



Wilson Central School

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WILSON CENTRAL SCHOOL DISTRICT WILSON, NEW YORK

District Shared Decision Making Team

February 28, 2024

Agenda

- 1. Welcome/Introductions/Sign-In**
- 2. Review of Minutes of 1/17/24**
- 3. Educational Study Council Grants-Update**
- 4. New Club Proposals- MS Debate Club**
- 5. District Goals-Update**
 - a. Building Level SDMT Update**
 - b. 2023-2024 Goals**
 - c. CDEP Action Plans**
- 6. Review and Comment on District Code of Conduct for 2024-2025**
- 7. Review and Comment on Policy 6411- Use of Email in the District**
- 8. Review and Comment on Policy 7350- Time Out and Physical Restraints**
- 9. Review and Comment on Policy 8210- Safety Conditions and Prevention Instruction**
- 10. Review and Comment on Policy 8220- Career and Technical (Occupational) Education**
- 11. Review and Comment on Policy 8240- Instruction in Certain Areas**
- 12. Curriculum Committee Report**
- 13. Round Table-**

Shared Decision Making Team

Meeting Minutes

January 17, 2024

Attendance: T. Carter, K. Peck, J. Hardy (Virtual) T. Kent, P. Galgovich, J. Woolson, A. Townsend, S. Benton, A. Seeley (Virtual), J. Wilkie (Virtual), S. Wheeler (Virtual), J. Lepsch (virtual), M. Shank, J. Andrews, S. Harvey (Virtual), B. Simpson, J. Wilkie

Mr. Carter brought the meeting to order at 3:33 pm in person and Google Meet.

December Minute Review-**Approved** with amendment

New Business:

- **Educational Study Grant-** Nothing to report this month. Numbers are still the same. An email reminder was sent in January. Will put the form on the District Website, then link it to the email.
- **New Club Proposal-5th Grade Breakfast Club** with 5th Grade Teachers rotating supervision. Starting with 10 students, numbers will vary based on need. Parents will provide transportation. They will meet at 8:00am-**Signed and being sent to the BOE for the February Meeting.**
- **District Goals-**
 - a. **CDEP Action Plans-**
 - b. **2023-2024 Goals-**
 - c. **Building Level SDMT-**
 - i. **MS-** No changes, meeting next week.
 - ii. **HS-** Moving forward to going to Kenmore for an observation
 - iii. **WES-** Added under Culture: Character Education: Character Traits of the monthly, monthly assemblies and weekly video announcement from Jason.
- **Curriculum Committee-**
 - a. Attended a Statewide event for instruction in the new literacy briefs. Not much is changing. Science of reading, all seven aspects. It will be first presented to administration, then to the teachers. Literacy is not just ELA, it takes place in All classrooms in all areas. EVERYONE must address them.
 - b. **ELA-** Comprehensive Curriculum for the elementary school. Will be meeting in February.
- **Superintendent Conference Day 2 Day Event**
 - a. **During School Day Before-** Keynote Speaker for all students.
 - b. **Night Before-Parent Community Night-** Magician for kids, Adults & older students with Keynote Speaker (UPS Team) They will speak on positive thinking, Importance of Being Positive. Community Resource Fair

- c. Active Shooter Drill at WES, Keynote speaker with all staff, rest of the day break out sessions.
- d. Marcita has some requested training that she will share.
- **Roundtable**
 - a. **Community Library**- has a committee that is making plans for this event.
 - b. **Artificial Intelligence (AI)**-Tracey Kent- will be reporting on the conference she went to last week at the BOE Meeting. It was recommended that a policy should be put in place about the use of AI. Could be added to the Acceptable Use policy we already have in place. AI is not going away.

Meeting adjourned @ 4:03 pm

Next Meeting: February 28, 2024 @ 3:30

Submitted by,

Kate Peck

FEB 16 2024



EXTRA-CURRICULAR CLUB PROPOSAL FORM

Wilson Central
School District

Congratulations on your decision to propose a student club! By taking an active role in the Wilson Middle/High School community, you are helping to improve students' educational experiences. Below you will find the necessary information needed for consideration of a club proposal. Please be sure to fill in all the required information along with any additional pertinent documentation for consideration and return the form to your Building Principal. Once your proposal has been received by the Building Principal it will be sent to the Superintendent. If approved by the Superintendent, the Board of Education makes final approval of new clubs. New club advisors will receive a letter of approval.

Applicants are advised that new clubs will operate the first year at a compensation of 2% as referenced in 20.4.2 of this Collective Bargaining Agreement. Upon successful completion of one year and review of the club by the District Level Shared Decision Making Team, recommendations for any adjustments to the stipend will be put forth to the Superintendent.

Name of Proposed Club: Middle School Debate Club

Name of Faculty Member Proposing Club: Corey McCarthy

Faculty Member's Signature: Corey McCarthy

Contact for Club Officer (Email and Phone):

cmccarthy@wilsoncsd.org

(716) 816 9352

Club Mission/Brief Description of Proposed Club:

Students will learn to have a respectful debate by preparing their side, backing it up with research, countering the other side, and then have an open discussion.

Number of Anticipated Club Participants

10-20

Anticipated number of meetings/sessions/events (per school year):

20 ~~10~~

Frequency of club meetings: every 2 weeks ^{1st - prep} ^{2nd - debate} ^{per month}

Number of Advisor(s) expected: 1

Please provide an overview of your experience/proficiency/background pertaining to proposed club:

This was covered in depth in many HS + college classes I've taken

Meeting Location: Room 17

Events/Trips Planned: None at this time

Are there any anticipated additional considerations related to this club? (i.e., travel/bus, special equipment, etc.):

None at this time

Will there be any funding requirements/fundraising associated with this club? If yes, please provide an explanation.

None at this time


Principal

Superintendent

Board of Education Approval

Board Action: Approved _____ Denied _____ Date _____



Wilson Central School District

CODE OF CONDUCT

Adopted for: 2024-2025

Wilson Central School District Dignity Act Coordinators

District Coordinator

Ms. Amanda Townsend

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High School Coordinators

Mr. Paul Galgovich

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Middle School Coordinator

Mr. Scott Benton

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Elementary School Coordinator

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Mr. Jason Wilkie

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WILSON CENTRAL SCHOOL DISTRICT
CODE OF CONDUCT

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WILSON CENTRAL SCHOOL DISTRICT CODE OF CONDUCT

I. INTRODUCTION

The Wilson District Board of Education recognizes the importance of policies regarding conduct on and around school grounds. To ensure a safe, fair, and appropriate education, the Board is committed to practices that will promote an orderly school environment. Students will obtain a quality education without excessive disruption and interference. Students, staff, parents, and all visitors will be expected to act responsibly to minimize any degradation of this objective.

This Code of Conduct will be the foundation for behavioral expectations on school property and at school-sponsored functions. The principles of this Code will be based on honesty, integrity, respect, character, citizenship, and civility. Compliance with these virtues will create a positive learning exchange that is both safe and effective. Deviations from these expectations may result in disciplinary action when the behavior has been determined to be unacceptable.

The Board adopts this Code of Conduct in the spirit of providing the best possible surroundings for children to learn, grow and develop. A review and analysis of this Code will be done on an "as-needed" basis to ensure that this document is adapted to new district needs and concerns.

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

II. DEFINITIONS

In accordance with the Dignity for All Students Act (DASA), School District policy and practice must ensure that NO student is subject to discrimination, bullying 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, or through any form of electronic communication.

For purposes of this Code, the following definitions apply:

- “Assigned Sex at Birth” the sex designation, usually “male” or “female,” assigned to a person when they are born.
- “Bullying” is an act of repeated aggressive behavior by one or more students in order to intentionally hurt another person, physically or emotionally. Bullying is:
 - Deliberate – a bully's intention is to hurt someone;
 - Repeated – a bully often targets the same victim again and again;
 - Power Imbalanced – a bully chooses victims he or she perceives as vulnerable.
- “Color” is a term referring to the apparent pigmentation of the skin, especially as an indication or

possible indication of race.

- “Cisgender” is an adjective describing a person whose gender identity corresponds to their assigned sex at birth.
- “Cyberbullying” (Education Law §11(8) means harassment/bullying, as defined above, through any form of electronic communication that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional, or physical well-being; or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.
- Examples of Cyberbullying include but are not limited to:
 - Sending to others or posting any inappropriate, hurtful, rude, or derogatory e-mails or other electronic messages, instant messages, text messages, digital pictures or images, or website postings (including but not limited to blogs).
 - Spreading rumors or lies about others by text message or e-mail or posting on any social networking sites.
 - Creating or sharing pictures, websites, videos or social media profiles, including fake profiles that embarrass, humiliate, or make fun of others.
- Cyberbullying is different from face-to-face bullying because messages, videos, pictures, and/or images can, among other things, be:
 - Sent 24 hours a day, 7 days a week, 365 days a year.
 - Distributed quickly to a very wide audience.
 - Sent anonymously.
- Examples from SED website www.nysed.gov
 - “Disability” means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.
 - a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevent the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or
 - a record of such an impairment or
 - a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).
- Discrimination is the practice of unfairly treating a person or group of people differently from other people or groups of people.
 - “Discrimination” means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but

not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

- "Disruptive Student" means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.
- "Electronic Visitor Management System (EVMS)" is used to scan visitor's government-issued ID and produce visitor passes for guests. This identification will be run through the sexual offender's registry in order to identify any individuals who are restricted from school property.
- "Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.
- "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 §11[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.
- "Gender" means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).
- "Gender expression" the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
- "Gender identity" a person's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth. Everyone has a gender identity.
- "Gender nonconforming (GNC)" a term used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used. Gender nonconforming individuals may identify as male, female, some combination of both, or neither.
- "Harassment/bullying" means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, for purposes of this definition, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. (Education Law §11[7])
- Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to:
 - race
 - color
 - weight

- national origin
 - ethnic group
 - religion
 - religious practice
 - disability
 - sex
 - sexual orientation
 - gender (which includes a person's actual or perceived sex, as well as gender identity and expression).
- "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" means the use or close imitation of the language and ideas of another author and representative of them as one's own original work. This includes copying from electronic sources (from the World Wide Web) 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", "Bi-racial", "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.
 - "Student support service personnel" means staff who provide educationally related services to students including counselors, social workers, psychologists, nurses, speech, physical and occupational therapists, as well as other health-related personnel.
 - "School Property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law Section 11[1]).
 - "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 Function" means a school-sponsored extracurricular event or activity (Education Law Section 11[2]).

- “Sex” means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)
- “Sexual Orientation” a person’s emotional and sexual attraction to other people based on the gender of the other person. Sexual orientation is not the same as gender identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian, and bisexual youth display gender-nonconforming characteristics.
- “Transgender” an adjective describing a person whose gender identity does not correspond to their assigned sex at birth.
- “Transition” the process by which a person socially and/or physically aligns their gender expression more closely to their actual gender identity and away from that associated with their assigned sex at birth.
- “Violent student” means a student under the age of 21 who:
 - Commits an act of violence upon a school employee, or attempts to do so.
 - Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
 - Possesses, while on school property or at a school function, a weapon.
 - Displays, while on school property or at a school function, what appears to be a weapon.
 - Threatens, while on school property or at a school function, to use a weapon.
 - Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
 - Knowingly and intentionally damages or destroys School District property.
- "Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other device, instrument, material, or substance that can cause physical injury or death when used to cause physical injury or death. (Refer to Appendix A)
- “Weight” means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

III. STUDENT RIGHTS AND RESPONSIBILITIES

Students Rights

Students attending the Wilson Central Schools are citizens and as such realize a responsibility of self-respect and respect for others. It is the responsibility of each Wilson Central School student to respect the rights of all who are involved in the educational process.

