NYCRR § 156

Adopted: 2/9/16

Zero Tolerance Policy

The BOE endorses a "Zero Tolerance Policy" regarding the use of illegal substances of any kind by our students. See the District's School Conduct and Discipline Policy for the text of the "Zero Tolerance Policy".

Smoking

Smoking shall not be permitted and no person shall smoke within one hundred (100) feet of the entrance, exits or outdoor areas of any public or private elementary or secondary schools. However, this shall not apply to smoking in a residence, or within the real property boundary lines of such residential real property.

Non-Medical Use of Prescription Drugs

Non-medical use of prescription drugs is prohibited. When a student is found in possession of any such substance, he/she shall be dealt with in accordance with the *Code of Conduct*.

Disciplinary Measures

Disciplinary measures for students consuming, sharing and/or selling, using and/or possessing alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs shall be outlined in the District's *Code of Conduct*.

Education Law §§ 409 and 2801(1)

Public Health Law 1399-o

NOTE: Refer also to District *Code of Conduct*

Adopted: 2/9/16

Cross References

3280 - Use of School Facilities, Materials and Equipment

3410 - Code of Conduct on School Property

5640 - Smoking/Tobacco Use

8211 - Prevention Instruction