

# **DEVELOPING SAFE & SUPPORTIVE SCHOOLS**

## **SUMMARY OF Buffalo Public Schools STANDARDS FOR COMMUNITY-WIDE CONDUCT AND INTERVENTION SUPPORTS 2013 - 2014**

### **FOR STUDENTS AND PARENTS**



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**[www.buffaloschools.org](http://www.buffaloschools.org)**

#### **DEVELOPING SAFE & SUPPORTIVE SCHOOLS**

Research shows that positive relationships help children learn and that students are more likely to succeed and less likely to act out when they feel connected to others in their school and community. The Buffalo Public Schools is committed to fostering positive relationships with students and to promoting a school climate and culture that provides students with a supportive environment in which to grow both academically and socially.

The Buffalo Public Schools is proud to announce that a new Code of Conduct (*Standards for Community-wide Conduct and Intervention Support 2013-2014*) was adopted by the Buffalo Board of Education on April 24, 2013 and became effective July 1, 2013. These *Standards* were developed to ensure that our schools are safe and orderly environments in which teaching and learning take place and support student success in life and society.

In keeping with the requirements of Project SAVE (Safe Schools Against Violence Act), the District has provided this plain language student and parent/guardian summary of the *Buffalo Public Schools Standards for Community-wide Conduct and Intervention Supports 2013-2014*. A copy of the full version of the *Standards* can be found on the District website. The specific terms of the full version of the *Standards* will govern in all cases.

**Note:** Each section within this document sites the pages of the full version of the *Standards* where additional details for that section can be found.

#### **PARENTS AS PARTNERS** (page 1)

Students, parents/guardians and school staff all have a role in making school safe and must work together to achieve this goal. Parents are encouraged to discuss their child's behavior with school representatives and work with the school in supporting strategies that will help their child be successful in school and society.

#### **PROMOTING POSITIVE STUDENT BEHAVIOR** (page 2)

Schools will provide positive behavioral supports as well as meaningful opportunities to help students develop skills in recognizing and managing emotions, developing concern for others, establishing positive relationships, making responsible decisions, in an effort to prevent negative behaviors.

#### **PREVENTION AND INTERVENTION** (page 2)

Prevention strategies are provided for all students and interventions and supports are available for students in need of additional assistance.

#### **PREVENTIVE PRACTICES / INTERVENTION STRATEGIES** (pages 7-13)

##### **POSITIVE BEHAVIOR SYSTEMS**

A three tiered system designed to address behavioral needs of all students.

**Tier 1 UNIVERSAL INTERVENTIONS:** Universal interventions focus on the development of positive social behaviors for all students. It includes the teaching of behavioral expectations and acknowledging students for following the expectations.

**Tier 2 SECONDARY INTERVENTIONS:** Secondary interventions are intended to support students who require additional behavioral support beyond universal strategies. Secondary interventions may include:

Check-in Check-out (CICO): students check in with an adult at the beginning and end of each school-day to receive positive contact each day.

Social/Academic Instructional Groups (SAIG): students are supported in a small group with direct instruction of school-wide expectations and/or replacement behaviors.

Brief FBA/BIP: a behavior plan is developed for an individual student based on the child's strengths and behavioral needs.

**Tier 3 TERTIARY INTERVENTIONS:** Tertiary interventions are designed for students who would benefit from individual support. Tertiary interventions may include:

**Complex FBA/BIP:** a behavior intervention plan is developed by a team of individuals (including family, community and adults in the child's school) that is based on the child's strengths and behavioral needs.

**Wraparound (Wrap):** a team to support the youth's success is selected by the student and his/her family. This team meets to develop an intervention and support plan to the student's behavioral needs.

**DIGNITY FOR ALL STUDENTS ACT** (page 24)

The Dignity for All Students Act (Dignity Act) ensures that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, at a school function or that is initiated off school grounds and continued at school.

Harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to email, instant messaging, blogs, chat rooms, pages, cell phone, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as "cyber-bullying."

The District is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all District students have the right to

- 1) Expect a school environment that is conducive to learning
- 2) Be treated respectfully by those in the school community
- 3) Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation or disability (consistent with the District's Anti-Harassment Policy)
- 4) Be provided with school rules, and when necessary, receive an explanation of those rules from school personnel
- 5) Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty, in connection with the imposition of the penalty

**STANDARDS FOR DRESS CODE** (page 30)

All persons 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 should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting, by also adhering to these standards.

Students who are not in compliance with the dress code will be required to modify their appearance by covering or removing the offending item, and if necessary and/or practical, replacing it with an acceptable item. Any student who refuses to do so may be subject to discipline in accordance with these *Standards for Community-wide Conduct and Intervention Supports*.

**INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVELS OF RESPONSE** (page 14)

When students are disruptive or act inappropriately, school staff and principals respond logically, appropriately and consistently. Buffalo Public Schools *Standards for Community-wide Conduct and Intervention Supports 2013-2014* describes four levels of possible response to inappropriate and disruptive behavior. Each inappropriate or disruptive behavior is assigned to one or more of these levels of intervention and response. Principals and school staff should use only the levels suggested for each behavior.