The following rights are granted to all students in public schools in accordance with New York State laws, applicable sections of the United States Constitution, and the Commissioner's regulations and court decisions.

Personal Rights

With every right comes a responsibility.

It is the student's right:	It is the student's responsibility:
To attend school in the district in which one's parent or legal guardian resides.	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.
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.
To be respected as an individual.	To respect one another, and to treat others in the manner that one would want to be treated.
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.
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.
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.
To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, 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.
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.
To be protected from intimidation, harassment, bullying or discrimination based on actual or	To respect one another and treat others fairly in accordance with the District Code of Conduct and

perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.	the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, bullying, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment, discrimination or, bullying.
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IV. ROLE OF EDUCATION PARTNERS

Parents and Guardians

All Parents and Guardians are expected to:

Recognize that the education of their children is a joint responsibility of the parents or guardians and school community.
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.
Insist their children be dressed and groomed in a manner consistent with the student dress code.
Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the District Code of Conduct.
Convey to their children a supportive attitude towards education and the District.
Build good relationships with teachers, other parents, and their children's friends.
Work with our schools to maintain open and respectful communication.
Help their children deal effectively with peer pressure.
Inform school officials of changes in the home situation that may affect student conduct or performance.
Provide a place for study and ensure homework assignments are completed
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.

Teachers

All Teachers are expected to:

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.
Be prepared to teach.
Demonstrate interest in teaching and concern for student achievement.
Know school policies and rules, and enforce them in a fair and consistent manner.

<p>Communicate to students and parents:</p> <ul style="list-style-type: none"> ● Course objectives and requirements. ● Marking/grading procedures. ● Assignment deadlines. ● Expectations for students. ● Classroom discipline plan.
Communicate regularly with students, parents, and other teachers concerning growth and achievement.
Confront issues of discrimination, bullying, 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.
Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
Report incidents of discrimination, bullying, 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.

Counselors

Counselors are expected to:

Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
Initiate and appropriately document teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
Regularly review with the students their educational progress, career plans, and graduation requirements.
Provide information to assist students with career planning.
Encourage students to benefit from the curriculum and extracurricular programs.
Coordinate Intervention Support Services, as needed, with student, parent, Building Principal, and teachers.
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.
Report incidents of discrimination, bullying, 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

Support educational and academic goals.
Know school rules, abide by them and enforce them in a fair and consistent manner.
Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
Set a good example for students and colleagues by demonstrating dependability, integrity, and other standards of ethical conduct.

Maintain confidentiality about all personal information and educational records concerning students and their families.
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.
Regularly review with students their educational progress and career plan.
Provide information to assist students with career planning.
Encourage students to benefit from the curriculum and extra-curricular programs.
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.
Report incidents of discrimination, bullying, 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

Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
Set a good example for students and other staff by demonstrating dependability, integrity, and other standards of ethical conduct.
Assist in promoting a safe, orderly, and stimulating school environment.
Maintain confidentiality about all personal information and educational records concerning students and their families.
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.
Report incidents of discrimination, bullying, 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 Principals

Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for the redress of grievances.
Evaluate on a regular basis the effective safety, behavioral, and school management issues related to all instructional programs.
Support the development of and student participation in appropriate extracurricular activities.
Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
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.

Follow up on any incidents of discrimination, bullying, 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 the Superintendent

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

Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.

Inform the School Board about educational trends, including student discipline.

Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.

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

Address all areas of school-related safety concerns.

Expectations for the Board of Education

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.

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.

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.

Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

Expectations for the Dignity Act Coordinator

Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen students' self-concept and promote confidence to learn. Terms in the preceding sentence shall be defined as provided for in Article Two (2) of the Education Law.

Address incidents of bullying, harassment, or any situation that threatens the emotional or physical health or safety of any student.

V. STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

Students are prohibited from using or having on or in an operational mode any personal electronic devices, including but not limited to cell phones, smartphones, iPads, and/or imaging devices during the normal school day, except as expressly permitted in connection with authorized use in classrooms. Additionally, students are prohibited from using technology in any manner which invades the privacy 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 he/she is subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept off and secured in a locker. If at any time an electronic device becomes disruptive, or causes, or promotes a distraction to the educational process, or undermines health and safety it will be confiscated.

Teachers and all other Board personnel should 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. (Refer to Appendix D and E)

VI. STUDENT DRESS CODE, APPROPRIATE LANGUAGE, RESPECTFUL BEHAVIOR

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other District personnel will reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Dress Code

1. A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up, and nails, shall: Be safe, appropriate, and not disrupt or interfere with the educational process.
2. Messages and/or images on clothing, jewelry, and personal belongings that relate to drugs, alcohol, tobacco, sex, vulgarity, weapons, gang-related activity, or that reflect adversely upon persons because of their race or ethnic group are not permitted.
3. The wearing of low-riding pants will not be permitted. Students should wear belts if their pants are loose fitting. Undergarments are not to be exposed.
4. Recognize that extremely brief garments and see-through garments are not appropriate.
5. Mid-cut shirts/tops that reveal the midriff are not acceptable. Tank tops, strapless tops, or one-shoulder tops are not acceptable unless worn with another shirt that provides appropriate coverage. Sleeveless blouses that provide appropriate coverage are acceptable.
6. No hats, bandanas, hoods, or headgear of any kind may be worn in the building. If a letter from a student's cleric, medical provider, or other appropriately deemed personnel is provided, an exception for headgear may be granted by the building principal.
7. Unsafe footwear as determined by building administration and/or the school nurse. Footwear

that is a safety hazard will not be allowed.

8. Wearing a scent that has a negative impact on others.
9. Wearing loose hanging objects that pose a safety hazard or disruptive influence, (i.e.-chains, key holders, etc.).
10. Pajamas and loungewear are not considered appropriate school attire.
11. The wearing of outdoor coats, jackets, etc. during the school day.

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

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

Appropriate Language Code/Respectful Behavior

Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and school staff. Individual behavior should not interfere with the rights of others. Students are expected to use language that is appropriate in demonstrating respect for themselves and others. Profanity or vulgar language including, but not limited to, racial or obscene comments, and obscene gestures, or obscene gestures toward others will not be tolerated. Students are to be accountable for their actions. Appropriate disciplinary action will be taken.

VII. PROHIBITED STUDENT CONDUCT

The District Board expects all students to conduct themselves in an appropriate and civil manner per the District Code of Conduct, with proper regard for the rights and welfare of other students, personnel, and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience.

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

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on District property or engaged in a District function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior or who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, and 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. 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.
4. Unauthorized display, use, or carrying of personal electronic or communication devices, including but not limited to cell phones, iPods, smartphones (i.e. iPhones and/or Android devices), other mobile computing devices, digital (or other) cameras, telephone paging devices (i.e. beepers or pagers), web-enabled devices of any kind, tablets (i.e. iPads and similar devices), electronic readers (i.e. e-readers, Kindles, and similar devices), and/or electronic cigarettes (e-cigarettes). Any display, use, or carrying of an electronic or communication device is prohibited unless expressly authorized by policy or expressly approved by a school administrator or other authorized school official. Authorized possession of an electronic or communications device at school or during the course of any school related activity is a privilege that may be forfeited, relinquished, or rescinded if the student fails to comply with the provisions of this Code of Conduct.
5. Using (or attempting to use) any electronic, communication, or recording device (including but not limited to cameras, video cameras, tape recorders, cell phones, iPods, smartphones (i.e. iPhones and/or Android devices), web-enabled devices of any kind, tablets (i.e. iPads and similar devices), or other mobile computing devices) to capture, record, and/or transmit the words or sounds (i.e. audio) and/or images (i.e. pictures or video) of any student, staff member, or other person, unless expressly approved by a school administrator or other authorized school official. Using an electronic or communication device to capture, record, and/or transmit audio and/or pictures/video of an individual is prohibited, unless expressly approved by a school administrator or other authorized school official. Regardless of authorization, it is never permissible to use such devices in lavatories, locker rooms, shower facilities, changing areas, or any other area where there is a reasonable expectation of privacy. Authorized possession of an electronic or communications device at school or during the course of any school-related activity is a privilege that may be forfeited, relinquished, or rescinded if the student fails to comply with the provisions of this Code of Conduct.
6. Computer/electronic communications misuse, including any unauthorized use of computers, electronic devices, communication devices, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy. Authorized possession of an electronic or communications device at school or during the course of any school-related activity is a privilege that may be forfeited, relinquished, or rescinded if the student fails to comply with the provisions of this Code of Conduct.
7. Using an electronic or communication device (or threatening to do so) in a way that might reasonably cause a person to feel threatened, humiliated, harassed, embarrassed, or intimidated. Authorized possession of an electronic

or communications device at school or during the course of any school-related activity is a privilege that may be forfeited, relinquished, or rescinded if the student fails to comply with the provisions of this Code of Conduct.

8. Unauthorized use of a 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 District employees 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. Engage in any on-campus or off-campus conduct that interferes with, disrupts, or negatively impacts the school environment or educative process, or that can reasonably be expected to interfere with, disrupt, or negatively impact the school environment or educational process.

D. Engage in Conduct that is Violent

Examples of violent 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. 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.
5. Displaying what appears to be a weapon.
6. Threatening to use any weapon(s).
7. Using weapon(s).
8. 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.

9. 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:
10. can reasonably be interpreted as a threat to commit an act of violence on school property; or,
11. results in material or substantial disruption to the educational environment.

E. Engage in Any Conduct That Endangers the Safety, Morals, Health or Welfare of Other

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

1. Lying, deceiving, or giving false information to school personnel.
2. Stealing 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 or bullying, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, 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 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 "cyber bullying") 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, or receiving sexually explicit videos, pictures or auditory recordings, and other verbal or physical conduct or 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 language or abusive language, cursing or swearing.
13. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products 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, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia, and any substances commonly referred to as "designer drugs."
14. Inappropriately possessing, using, sharing, selling, attempting to sell, distributing, or exchanging prescription or over-the-counter drugs.
15. 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.
16. Possessing, using, or smoking a cigarette, cigar, pipe, tobacco, liquid nicotine, an electronic cigarette, electronic nicotine, a look-alike cigarette, a vaporizer, a vape delivery system, inhalation device, or any other device that enables usage of an electronic cigarette.
17. Possessing, selling, transferring, distributing, or exchanging any drug, drug-related, alcohol, or alcohol-related tools, equipment, paraphernalia, containers, and/or storage devices.
18. Gambling and gaming.
19. Inappropriate touching and/or indecent exposure. Indecent exposure, that is, exposure to sight of the private parts of the body or undergarments in a lewd or indecent manner. This paragraph encompasses and prohibits any and all indecent exposure, including but not limited to indecent exposure that is in-person or electronic (i.e. by possession or transmission of nude, obscene, pornographic or sexually explicit pictures, recordings, or messages).
20. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.
21. Violating gender privacy when using school restroom facilities.
22. Subjecting any other student(s), school personnel, or any other person to danger by engaging in conduct that creates a risk of injury or harm.

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/bullying will not be tolerated.

G. Engage in Any Form of Academic Misconduct

Examples of academic misconduct include, but are not limited to:

1. Plagiarism.
2. Cheating, in any form or by any means, including virtually.
3. Altering records.

4. 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.
5. Violation of the District Acceptable Use Policy for technology.
6. Assisting another student in any of the above actions.

H. Engage in any on-campus or off-campus conduct that:

1. Endangers the safety, health, morals and/or welfare of any others; interferes with, disrupts, or negatively impacts the school environment or educative process; or can reasonably be expected to interfere with, disrupt, or negatively impact the school environment or educative process. As provided for in statute, the terms "bullying" and "harassment", as used in this policy, shall mean: The creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional, or physical well-being, including conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause emotional harm; 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 upon a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. The foregoing definition shall include acts of "bullying" and "harassment" that occur on school property, at a school function, or off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. Examples of such conduct include but are not limited to:

- i. Cyberbullying, which includes but is not limited to any use of technology that constitutes harassment, teasing, intimidation, threatening, or terrorizing of another individual. Examples of such conduct include but are not limited to sending or posting inappropriate or derogatory e-mail or other electronic messages, instant messages, text messages, digital pictures or images, or Web site postings (including but not limited to blogs).

- I. Students are prohibited from using or having on or in an operational mode any electronic device or electronic communication device at school, on the school bus, or during any school activity, except as expressly permitted in connection with authorized use in classrooms. Students are prohibited from using any such devices in any manner that invades the privacy 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 any others. That type of harassment is generally referred to as cyberbullying.

VIII. REPORTING VIOLATIONS

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

All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. 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.

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

IX. DISCIPLINARY PENALTIES, PROCEDURES, AND REFERRALS

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

Disciplinary action, when necessary, will be firm, fair, and consistent so as to be the most effective in changing student behavior. As a general rule, discipline will be progressive. 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.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers, and/or others, as appropriate.
6. Other extenuating circumstances.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education. Discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability or presumed to have a disability.

Penalties

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

Penalty	Authorized to Impose Penalty
Oral warning	Any member of the District staff, and other authorized personnel
Written referrals	Any member of the District staff and other authorized personnel
Written notification to the parent	Any member of the District Staff and other authorized personnel
Detention	Teachers, administrators
Suspension from transportation	Director of transportation, administrators
Suspension from athletic participation	Coaches, administrators
Suspension from social or extracurricular activities	Activity director, administrators
Suspension of other privileges	Administrators
In-school suspension	Administrators
Removal from classroom by teacher	Teachers, principal/designee
Short-term (five days or less) suspension from school	Principal, Superintendent, Board of Education
Long-term (more than five days) suspension from school	Superintendent, Board of Education
Permanent suspension from school	Superintendent, Board of Education

Procedures

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

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

1. Detention - Teachers, principals, and the Superintendent may use detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.
2. Suspension from transportation - If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the 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.

3. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.
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 is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.
5. In-school suspension - The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals/designees 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."

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

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 a supervised alternative setting. Many time-honored classroom management techniques 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.

The procedural requirements for a formal removal by a teacher of a student are:

1. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be formally removed immediately. The teacher must, however, explain to the student why he or

she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

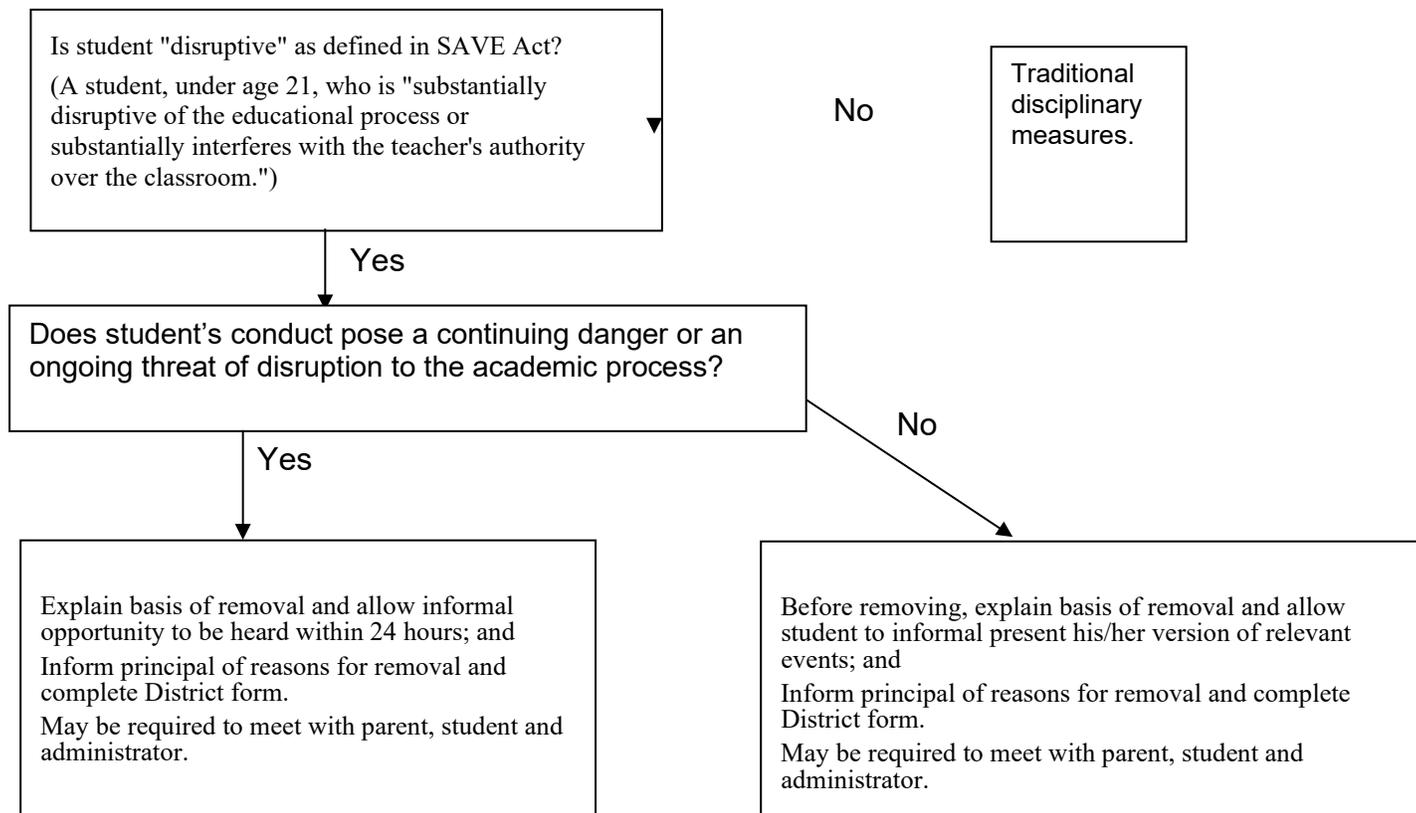
2. The teacher must complete a District form for a formal removal by a teacher and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the formal removal and to present the form for a formal removal by a teacher. If the principal or designee is not available by the end of the same 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.
3. Within 24-hours after the student's formal removal by a teacher, the principal or another District administrator designated by the principal must notify the student's parents, in writing, that the student has been formally removed from the class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the formal removal.
4. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's formal removal at the last known address of the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.
5. The principal may require the teacher who ordered the formal removal to attend the informal conference.
6. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was formally removed and give the student and the student's parents a chance to present the student's version of the relevant events. The principal/designee will schedule the informal meeting to be held within 48 hours of the student's formal removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.
7. The principal or the principal's designee may overturn the formal removal of the student from class if any one of the following is found:
 - i. The charges against the student are not supported by substantial evidence.
 - ii. The student's formal removal is otherwise in violation of law, including the District's Code of Conduct.
 - iii. The conduct warrants suspension from school pursuant to Education Law Section 3214 and a suspension will be imposed.
8. The principal or his or her designee may overturn a formal removal by a teacher at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student formally removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of the formal removal expires, whichever is less.
9. Any disruptive student who is formally removed from the classroom by the classroom teacher

shall be offered continued educational programming and activities by a certified teacher until the student is permitted to return to the classroom.

10. Each teacher must keep a complete log (on a District provided form) for all cases of formal removal of students from his or her class. The principal must keep a log of all formal removals of students from class.
11. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's right under state or federal law or regulation.

Refer to the flow chart version of these procedures, as follows:

REMOVAL OF DISRUPTIVE STUDENT BY TEACHER



PRINCIPAL'S RESPONSIBILITIES TRIGGERED BY TEACHER REMOVAL

Within 24 hours of removal principal/designee must inform parent of reasons for removal. On request, student/parent must be given an opportunity to discuss reasons with principal. If student denies the charges, student/parent must be given explanation of basis for removal and an opportunity to present his/her version. This must take place within 48 hours of removal. Principal must decide, by the close of the business on the day following the opportunity for an informal hearing, whether the discipline will be overturned. Principal may only set aside discipline if:

- The charges against the student are not supported by substantial evidence.
- The student's removal is in violation of law.
- The conduct warrants suspension and a suspension will be imposed.

Suspension from School

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

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

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

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

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

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

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

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

After the 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 thirty (30) calendar days unless they can show extraordinary circumstances precluding them from doing so.

The Superintendent shall issue a written decision regarding the appeal within twenty-one (21) calendar days after receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk within thirty (30) calendar days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

When the Superintendent 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. To the maximum extent allowable by law, a parent or student may voluntarily, knowingly, and intelligently waive the right to a Superintendent's hearing and/or other due process requirements. (Refer to Appendix B and C)

An appeal of the decision of the Superintendent of Schools may be made to the Board of Education, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within thirty (30) calendar days of the date of the Superintendent's decision unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days after the receipt of the Superintendent's decision.

3. Permanent suspension

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

Minimum Periods of Suspension

1. Students who bring a firearm to school (as defined by the Gun-Free Schools Act 18 USC Section 921)

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

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

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

Any student, who is found to have committed a violent act or brings a weapon to school other than a firearm as defined by the Gun-Free School Act, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's 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 penalty 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 penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a firearm. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

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

Any student, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be subject to suspension from school for at least five days. For purposes of this Code of Conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law Sections 3214(3a) and this Code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all 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 penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a firearm. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Referrals

1. Counseling

The Counseling Office and/or the building principal shall handle all referrals of students to counseling and/or other services.

2. PINS Petition

The District may file a Person In Need of Supervision (PINS) petition in Family Court on any student under the age of 18 upon any basis as authorized under the Family Court Act. Such authorized bases include any of the following:

- i. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law;
- ii. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school;
- iii. Violating the provisions of section 230.00 of the penal law; or
- iv. Appearing to be a sexually exploited child as defined in paragraph (a), (c) or (d) of subdivision one of section four hundred forty-seven-a of the social services law, but only if the child consents to the filing of a petition under this article.

3. Juvenile Delinquents and Juvenile Offenders

To the extent required by law, the district superintendent shall refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- i. Any student under the age of 16 who is found to have brought a weapon to school; or
- ii. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).
- iii. To the extent required by law, the district superintendent shall refer any student age 16 and older who is found to have brought a weapon, as defined for the purposes of the federal gun-free schools act of 1994, to school, or any student 14 or 15 years old who qualifies for juvenile offender status, to the appropriate law enforcement authorities.

4. The District Superintendent (or his or her designee) and/or the Principal (or his or her designee) shall report to the appropriate law enforcement agency a code of conduct violation that constitutes a crime.

X. ALTERNATIVE INSTRUCTION/CONTINUOUS EDUCATIONAL PROGRAMMING

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law Section 3214, the District will take immediate steps to provide alternative means of instruction for the student.

XI. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board 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.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

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 Section 3214.
 - A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
 - An "IAES" means a temporary educational placement for a period of up to 45 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.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - i. The Board, the District (BOCES) Superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - ii. The Superintendent may order the placement of a student with a disability into an IAES, another setting, or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - iii. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - a. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. Section 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except... [for] a pocket knife with a blade less than 2 1/2 inches in length.
 - b. "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.

- c. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. 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 days at a time if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

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:
- i. for more than 10 consecutive school days; or
 - ii. for more than 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 and because of such factors as the length of each suspension or removal the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
 - iii. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The District's Committee on Special Education shall:
- i. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans 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 a 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 school District shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- ii. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
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 the 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.
- i. 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.
 - ii. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:
 - a. conducted an individual evaluation and determined that the student is not a student with a disability, or
 - b. determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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 a 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 parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs, or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student

or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities 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 hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this Code.
6. The removal of a student with disabilities other than a suspension or 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 such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement unless the CSE has determined that the behavior is not a manifestation of the student's disability.7. During any period of suspension or removal, including placement in a JABS, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this Code.
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.

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:
 - i. 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 maintains that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintains that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - ii. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - a. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for

student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.

If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

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.

XII. CORPORAL PUNISHMENT

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee, or agent of this school district.

However, if alternative procedures and methods which would not involve physical force do not work, the use of reasonable physical force is not prohibited for the following reasons:

1. Self-protection.
2. Protection of others.
3. Protection of property, or
4. Restraining/removing a disruptive student.

Whenever a school employee uses physical force against a student, the employee shall, within the same school day, make a report to the Superintendent of Schools describing in detail the circumstances and the nature of the action taken.

The District will submit an annual report on the use of physical restraint and timeout and substantiated and unsubstantiated allegations of use of corporal punishment, mechanical restraint, and other aversive interventions, prone physical restraint, and seclusion to the New York State Education Department, on a form and at a time prescribed by the Commissioner of Education in accordance with law and regulation. Additionally, the District will report this data for students for whom they are the district of residence and

who are otherwise not reported.

XIII. STUDENT SEARCHES AND INTERROGATIONS

The Board of Education 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 penalty 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.

In addition, the Board authorizes the superintendent, building principals, 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.

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

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

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

Student Lockers, Desks, and other School Storage Places

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

Intrusive Searches

More intrusive searches may occur in accordance with law and Board policy.

Documentation of Searches

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

1. Name, age, and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.

6. Persons conducting search and his or her title(s) and position(s).
7. Witnesses, if any, to the search.
8. Time and location of the search.
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner, and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s) until the items are properly disposed of or turned over to the police.

Police Searches and Interrogations of Students

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

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

Before police officials are permitted to interrogate or search any student, the building principal or his or her designee shall first try to notify the student's parent to allow the parent the opportunity to be present during the police interrogation or search. If the student's parent cannot be contacted prior to the police interrogation or search, the interrogation or search shall not be conducted. The principal or designee will also be present during any police interrogation or search of a student on school property or at a school function.

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

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

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.

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 verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school District official of the opposite sex.

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

XIV. VISITORS TO THE SCHOOLS

The Board of Education, administrators, and teachers encourage parents/guardians, community members, and other appropriate individuals to visit the Wilson schools to observe the work of students, teachers, and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following 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 must report to the main office upon arrival at the school and state their business. The District Utilizes an electronic visitor management system (EVMS) in order to ensure the safety and welfare of all students, staff, and guests. All visitors must present a valid state or government ID, such as a valid driver's license. Refer to District Policy 3210 regarding EVMS and building entry.
3. Visitors attending school functions during non-school hours that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Any school visitations are required to be scheduled in advance so that disruptions are kept to a minimum.
5. Any unauthorized person on school property will be reported to the principal or his/her designee. Any unauthorized person on school property will be asked to leave. The police may be called if the situation warrants it.
6. Before a non-school person may take a child from the building, the visitor must be recognized by the building principal or his/her designee as one having the legal right to take the child.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XV. 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 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.

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy School District property or the personal property of a teacher, administrator, other District employee, or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs, or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Violate traffic laws, parking regulations, or other restrictions on vehicles.
8. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
9. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School District.
10. Loiter on or about school property.
11. Gamble on school property or at school functions.
12. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
13. Willfully incite others to commit any of the acts prohibited by this Code.

Penalties

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

1. Visitors will have their authorization to remain on school grounds and/or at school functions withdrawn and they will be directed to leave the premises. If they refuse to leave, they shall be subject to ejection. Authorization for their attendance at future school functions may also be rescinded.
2. Students shall be subject to disciplinary action as the facts may warrant, in accordance with due process requirements and this Code of Conduct.
3. Tenured faculty members shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a, the collective bargaining agreement, or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75 shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75, appropriate collective bargaining agreements or any other legal rights that they may have.
5. Any additional staff member not described above shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights or appropriate collective bargaining agreements or legal rights they may have.

Enforcement

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

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

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

XVI. DISSEMINATION, REVIEW, AND ENFORCEMENT

The Board will work to ensure that the community is aware of this Code of Conduct. The Code of Conduct may or may not be distributed in the following ways:

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at the beginning of each school year.
3. Making copies of the Code available to all parents at the beginning of the school year.

4. Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
5. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
7. Making copies of the Code available for review by students, parents, and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.

The Board 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.

The Board of Education, via a committee of representative stakeholders, will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the Code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel.

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

The 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.

The Superintendent of Schools shall be responsible for enforcement, publication, and/or dissemination of this code of conduct, and shall be authorized to promulgate any regulations, rules, guidelines, or forms that are consistent with the terms and provisions of this code and/or the provisions of law pursuant to which this code is adopted.

XVII. APPENDIX A

GLOSSARY OF TERMS USED IN REPORTING OF INCIDENTS CONCERNING SCHOOL SAFETY AND EDUCATIONAL CLIMATE (SSEC)

1. **Violent or disruptive incident:** an incident that occurs on school property of the school district, Board of Cooperative Educational Services, charter school or county vocational education and extension board, and falls under one of these categories:

2. **Homicide:** Any intentional violent conduct that results in the death of another person.

3. **Sexual Offenses:**
 - a. **Forcible Sex Offenses:**

Sex offenses involving forcible compulsion and completed or attempted sexual intercourse, oral sexual conduct, anal sexual conduct or aggravated sexual contact with or without a weapon including but is not limited to, penetration with a foreign object, rape and sodomy; or resulting from forcibly touching or grabbing another student on a part of the body that is generally regarded as private, such as buttocks, breast, and genitalia.

 - b. **Other Sex Offenses:**

Other non-consensual sex offenses involving inappropriate sexual contact, including but not limited to, touching another student on a part of the body that is generally regarded as private, which includes, but is not limited to, the buttocks, breasts, and genitalia, removing another student's clothing to reveal underwear or private body parts, or brushing or rubbing against another person in a sexual manner. Other sex offenses shall also include, but not limited to, conduct that may be consensual or involve a child who is incapable of consent by reason of disability or because he or she is under 17 years of age, provided that such term shall not include consensual sexual conduct involving only students, and/or students 18 years of age or under unless at least one of the individuals participating in the conduct is at least four years older than the youngest individual participating in the conduct.

4. **Assault:** engaging in behavior intentionally or recklessly that causes physical injury to another person with or without a weapon, in violation of school district code of conduct and falls under one of these categories:
 - a. **Physical Injury:** means impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling, and headaches not related to a concussion.

 - b. **Serious Physical Injury:** means physical injury which creates a substantial risk of death or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ and requires hospitalization or treatment in an emergency medical care facility outside of school, including but not limited to, a bullet wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement.

5. Weapons Possession: possession of one or more weapons, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of some teacher or other school personnel as authorized by school officials and falls under one of these categories:
 - a. Routine Security Checks: possession of one or more weapons (see list below) secured through routine security checks.
 - i. Firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paintball gun;
 - ii. A switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
 - iii. A Billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
 - iv. A sandbag or sand club;
 - v. A sling shot or slingshot;
 - vi. A martial arts instrument, including, but not limited to, a kung fu star, ninja star, nun-chuck, or shuriken;
 - vii. An explosive, including but not limited to, a firecracker or other fireworks;
 - viii. A deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
 - ix. An imitation gun that cannot be easily distinguished from a real gun;
 - x. Loaded or blank cartridges or other ammunition; or
 - xi. Any other deadly or potentially dangerous object that is used with the intent to inflict injury or death.
 - b. Weapons possessed under other circumstances: Possession of one or more weapons at a school function or on school property which are not discovered through a routine security check, including but not limited to, weapons found in possession of a student or within a locker.
6. Material Incident of Discrimination, Harassment, and Bullying (excluding Cyberbullying)
 - a. A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's Regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, 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.

Commissioner’s Regulation §100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation, or abuse that either: (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

- Bullying is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.
 - Imbalance of Power: An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.
 - Repetition: Bullying typically repeated, occurring more than once or having the potential to occur more than once.
 - Intent to Harm: The person bullying has the goal to cause harm. Bullying is not accidental.
 - Discrimination is not specifically defined in the Dignity Act. However, it would include any form of discrimination against students prohibited by state or federal law such as, for example, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex. It should be noted that Educational Law §3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, and sex.
- b. Cyberbullying is defined as harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites. (See definition of harassment or bullying as defined in 5a and Commissioner’s Regulation 100.2(kk)(1)(viii)).
- Minor Altercations:
 Involving physical contact and no physical injury. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results. Fights that do not result in serious physical injury or physical injury are reported in this category.
7. Bomb Threat: a telephoned, written, or electronic message that a bomb, explosive, or biological

weapons have been or will be placed on school property.

8. False Alarm: causing a fire alarm or other disaster alarm to be activated knowing there is no danger or, through false reporting of a fire or disaster.
9. Use, Possession, or Sale of Drugs: Illegally using, possessing, or being under the influence of a controlled or an illegal substance on a person, on school property, or at a school sponsored event. This includes in a locker, a vehicle, or other personal space; selling or distributing a controlled substance or marijuana on school property or at a school-sponsored event; finding a controlled substance or marijuana on school property that is not in the possession of any person. This does not apply to the lawful administration of a prescription drug on school property.
10. Use, Possession, or Sale of Alcohol: Illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle, or other personal space; selling or distributing alcohol on school property or at a school function, and; finding alcohol on school property that is not in the possession of any person.

Bias-Related Terms

1. Biased-Related Conduct: Behavior that is motivated by a target/victim's race, color, creed, national origin, gender (including gender identity), sexual orientation, age, marital or partnership status, family status, disability, alienage, or citizenship status.
2. Race: The groups to which individuals belong, identify with, or belong in the eyes of the community.
3. Ethnic Group (Ethnicity): An affiliation with a particular group, country, or area of origin (distinct from citizenship or country of legal nationality), race, color, language, religion, customs of dress or eating, tribe, or various combinations of these characteristics.
4. National Origin: An individual's country of birth, country of origin, or the country of origin of an individual's family or spouse.
5. Religion: A religious or spiritual belief of preference, regardless of whether this belief is represented by an organized group or affiliation having religious or spiritual tenets.
6. Religious Practices: Religious observances or practices that may include attending worship services, praying, wearing garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, and/or refraining from certain activities.
7. Disability:
 - a. A physical, mental or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevent the exercise of a normal bodily function or are demonstrable by medically accepted clinical or laboratory diagnostic techniques or a record of such an impairment or
 - b. a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to

disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[3] and Executive Law §292[21]).

8. Gender: A person's actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).
9. Sexual Orientation: Actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).
10. Sex: The biological and physiological characteristics that define men and women.
11. Other: Can include but is not limited to, physical characteristics age, socio-economic status, health condition, housing, domestic relationships, social academic status, etc.

Other Related Terms

1. Gang-Related: When an incident involves one or more than one offender, known to be a member of an organized group, or gang, which is characterized by turf concerns, symbols, special dress, and/or colors that engage students in delinquent or illegal activity.
2. Group Related: An incident is group-related if it is several individuals that assemble for the purpose of engaging in or contributing to actions that occur during the incident.
3. School Property: Means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus. (Education Law §11(1) and Vehicle and Traffic Law §142, 8 NYCRR 100.2(kk)(1)(i)).
4. School Function: Means a school-sponsored or school-authorized extracurricular event or activity, regardless of where such activity takes place, including any event or activity that may take place in another state. (Education Law §11(2), 8NYCRR 100.2(kk)(1)(ii)).
5. School Bus: Means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, teachers, and other person acting in a 30 supervisory capacity, to or from school or school activities (Education Law §11(1) and Vehicle and Traffic Law §142).
6. Target: Refers to a person who has been mistreated and/or injured or the individual intended to be affected by the incident.
7. Victim: See the definition of target.
8. Other: Refers to a target/victim offender, who is unknown, or neither a student nor a staff member.
9. Disciplinary or Referral Action: For purposes of reporting, a consequence assigned based on the violation of the school's code of conduct and reported under one of the following:
 - a. Counseling or Treatment Programs: For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or

- licensed professionals, aimed at reducing risk factors linked to the identified problem area(s) (i.e. drug/alcohol rehabilitation programs, anger management programs, etc.)
- b. **Teacher Removal:** The removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a).
 - c. **In-School Suspension:** A removal from instruction and/or activities in the same setting as class/age peers as a disciplinary purpose, but remains under the direct supervision of school personnel.
 - d. **Out-of-School Suspension:** A student is suspended from attending classes or being on school property. The student must receive his/her instruction during the period of suspension, in an alternate setting, separate from the school which his/her class/age peers attend.
 - e. **Involuntary Transfer to an Alternative Placement:** The removal from instruction within the same school building as class/age peers as a disciplinary measure, and assignment to an alternate setting to receive instructional services. This could also include alternate (i.e. condensed) hours.
 - f. **Community Service:** When a school/district determines work that is assigned without pay to help a community.
 - g. **Juvenile Justice or Criminal Justice System:** When the school is aware that a student, under the supervision of juvenile justice of the criminal justice system, engages in an incident that may rise to the level of a criminal offense, the school reports the incident to the juvenile justice system for intervention.
 - h. **Law Enforcement:** When a student engages in an incident, that occurs on school grounds, during school-related events, or while on school transportation, and the incident may rise to the level of a criminal offense, the school reports the incident to any law enforcement agency or official, according to law enforcement procedures.
10. **Sexting:** The sending, receiving, or forwarding of sexually suggestive nude or nearly nude photos through text messages or email.
 11. **School-Related Arrests:** An arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral to law enforcement by any school official.

XX. APPENDIX D

Student Acceptable Use Policy for Technology

The Board will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks, and electronic communications systems. This may include access to email, online services, and the Internet. It may include the opportunity for some students to have independent access to the DCS from their homes or other remote locations. All use of the DCS, including independent use off school premises, will be subject to this policy. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents or guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the District. The District cannot screen or review all of the available content or materials on these external computer networks, thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents or guardians.

It is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises, and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians should establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity will apply to the use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage.

District students must also adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use of the DCS may lose access in accordance with applicable due process procedures and may be subject to further discipline in accordance with the District Code of Conduct.

Student data files and other electronic storage areas are considered District property subject to control and inspection. The District Technology Administrator may access all files and communications without prior notice to ensure system integrity and that users are complying with the requirements of this policy. Students should NOT expect that information stored on the DCS will be private.

Notification

The District's AUP will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.

XXI. APPENDIX E

Staff Acceptable Use Policy for Technology

The Board will provide staff with access to various computerized information resources through the District's computer system (DCS) consisting of software, hardware, computer networks, wireless networks/access, and electronic communication systems. This may include access to electronic mail, online services, and the Internet. It may also include the opportunity for staff to have independent access to the DCS from their home or other remote locations, and/or to access the DCS from their personal devices. All use of the DCS and the wireless network, including independent use off school premises and use on personal devices, will be subject to this policy and any accompanying regulations.

The Board encourages staff to make use of the DCS to explore educational topics, conduct research, and contact others in the educational world. The Board anticipates that staff access to various computerized information resources will both expedite and enhance the performance of tasks associated with their positions and assignments. To that end, the Board directs the Superintendent or designee(s) to provide staff with training in the proper and effective use of the DCS.

Staff use of the DCS is conditioned upon electronic agreement by the staff member that use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. These agreements will be kept on file electronically. A copy of the Staff Acceptable Use Policy will be available in the main office and on the website.

Generally, the same standards of acceptable staff conduct which apply to any aspect of job performance will apply to the use of the DCS. Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff. Electronic mail will not be utilized to share confidential information about students or other employees unless the email is marked confidential.

Access to confidential data is a privilege afforded to District employees in the performance of their duties. Safeguarding this data is a District responsibility that the Board takes very seriously. Consequently, District employment does not automatically guarantee the initial or ongoing ability to use mobile or personal devices to access the DCS and the information it may contain.

This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate staff conduct and use as well as prescribed behavior.

District staff will also adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy protected by federal and state law.

Staff members who engage in unacceptable use may lose access to the DCS and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously, or unlawfully damages or destroys District property.

Social Media Use by Employees

The District recognizes the value of teacher and professional staff inquiry, investigation, and communication using new technology tools to enhance student learning experiences. The District also

realizes its obligations to teach and ensure responsible and safe use of these new technologies. Social media, including social networking sites (SNS), have great potential to connect people around the globe and enhance communication. Therefore, the Board encourages the use of District-approved social media tools and the exploration of new and emerging technologies to supplement the range of communication and educational services.

Public social media networks or SNS are defined to include: websites, weblogs (blogs), wikis, social networks, online forums, virtual worlds, video sites, and any other social media generally available to the District community which do not fall within the District's electronic technology network (e.g., Facebook, TikTok, Twitter, LinkedIn, Discord, Instagram, Snapchat, etc.). The definition of District approved password-protected social media tools are those that fall within the District's electronic technology network or which the District has approved for educational use. Within these internal forums, the District has greater authority and ability to protect minors from inappropriate content and can limit public access.

The use of social media (whether public or internal) can generally be defined as Official District Use, Professional/Instructional Use, and Personal Use. In addition, employees are encouraged to maintain the highest levels of professionalism when communicating, whether using District devices or their own personal devices, in their professional capacity as educators. They have a responsibility to address inappropriate behavior or activity on these networks, including requirements for mandated reporting and compliance with all applicable District policies and regulations.

Confidentiality, Private Information, and Privacy Rights

Confidential or private data, including, but not limited to, protected student records, employee personal identifying information, and District assessment data, will only be loaded, stored, or transferred to District-owned devices which have encryption and/or password protection. This restriction, designed to ensure data security, encompasses all computers and devices within the DCS, any mobile devices, including flash or key drives, and any devices that access the DCS from remote locations. Staff will not use email to transmit confidential files in order to work at home or another location unless they are marked confidential.

In addition, staff will not leave any devices unattended with confidential information visible. All devices must be locked down while the staff member steps away from the device, and settings enabled to freeze and lock after a set period of inactivity.

Staff data files and electronic storage areas will remain District property, subject to District control and inspection. The Technology Administrator may access all staff data files and communications without prior notice to ensure system integrity and that users are complying with requirements of this policy and any accompanying regulations. Staff should not expect that information stored on the DCS will be private.

Personnel

SUBJECT: USE OF EMAIL IN THE DISTRICT**Overview**

Email is a valuable tool that allows for quick and efficient communication. However, careless, unacceptable, or illegal use of email may place the District and members of its community at risk. Use of email in the District must be consistent with the District's educational goals and comply with federal and state laws and regulations, as well as all applicable District policies, regulations, procedures, collective bargaining agreements, and other related documents such as the District's *Code of Conduct*. This includes, but is not limited to, this policy and the District's policies on non-discrimination and anti-harassment, protecting the personal information of District employees and students, acceptable use, and record management.

District-related emails are most secure and best managed when District email services are used. Accordingly, the District's email services should be used for all district-related emails, including emails in which students or student issues are involved. Personal email accounts should not be used to conduct District-related business. Further, District email accounts should not be used as any individual's primary personal email address.

Scope and Application of Policy

This policy applies to all District employees and any individual assigned a District email address to conduct District-related business (authorized user).

Sending Emails with Personal, Private, and Sensitive Information

Personal, private, and sensitive information (PPSI) is any information to which unauthorized access, disclosure, modification, destruction, use, or disruption of access or use could have or cause a severe impact on critical District functions, employees, students, third parties, or other individuals or entities. For purposes of this policy, PPSI includes, but is not limited to:

- a) District assessment data;
- b) Protected student records;
- c) Information subject to laws protecting personal information such as Family Educational Rights and Privacy Act (FERPA), Individuals with Disabilities Act (IDEA), Health Insurance Portability and Accountability Act (HIPAA);
- d) Social security numbers;
- e) Driver's license or non-driver identification card numbers;
- f) Credit or debit card numbers;

(Continued)

Personnel

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

- g) Account numbers;
- h) Passwords; and
- i) Access codes.

The failure to follow proper security protocols when emailing PPSI increases the risk that unauthorized individuals could access and misuse PPSI.

District employees and authorized users may not send or forward emails that include:

- a) PPSI without building principal or supervisor authorization. Additional precautions, such as encrypting the email in a District-approved method, should be taken when sending any emails containing PPSI.
- b) Lists or information about District employees without building principal or supervisor authorization.
- c) Attachments with file names that may disclose PPSI. Files containing PPSI should be sent in encrypted confidential mode with or without a required. File protection passwords should not be transmitted via email. District employees and authorized users will not use cloud-based storage services (such as Dropbox or OneDrive) to transmit files with PPSI without previous District approval or consulting with a building principal or supervisor.
- d) Comments or statements about the District that may negatively impact it.

Any questions regarding the District's protocols for sending emails with PPSI or what information may or may not be emailed should be directed to a supervisor.

Receiving Suspicious Emails

Social engineering attacks are prevalent in email. In a social engineering attack, an attacker uses human interaction (social skills) to obtain confidential or sensitive information.

Phishing attacks are a form of social engineering. Phishing attacks use fake email messages pretending to represent a legitimate person or entity to request information such as names, passwords, and account numbers. They may also deceive an individual into opening a malicious webpage or downloading a file attachment that leads to malware being installed.

Malware is malicious software that is designed to harm computer systems. Malware may be inadvertently installed after an individual opens an email attachment, downloads content from the Internet, or visits an infected website.

(Continued)

Personnel

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

Before responding to any emails, clicking on any hyperlinks, or opening any attachments, District employees and authorized users should review emails for indicators of suspicious activity. These indicators include, but are not limited to:

- a) Attachments that were not expected or make no sense in relation to the email message;
- b) When the recipient hovers the mouse over a hyperlink that is displayed in the email, the link to the address is for a different website;
- c) Hyperlinks with misspellings of known websites;
- d) The sender is not someone with whom the recipient ordinarily communicates;
- e) The sender's email address is from a suspicious domain;
- f) Emails that are unexpected, unusual, or have bad grammar or spelling errors; and
- g) Emails asking the recipient to click on a link or open an attachment to avoid a negative consequence or to gain something of value.

District employees and authorized users should forward suspicious emails to the District's information technology (IT) staff.

No Expectation of Privacy

District employees and authorized users should have no expectation of privacy for any email messages they create, receive, or maintain on their District email account. The District has the right to monitor, review, and audit each District employee's and authorized user's District email account.

Accessing District Email Services on Personal Devices

In the event a District employee or authorized user loses a personal device that has been used to access the District's email service, that District employee or authorized user should notify the District's IT staff and to submit @security.wnyric.org so that measures can be taken to secure the email account.

Personal Use

The District's email services are intended for District-related business only. Incidental or limited personal use of the District's email services is allowed so long as the use does not interfere with job performance. However, District employees and authorized users should have no expectation of privacy in this email use.

(Continued)

Personnel

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

The District's email services should not be used to conduct job searches, post personal information to bulletin boards, blogs, chat groups, and list services, etc. without authorization from a building principal or supervisor.

It is prohibited to use the District's email services for:

- a) Illegal purposes;
- b) Transmitting threatening, obscene, discriminatory, or harassing materials or messages;
- c) Personal gain or profit;
- d) Promoting religious or political causes; and/or
- e) Sending spam, chain letters, or any other type of unauthorized widespread distribution of unsolicited mail.

Personal email accounts or services (Yahoo, Gmail, etc.) should not be accessed via the District Computer System (DCS) without authorization from a building principal or supervisor.

Confidentiality Notice

A standard confidentiality notice will automatically be added to each email as determined by the District.

Training

District employees and authorized users will receive ongoing training related to the use of email in the District. This training may cover topics such as:

- a) What is expected of users, including the appropriate use of email with students, parents, and other individuals to avoid issues regarding harassment and/or charges of fraternization;
- b) How to identify suspicious emails, as well as what to do after receipt of a suspicious email;
- c) Emailing PPSI;
- d) How to reduce risk to the District;
- e) Cost of policy non-compliance;
- f) Permanence of email, including how email is never truly deleted, as the data can reside in many different places and in many different forms; and

(Continued)

SUBJECT: USE OF EMAIL IN THE DISTRICT (Cont'd.)

- g) How users should have no expectation of privacy when using the DCS or any District email service.

Notification

The District will provide annual notification of this policy and any corresponding regulations to all District employees and authorized users. The District will then require that all employees and authorized users acknowledge that they have read, understood, and will comply with the policy and regulations.

Records Management and Retention

The same laws and business records requirements apply to email as to other forms of written communication.

Email will be maintained and archived in accordance with Retention and Disposition Schedule for New York Local Government Records (LGS-1) and as outlined in any records management policies, regulations, and/or procedures.

Additionally, emails may be subject to disclosure under the Freedom of Information Law (FOIL), a court action, an audit, or as otherwise required or permitted by law or regulation.

Disciplinary Measures

Failure to comply with this policy and any corresponding regulations or procedures may subject a District employee and authorized user to discipline such as loss of email use, loss of access to the DCS, and/or other disciplinary action up to and including termination. When applicable, law enforcement agencies may be contacted.

The District's IT staff may report inappropriate use of email by a District employee or authorized user to the District employee or authorized user's building principal or supervisor who may take appropriate action which may include disciplinary measures.

NOTE: Refer also to Policies #3320 -- [Confidentiality of Computerized Information](#)
#3420 -- [Non-Discrimination and Anti-Harassment in the](#)

District

#5670 -- [Records Management](#)
#6410 -- [Staff Acceptable Use Policy](#)
#8271 -- [Internet Safety/Internet Content Filtering](#)

Adopted: 2/12/13
Revised: 12/12/17;

Students

SUBJECT: ~~CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS~~

Corporal Punishment

~~Corporal punishment as a means of discipline will not be used against a student by any teacher, administrator, officer, employee, or agent of this School District.~~

~~Whenever a school employee uses physical force against a student, the school employee shall immediately report the situation to his or her principal or supervisor. The principal or supervisor shall, within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.~~

~~The Superintendent of Schools shall submit a written report semi-annually to the Commissioner of Education, with copies to the Board, by January 15 and July 15 of each year, setting forth the substance of each written complaint about the use of corporal punishment received by the Wilson Central School District authorities during the reporting period, the results of each investigation, and the action, if any, taken by the school authorities in each case.~~

Emergency Interventions

~~However, if alternative procedures and methods which do not involve physical force do not work, then the use of reasonable physical force is permitted for the following reasons:~~

- ~~a) Self protection;~~
- ~~b) Protection of others;~~
- ~~e) Protection of property; or~~
- ~~d) Restraining or removing a disruptive student.~~

~~Such emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify, or eliminate a targeted behavior.~~

~~Staff who may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The parent(s) of the student shall be notified whenever an emergency intervention is utilized.~~

(Continued)

~~Students~~

~~**SUBJECT: CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS (Cont'd.)**~~

~~— The District will maintain documentation on the use of emergency interventions for each student including:~~

- ~~a) Name and date of birth of student;~~
- ~~b) Setting and location of the incident;~~
- ~~c) Name of staff or other persons involved;~~
- ~~d) Description of the incident and emergency intervention used, including duration;~~
- ~~e) A statement as to whether the student has a current behavioral intervention plan; and~~
- ~~f) Details of any injuries sustained by the student or others, including staff, as a result of the incident.~~

~~— This documentation will be reviewed by District supervisory personnel and, if necessary, by the school nurse or other medical personnel.~~

~~Education Law Section 4402
& NYCRR Sections 19.5, 100.2(1)(3), and 200.22(d)~~

~~NOTE: Refer also to Policy #7313 Suspension of Students~~

~~Adoption Date: 2/9/99
Revised: 7/14/09~~

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT**Overview**

The District prohibits the use of corporal punishment, aversive interventions, and seclusion. The District authorizes the limited use of timeout and physical restraint in schools to address student behaviors subject to conditions in law, regulation, and this policy.

Definitions

For purposes of this policy, the following definitions apply:

- a) "Aversive intervention" means an intervention that is intended to induce pain or discomfort for the purpose of eliminating or reducing student behavior, including interventions such as:
 - 1. Contingent application of noxious, painful, intrusive stimuli or activities;
 - 2. Strangling, shoving, deep muscle squeezes, or other similar stimuli;
 - 3. Any form of noxious, painful, or intrusive spray, inhalant, or tastes;
 - 4. Contingent food programs that include the denial or delay of the provision of meals or intentionally altering staple food or drink in order to make it distasteful;
 - 5. Movement limitation used as a punishment, including, but not limited to, helmets and mechanical restraints; or
 - 6. Other stimuli or actions similar to the interventions described in this definition.

Aversive intervention does not include interventions such as: voice control, limited to loud, firm commands; time-limited ignoring of a specific behavior; token fines as part of a token economy system; brief physical prompts to interrupt or prevent a specific behavior; interventions medically necessary for the treatment or protection of the student; or other similar interventions.
- b) "Corporal punishment" means any act of physical force upon a student for the purpose of punishing that student. The term does not include the use of physical restraints to protect the student, another student, teacher, or any other person from physical injury when alternative procedures and methods not involving the use physical restraint cannot reasonably be employed to achieve these purposes.
- c) "De-escalation" means the use of a behavior management technique that helps a student increase control over their emotions and behavior and results in a reduction of a present or potential level of danger to the student or others.

(Continued)

Students

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

- d) "Mechanical restraint" means the use of any device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include devices implemented by trained school personnel, or utilized by a student, that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:
1. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
 2. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
 3. Restraints for medical immobilization; or
 4. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- e) "Multi-tiered system of supports" means a proactive and preventative framework that utilizes data to inform instruction and the allocation of services to maximize achievement for all students and support students' social, emotional, and behavioral needs from a culturally responsive and strength-based perspective.
- f) "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.
- g) "Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move their arms, legs, body, or head freely. Physical restraint does not include a physical escort or brief physical contact and/or redirection to promote student safety, calm or comfort a student, prompt or guide a student when teaching a skill or assisting a student in completing a task, or for other similar purposes.
- h) "Prone restraint" means physical or mechanical restraint while the student is in the face down position.
- i) "Seclusion" means the involuntary confinement of a student alone in a room or space that they are physically prevented from leaving or they may perceive that they cannot leave at will. Seclusion does not include timeout.

(Continued)

Students

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

- j) "Timeout" means a behavior management technique that involves the monitored separation of a student in a non-locked setting and is implemented for the purpose of de-escalating, regaining control, and preparing the student to meet expectations to return to their education program. Timeout does not include:
1. A student-initiated or student-requested break to utilize coping skills, sensory input, or self-regulation strategies;
 2. Use of a room or space containing coping tools or activities to assist a student to calm and self-regulate, or the use of such intervention strategies consistent with a student with a disability's behavioral intervention plan;
 3. A teacher removal, in-school suspension, or any other appropriate disciplinary action.

Prohibition of the Use of Corporal Punishment, Aversive Interventions, and Seclusion

No teacher, administrator, officer, employee, or agent of the District will use the following against a student:

- a) Corporal punishment;
- b) Aversive interventions; or
- c) Seclusion.

Agent includes, but is not limited to, school resource officers, except when a student is under arrest and handcuffs are necessary for the safety of the student and others.

Authorized Limited Use of Timeout and Physical Restraint

Positive, proactive, evidence-based, and research-based strategies through a multi-tiered system of supports will be used to reduce the occurrence of challenging behaviors, eliminate the need for the use of timeout and physical restraint, and improve school climate and the safety of all students.

Timeout and physical restraint may be used only when:

- a) Other less restrictive and intrusive interventions and de-escalation techniques would not prevent imminent danger of serious physical harm to the student or others;
- b) There is no known medical contraindication to its use on the student; and
- c) Staff using the interventions have been trained in its safe and appropriate application.

(Continued)

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

Timeout and physical restraints will not be used as discipline or punishment, retaliation, or as a substitute for positive, proactive intervention strategies that are designed to change, replace, modify, or eliminate a targeted behavior.

Timeout

The following rules apply to the use of timeout in the District:

- a) Timeout will only be used in the following situations:
 1. A situation that poses an immediate concern for the physical safety of the student or others; or
 2. In conjunction with a behavioral intervention plan that is designed to teach and reinforce alternative appropriate behaviors.
- b) A room or physical space used for timeout may be located either within or outside of a classroom. The room or physical space will:
 1. Be unlocked, and any door must be able to be opened from the inside. The use of locked rooms or physical spaces is prohibited.
 2. Provide a means for continuous visual and auditory monitoring of the student. The use of a room where the student cannot be continuously observed and supervised is prohibited.
 3. Be of adequate width, length, and height to allow the student to move about and recline comfortably.
 4. Be clean and free of objects and fixtures that could be potentially dangerous to a student.
 5. Meet all local fire and safety codes.
 6. Have wall and floor coverings that, to the extent practicable, are designed to prevent injury to the student.
 7. Have adequate lighting and ventilation.
 8. Have a temperature that is within the normal comfort range and consistent with the rest of the building.

(Continued)

Students

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

- c) When a student is in a timeout room or space, staff will continuously monitor the student.
- d) Any staff functioning as timeout monitors will be trained in accordance with law and regulation.
- e) Staff will return the student to their educational program as soon as the student has safely deescalated, regained control, and is prepared to meet expectations.

Factors which may precipitate the use of timeout include:

- a) Emergency need for de-escalation because the student is a safety risk to self, others, or the school facilities.
- b) The student is enrolled in a private or public out-of-district program and has separate and legally compliant uses of a time out room within their school program.
- c) Use of a time out room is indicated as part of an Individual Crisis Management Plan(ICMP), Behavior Intervention Plan(BIP) or Individual Education Plan(IEP).

The use of timeout will adhere to the following developmentally appropriate time limitations:

- a) A student will not be left alone for any amount of time in a time out room unless,
 - a. The behavior of a student actively presents an imminent danger to self, others, or school facilities.
 - b. The student requests alone time. (In which case the child will not be left in the time-out room for a continuous period of time that exceeds 1 minute for each year of age of the student.)
 - c. It is a unique component of ICMP, BIP, or IEP. And includes; known triggers, pre-crisis intervention strategies, strategies for de-escalation, as well as post-crisis interventions. Further a student's approved plan will indicate the maximum amount of time a student will need to be in a time-out room if used as a behavioral consequence.
 - d. The student is enrolled in a private or public out-of-district program and has separate and legally compliant uses of a time out room within their school program. In such cases, the legally compliant policies and procedures of that program take precedents over any time limitations indicated by this section. These programs must ensure parents/guardians are aware of policies and procedures regarding the use of a time-out room within the program.

School administration or other personnel will be notified in the event a student is placed in a timeout room for excessive amounts of time, and this information will be considered when determining the effectiveness of the student's behavioral intervention plan and the use of the timeout room for the student. Whether the student requires a debriefing following the use of a timeout room will be left to the staff knowledgeable of the individual student.

The following additional rules apply to the use of timeout in conjunction with a behavioral intervention plan:

- a) The District will ensure that timeout is used consistent with the rules for the use of timeout listed above.

(Continued)

Students

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

- b) The student's individualized education program (IEP) will specify when a behavioral intervention plan includes the use of timeout, including the maximum amount of time a student will need to be in timeout as a behavioral consequence as determined on an individual basis in consideration of the student's age and individual needs.
- c) Prior to the initiation of a behavioral intervention plan that will incorporate the use of timeout, the District will inform the student's parents or persons in parental relation and give them the opportunity to see the room or physical space that will be used.
- d) Prior to the initiation of a behavioral intervention plan that will incorporate the use of timeout, the District will give the student's parents or persons in parental relation a copy of this policy.

Physical Restraint

Physical restraint will only be used in a situation in which immediate intervention involving the use of reasonable physical force is necessary to prevent imminent danger of serious physical harm to the student or others.

The following rules apply to the use of physical restraint in the District:

- a) The type of physical restraint used will be the least restrictive technique necessary and be discontinued as soon as the imminent danger of serious physical harm has resolved.
- b) Physical restraint will never be used in a manner that restricts the student's ability to breathe or communicate or harms the student.
- c) The use of prone restraint is prohibited.
- d) Physical restraint will not be used as a planned intervention on a student's individualized education program, Section 504 accommodation plan, behavioral intervention plan, or other plan developed for a student by the District.
- e) Physical restraint will not be used to prevent property damage except in situations where there is imminent danger of serious physical harm to the student or others and the student has not responded to positive, proactive intervention strategies.
- f) Physical restraints will be administered only by staff who have received the legally required training.
- g) Following a physical restraint, if an injury has been sustained or believed to have been sustained, the school nurse or other medical personnel (i.e., physician, physician assistant, or a nurse practitioner) will evaluate the student to determine and document if any injuries were sustained during the incident.

(Continued)

Students

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

Factors which may precipitate the use of physical restraint include:

- a) Emergency need for de-escalation because the student is a safety risk to self, others, or the school facilities.
- b) The student is enrolled in a private or public out-of-district program and has separate and legally compliant uses of physical restraints within their school program.

The use of physical restraint will adhere to the following developmentally appropriate time limitations:

- a) The physical restraint would end as soon as the student's behavior no longer poses an imminent danger of physical harm to self or others.

Notification Following the Use of Timeout, Physical Restraint, and/or Mechanical Restraint

Parent(s) or person(s) in parental relation to the student will be notified on the same day when timeout, physical restraint, and/or mechanical restraint is used, including timeout used in conjunction with a student's behavioral intervention plan. When the student's parent or person in parental relation cannot be contacted, after reasonable attempts are made, the building principal or administrator will record the attempts. For students with disabilities, the building principal or administrator will report the attempts to the student's committee on preschool special education or committee on special education. The notification will offer the parent or person in parental relation the opportunity to meet regarding the incident.

Additionally, the District will provide the parent or person in parental relation with:

- a) A copy of this policy; and
- b) A copy of the documentation of the incident within three school days of the use of timeout and/or physical restraint.

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

Debriefing

As soon as practicable, after every incident in which timeout and/or a physical restraint is used on a student, a building administrator or designee will:

- a) Meet with the staff who participated in the use of timeout and/or physical restraint to discuss:
 1. The circumstances leading to the use of timeout and/or physical restraint;
 2. The positive, proactive intervention strategies that were utilized prior to the use of timeout and/or physical restraint; and
 3. Planning for the prevention and reduction of the future need for timeout and/or physical restraint with the student including, if applicable, whether a referral should be made for special education programs and/or other support services or, for a student with a disability, whether a referral for review of the student's individualized education program and/or behavioral intervention plan is needed; and

- b) Direct a school staff member to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of timeout and/or physical restraint.

Training

All staff will receive annual training on the District's policies and procedures related to the use of timeout and physical restraint; evidence-based positive, proactive strategies; crisis intervention and prevention procedures and de-escalation techniques. Additionally, any staff who may be called upon to implement timeout or physical restraint, will receive annual, evidence-based training in safe and effective developmentally appropriate timeout and physical restraint procedures.

Notification

This policy will be made publicly available for review at the District's administrative offices and each school building. It will also be posted on the District's website.

Reporting

The District will submit an annual report on the use of physical restraint and timeout and substantiated and unsubstantiated allegations of use of corporal punishment, mechanical restraint, and other aversive interventions, prone physical restraint, and seclusion to the New York State Education Department, on a form and at a time prescribed by the Commissioner of Education in accordance with law and regulation. Additionally, the District will report this data for students for whom they are the district of residence and who are otherwise not reported.

(Continued)

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Students

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

Recordkeeping

The District will maintain documentation on the use of timeout and/or physical restraint, including timeout used in conjunction with a student's behavioral intervention plan, for each student. This documentation will include:

- a) The name and date of birth of the student;
- b) The setting and location of the incident;
- c) The name of the staff who participated in the implementation, monitoring, and supervision of the use of timeout and/or physical restraint and any other persons involved;
- d) A description of the incident including duration, and, for physical restraint, the type of restraint used;
- e) Whether the student has an individualized education program, Section 504 accommodation plan, behavioral intervention plan, or other plan developed for the student by the District;
- f) A list of all positive, proactive intervention strategies utilized prior to the use of timeout and/or physical restraint and, for students with disabilities, whether those strategies were consistent with a student's behavioral intervention plan, if applicable;
- g) The details of any injuries sustained by the student or staff during the incident and whether the student was evaluated by the school nurse or other medical personnel;
- h) The date and method of notification to the parent or person in parental relation and whether a meeting was held; and
- i) The date of the debriefing held.

Documentation of the incident will be reviewed by supervisory personnel and, as necessary, the school nurse or other medical personnel.

Documentation of each incident will be maintained by the school and made available for review by the New York State Education Department upon request.

SUBJECT: TIMEOUT AND PHYSICAL RESTRAINT (Cont'd.)

A record should be created for each instance of physical restraint or timeout, and for allegations concerning prohibited intervention types. Multiple event records during a day for a student would be created only:

- a) If a new situation occurs involving the student after the prior event had de-escalated and student had returned to the learning environment; or
- b) When a new restraint or intervention response type is employed during the event. For example, during an event, a staff person employed a physical restraint on a student, and the situation escalated to the point where a timeout was used. The addition of the timeout would constitute an additional event record beginning with that application.

The District will use this data collection to monitor patterns of use of timeout and physical restraint.

Review

The building administrator or designee will regularly review documentation on the use of timeout and physical restraint to ensure compliance with the District's policy and procedures. When there are multiple incidents within the same classroom or involving the same staff, the building administrator or designee shall take appropriate steps to address the frequency and pattern of use of timeout or physical restraint.

Education Law Section 4402
8 NYCRR Sections 19.5, 100.2(1)(3), and 200.22
Adoption Date

Instruction

SUBJECT: SAFETY CONDITIONS AND PREVENTION INSTRUCTION

The practice of safety will be considered an integral part of ~~the instructional program through fire prevention, emergency procedures and drills, driver education, and traffic and pedestrian safety.~~ a well-rounded education. Each principal will be responsible for the supervision of a safety program for his or her school. The safety program may include, but is not limited to, in-service training, plant inspection, fire prevention, accident recordkeeping, driver and vehicle safety programs, emergency procedures and drills, and traffic safety programs relevant to students, employees, and the community. ~~The Board will provide inspections and supervision of the health and safety aspects of the school facilities.~~ A well-rounded education contributes to student success. The District will strive to provide students with an education that will enable them to achieve and maintain a safe life.

Acquired Immune Deficiency Syndrome (AIDS) Instruction in Health Education

~~The Board will provide a~~ As part of its health education program ~~that includes,~~ the District will provide appropriate instruction for all students concerning Acquired Immune Deficiency Syndrome (AIDS). Accurate information concerning the nature of the disease, methods of transmission, and means of prevention will be provided in an age-appropriate manner, will be consistent with community values, and will stress that abstinence is the most appropriate and effective premarital protection against AIDS.

A representative community advisory group consisting of appropriate school personnel, Board members, parents, religious representatives, and other community members will be established in order to make recommendations for curriculum content, implementation, and evaluation of an AIDS instructional program. The Board will determine the content of the curriculum, approve its implementation, and be responsible for the evaluation of the District's AIDS instruction program.

Appropriate training will be provided for instructional staff. ~~Instructional materials will be provided to parents who request these materials.~~

No student will be required to receive instruction concerning the methods of AIDS prevention if ~~his or her~~ their parent or legal guardian files with the principal a written request that the student not participate in this instruction, with an assurance that the student will receive this instruction at home.

AIDS instruction in the elementary grades will be taught by qualified classroom teachers, while this instruction in the middle and high school grades will be a part of the required health education curriculum.

Hands-Only ~~Cardio-Pulmonary~~ Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) Instruction

High school students will be provided instruction in hands-only ~~cardiopulmonary resuscitation~~ CPR and the use of an AED as part of the District's health education program. Standards for this instruction will be based on a nationally recognized instructional program that utilizes the most current guidelines for cardiopulmonary resuscitation and emergency cardiovascular care issued by the American Heart Association or a substantially equivalent organization, that are consistent with the requirements of the programs adopted by the American Heart Association or the American Red Cross, and that will incorporate instruction designed to:

- a) Recognize the signs of a possible cardiac arrest and to call 911;

(Continued)

Instruction

SUBJECT: SAFETY CONDITIONS AND PREVENTION INSTRUCTION (Cont'd.)

- b) Provide an opportunity to demonstrate the psychomotor skills necessary to perform hands-only compression cardiopulmonary resuscitation; and
- c) Provide awareness in the use of an AED.

~~— The Committee on Special Education or a Multidisciplinary Team, in accordance with Section 504 of the Rehabilitation Act, may determine, on an individual student basis, if a~~ A student with a disability may be exempted ~~should be excused~~ from the requirement for instruction in hands-only CPR and the use of AEDs if the student's individualized education program (IEP) or accommodation plan developed pursuant to Section 504 of the Rehabilitation Act of 1973 states that the student is physically or cognitively unable to perform the tasks included in the instruction.

Environmental Conservation Instruction

~~The Board supports and encourages the development of a District-wide, articulated curriculum of environmental conservation integrated into other program disciplines.~~

Conservation of Natural Resources

Instruction relating to the conservation of the natural resources of New York State will be provided in accordance with law and regulation.

Fire and Arson Prevention/Injury Prevention/Life Safety Education

District administration will provide instruction in fire and arson prevention, injury prevention, and life safety education relating to protection against injury or death and property loss or damage as a result of criminally initiated or other preventable fire.

This instruction will include materials to educate children on the dangers of falsely reporting a criminal incident, an impending explosion or fire emergency involving danger to life or property, an impending catastrophe, or a life safety emergency. ~~The Board directs the administration to provide~~ This instruction ~~for~~ will be given to all students for a period of at least 45 minutes during each month that school is in session.

Student Safety and Accident Prevention in the Schools

Instruction in courses in technology education, science, home and career skills, health and safety, physical education, and art will include and emphasize safety and accident prevention.

Safety instruction will precede the use of materials and equipment by students ~~in applicable units of work~~ in relevant courses. ~~and~~ Instructors will teach and enforce all safety procedures relating to the particular courses, including wearing protective eye devices during appropriate activities.

(Continued)

Instruction

SUBJECT: SAFETY CONDITIONS AND PREVENTION INSTRUCTION (Cont'd.)**Eye Safety**

The Superintendent or designee will ensure that eye safety devices are distributed as necessary and that they are properly repaired, cleaned, and stored to prevent the spread of germs or diseases after use. Each classroom teacher is responsible for the safe and proper use of all instructional materials and equipment by students in ~~his or her~~ their classroom.

Emergency Planning

~~The District will maintain updated plans and operating procedures to be followed in the event of natural or manmade disasters or enemy attack. Students will be provided instruction to respond effectively in emergency situations.~~

Instruction on Prevention of Child Abduction

All students in grades K through 8 in District schools will receive instruction designed to prevent the abduction of children provided by or under the direct supervision of regular classroom teachers. The Board will provide appropriate training and curriculum materials for the regular classroom teachers who provide this instruction. However, at the Board's discretion, this instruction may be provided by any other public or private agency.

The Commissioner of Education will provide technical assistance to assist in developing curricula for these courses of study which must be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness skills, information, self-confidence, and support to aid in the prevention of child abduction.

For purposes of developing these courses of study, the Board may establish local advisory councils or utilize the school-based shared decision making and planning committee established under the Commissioner's regulations to make recommendations concerning the content and implementation of these courses. Alternatively, the District may utilize courses of instruction developed by consortia of school districts, boards of cooperative educational services, other school districts, or any other public or private agency. The advisory council will consist of, but not be limited to, parents, school trustees and Board members, appropriate school personnel, business and community representatives, and law enforcement personnel having experience in the prevention of child abduction.

Instruction on Prevention of Child Sexual Exploitation and Child Sexual Abuse

All students in grades K through 8 in District schools will receive instruction designed to educate students, parents, teachers, and other school personnel about the prevention of child sexual exploitation and child sexual abuse. This instruction may be included as part of the District's health education program.

(Continued)

Instruction

SUBJECT: SAFETY CONDITIONS AND PREVENTION INSTRUCTION (Cont'd.)

Curriculum addressing this topic will be developed in consultation with school counselors, school social workers, school psychologists, parents, and community members. The curriculum will be designed to:

- a) Assist students, parents, teachers, and other school personnel in identifying child sexual abuse and child sexual exploitation;
- b) Provide awareness, assistance, referral, and resource information for students and families who are victims of child sexual abuse and/or child sexual exploitation; and
- c) Be aligned to grade objectives prescribed by the Commissioner in guidance.

Instruction on Child Development and Parenting Skills

Instruction regarding child development and parenting skills may be offered by the District as part of either its home economics or health education program. ~~The curriculum will include instruction on the consequences and prevention of shaken baby syndrome, which may include the viewing of a video presentation for students in secondary schools.~~

~~Education Law §§ 409, 409-a, 807, 807-a, and 906
8 NYCRR Part 136 and § 141.10~~

~~AIDS Instruction:~~

~~-8 NYCRR §§ 135.3(b)(2) and 135.3(e)(2)~~

~~Cardiopulmonary Resuscitation and Automated External Defibrillators:~~

~~-Education Law §§ 804-C and 804-D; 8 NYCRR § 100.2(e)(11)~~

~~Civil Preparedness:~~

~~-New York State Office of Disaster Preparedness~~

~~Fire and Arson/Injury Prevention/Life Safety:~~

~~-Education Law § 808~~

~~-8 NYCRR § 100.2(e)(6)~~

~~Prevention of Child Abduction:~~

~~-Education Law § 803-a~~

~~Student Safety:~~

~~-Education Law § 808~~

~~-8 NYCRR §§ 107 and 155~~

~~Instruction on Child Development and Parenting Skills~~

~~-Education Law § 804-B~~

~~Education Law Sections 409-a, 803-a, 803-b, 804-b, 804-c, 804-d, 808, 810, and 3204~~

~~8 NYCRR Sections 100.2(c), 135.3, and 141.10~~

NOTE: Refer also to Policies #3410 -- Code of Conduct
#7320 -- Alcohol, Tobacco, Drugs, and Other Substances
(Students)

District Code of Conduct

Adopted: 2/9/99

Revised: 4/7/20; 2/13/24

Instruction

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION

The ~~Board of Education~~District recognizes the need for career and technical (occupational) education and reaffirms its policy of strengthening ~~the local high school~~available career education programs through utilization of any available federal and state funds for that purpose and ~~of~~ supporting ~~the~~ BOCES' programs. Accordingly, these programs may be offered by the District and/or through a BOCES.

Equal Opportunity

The ~~Board of Education~~District prohibits discrimination on the basis of ~~sex, sexual orientation, race, color, creed, religion, national origin, political affiliation, age, marital status, military status, disability, or use of a service animal~~ any legally protected class or category including, but not limited to, race, color, creed, religion, disability, use of a service animal, national origin, sexual orientation, gender identity or expression, military status, sex, age, and marital status in any career and technical education program or activity of ~~this~~the District.

~~The e~~Career and technical education programs and/or activities will be readily accessible to students with disabilities.

Public Notification

Prior to the beginning of each school year or academic semester, the District shall issue an appropriate public announcement which advises students, parents, employees and the general public that career education opportunities will be offered without regard to ~~sex, sexual orientation, race, color, creed, religion, national origin, political affiliation, age, marital status, military status, disability, or use of a service animal~~ any legally protected class or category including, but not limited to: race; color; creed; religion; disability; use of a service animal; national origin; sexual orientation; gender identity or expression; military status; sex; age; and marital status. Included in such announcement will be the name, address, ~~and~~ telephone number, and email address of the ~~person designated to coordinate Title IX/Section 504/ADA activities~~District's Civil Rights Compliance Officer(s) (CRCO(s)) and Title IX Coordinator(s).

Grievance Procedure

~~Grievance procedures for resolving complaints regarding discrimination will be disseminated to adequately inform students, parents, and employees of the existence of these procedures.~~ Various District policies and documents address discrimination. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7534 -- Dignity for All Students; and the District's *Code of Conduct*. All complaints will be handled in accordance with the applicable District policies and/or documents.

(Continued)

Instruction

SUBJECT: CAREER AND TECHNICAL (OCCUPATIONAL) EDUCATION (Cont'd.)**Local Advisory Council**

~~In accordance with Education Law, t~~The Board will appoint a Local Advisory Council for Career Education. The Board may, with BOCES approval, utilize the BOCES Advisory Council as its Local Advisory Council.

~~Civil Rights Law Section 40-e~~

~~Education Law Article 93~~

~~8 NYCRR Sections 100.2(h) and 141 et seq.~~

~~Executive Law Section 290 et seq.~~

Age Discrimination Act of 1975, 42 USC Section 6101 et seq.

Americans with Disabilities Act (ADA), 42 USC Section 12101 et seq.

Equal Educational Opportunities Act of 1974, 20 USC Section 1701 et seq.

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 790 et seq.

Title IV of the Civil Rights Act of 1964, 42 USC Section 2000c et seq.

Title VI of the Civil Rights Act of 1964, 42 USC Section 2000d et seq.

Title IX of the Education Amendments Act of 1972, 20 USC Section 1681 et seq.

28 CFR Part 35

34 CFR Parts 100, 104, 106, 110, and 270

45 CFR Part 86

Civil Rights Law Sections 40, 40-c, and 47-b

Education Law Article 93 and Sections 10-18, 313, 2801, 3201, and 3201-a

New York State Human Rights Law, Executive Law Section 290 et seq.

8 NYCRR Sections 100.2 and 141 et seq.

9 NYCRR Section 466 et seq.

NOTE: Refer also to Policies #3420 -- [Non-Discrimination and Anti-Harassment in the District](#)

#3421 -- [Title IX and Sex Discrimination](#)

#7531 -- [Sexual Harassment of Students](#)

#7534 -- [Dignity for All Students](#)

#8130 -- [Equal Educational Opportunities](#)

District Code of Conduct

Adopted: 2/9/99

Revised: 9/14/04; 7/14/09; 2/13/24

Instruction

SUBJECT: INSTRUCTION IN CERTAIN SUBJECTS

Generally, the Board has the authority to prescribe the course of study in the schools of the District. However, there are general curriculum areas and specific topics in which the District must prescribe instruction. All students in the District will receive instruction in accordance with any applicable laws and regulations.

Driver Education

A driver education course may be offered under the conditions set forth by the New York State Education Department and Commissioner's regulations.

Gifted and Talented Students

The Board of Education may provide appropriate educational programs for students identified as being gifted and talented.

Physical Education Class

All students, except those with medical excuses, shall participate in physical education in accordance with the Commissioner's regulations, which require that all students attend and participate in physical education as follows:

- a) All students in grades K through 3 shall participate in a daily program for a minimum of 120 minutes per week. All students in grades 4 through 6 shall participate in a program three times per week for a minimum of 120 minutes per week. The minimum time devoted to such programs (K through 6) ~~shall be at least 120 minutes in each calendar week,~~ is exclusive of any time that may be required for dressing and showering.
- b) Students in grades 5 through 6 that are in a middle school shall participate in the physical education program a minimum of three periods per calendar week during one semester of each school year and two periods during the other semester, or a comparable time each semester if the school is organized in other patterns.
- c) All secondary students (in grades 7 through 12) shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester ~~or for a comparable time each semester if the school is organized in other patterns.~~ For students in grades 10 through 12 only, a comparable time each semester shall be provided ~~if the school is organized in other patterns or~~ if students have demonstrated acceptable levels of physical fitness, physical skills and knowledge of physical education activities in extra class programs or out-of-school activities approved by the physical education staff and the ~~S~~school ~~A~~administration.
- d) For grades K through 12, a district may provide an equivalent program as approved by the Commissioner of Education.

(Continued)

Instruction

SUBJECT: INSTRUCTION IN CERTAIN SUBJECTS (Cont'd.)

An excuse from physical education class may be accepted from a licensed physician for medical reasons or a licensed chiropractor for conditions of the spine.

Any student ~~whose condition precludes participation in a regular program~~ who is temporarily or permanently unable to participate in the regular program of physical education shall be provided with adaptive physical education ~~approved by the Commissioner of Education~~ that meets their particular needs.

Sudden Cardiac Arrest

For purposes of this policy, the following definition applies:

- a) "Physical activities" means participation in physical education classes and recess or similar activities during the school day.

The District promotes safe physical activities and strives to prevent incidents of sudden cardiac arrest in students by:

- a) Immediately removing from physical activities any student who displays signs or symptoms of pending sudden cardiac arrest;
- b) Prohibiting any student from resuming physical activities until the student has been evaluated by and received written and signed authorization from a healthcare provider to resume physical activities;
- c) Requiring the healthcare provider's written and signed authorization to be kept on file in the student's permanent health record;
- d) Abiding by any limitations or restrictions concerning school attendance and physical activities issued by the student's healthcare provider;
- e) Either posting on the District website information developed by the Commissioner of Health on the definition of sudden cardiac arrest and signs and symptoms of pending or increased risk of sudden cardiac arrest or providing a reference for how to obtain this information from the webpages of the New York State Education Department and the New York State Department of Health.

Health and Mental Health Education

The District's health education program recognizes the multiple dimensions of health by including instruction related to:

- a) Mental health;

(Continued)

Instruction

SUBJECT: INSTRUCTION IN CERTAIN SUBJECTS (Cont'd.)

- b) The relation of physical and mental health;
- c) ~~The misuse and abuse of~~ Alcohol, tobacco, and other drugs; and
- d) The prevention and detection of certain cancers.

This instruction will enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity.

Health education programs provided by the District will be designed according to the needs and abilities of the students at successive grade levels in accordance with applicable laws and regulations.

Education Law ~~Article 90~~ and Sections 803, 804, 806-a, 923, 1709, and 3204

~~Education Law Article 90~~

8 NYCRR Part 142 and Sections 100.2(c), 107.2, 135.1, 135.3, 135.4, and ~~142~~136.9

NOTE: Refer also to Policy #7420 – [Sports and the Athletic Program](#)

Adopted: 2/9/99

Revised: 9/14/04; 7/14/09; 1/11/11; 4/7/20;