If the inappropriate or disruptive behavior is assigned to two or more levels, then, wherever possible, the lowest level of intervention and disciplinary response should be used first.

**LEVELS OF INTERVENTIONS AND RESPONSES** (page 15)

**Level 1: Classroom & SST Interventions and Responses**

- Aimed to teach correct and alternative behavior so students can learn and demonstrate respectful behavior
- May be appropriate when the student has no prior incidents and interventions have not been put in place

**Level 2: Administrative Interventions and Responses**

- May involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school
- May be appropriate when supports have been put in place in the classroom to address behavior but the behavior has continued to negatively affect the learning of the student and others

**Level 3: Suspension and Referral Responses**

- May involve the short-term removal of a student from the school because of the severity of the behavior
- May be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)

**Level 4: Extended Suspension and Referral Responses**

- Involves the removal of a student from the school because of the severity of the behavior
- May involve placement of the student in a safe environment that provides additional structure to address the behavior
- Focus is on monitoring the safety of the school community and ending self-destructive and dangerous behavior
- May be appropriate when student's behavior seriously affects the safety of others in the school

**DUE PROCESS FOR STUDENTS WITH A DISABILITY** (pages 39-40 and Appendix F)

It may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or inappropriate behavior. Students with disabilities have certain procedural protections whenever the school authorities intend to impose discipline upon them. The procedures are consistent with the procedural safeguards required by applicable laws and regulations.

## INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

(For a complete list see pages 16 to 23)

|  | Level 1 | Level 2 | Level 3 | Level 4 | May Be Referred to Police |
|--|---------|---------|---------|---------|---------------------------|
| <b>Attack on Student</b><br>(i.e. hitting, kicking or punching another student without warning or provocation)   |         |         |         |         |                           |
| No injury (no visual, physical injuries ...)   |         | •       |         |         |                           |
| Bodily injury for pre-k to grade 4   |         | •       | •       | •       |                           |
| Bodily injury for grades 5 to 12   |         |         | •       | •       | •                         |
| <b>Bullying, Including Cyber-bullying and Gang-Related Incidents</b>   |         |         |         |         |                           |
| Intentional conduct (including verbal, physical or written) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school | •       | •       |         |         |                           |
| Serious bullying (see examples in <i>Standards</i> )   |         | •       | •       | •       | •                         |
| <b>Classroom Disruption</b>  |         |         |         |         |                           |
| Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing other students; and other behavior that distracts from student learning                            | •       | •       |         |         |                           |
| <b>Defiance of Authority and/or Insubordination</b><br>(non-violent/nonphysical)   |         |         |         |         |                           |
| Failure to follow directions   | •       | •       |         |         |                           |
| Failure to respond to school staff questions or requests   | •       | •       |         |         |                           |
| Failure to follow directions, leading to a potential threat or harm to self or another person  | •       | •       | •       |         |                           |
| Failure to follow directions that directly lead to the harm to self or others  | •       | •       | •       |         |                           |
| <b>Disrespectful Behavior</b>  |         |         |         |         |                           |
| Making inappropriate gestures, symbols or comments, or using profane or offensive language   | •       | •       |         |         |                           |
| Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff   | •       | •       | •       |         |                           |
| Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff that leads to emotional or physical harm to another person                                  | •       | •       | •       | •       | •                         |
| <b>Drugs or Controlled Substance</b><br>(at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)                             |         |         |         |         |                           |
| Under the influence  |         | •       | •       | •       | •                         |
| Using or Possessing  |         |         | •       | •       | •                         |
| Distributing or selling  |         |         |         | •       | •                         |

## STUDENT RIGHTS AND RESPONSIBILITIES (page 25)

### Students have the right

- \* to attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law
- \* to expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated courteously, fairly and respectfully by other students and school staff
- \* to have access to individuals or agencies capable of providing direct assistance to students with serious personal problems
- \* to be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school sponsored event, function or activity

### Students have the responsibility

- \* to attend school daily, regularly and on time, perform assignments, strive to do the highest quality work possible, be prepared to learn
- \* 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 express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the right and privileges of others
- \* to respect one another and treat others fairly in accordance with the District *Standards for Community-wide Conduct and Intervention Supports 2013-2014* and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination

## STANDARDS FOR PORTABLE ELECTRONIC DEVICES (page 31)

- \* Upon entering the School **all cell phones** must be stored in the student's locker. The cell phone must be stored "OFF" or in non-operational mode.
- \* Students **may not carry about or operate cell phones** in school buildings and school busses.
- \* Any student **carrying or operating** a cell phone in a school building will be subject to having the item confiscating by School District Administrative or Safety/Security Staff.

\* When a cell phone is confiscated from a student, staff will immediately notify the parents/guardians of the student so other arrangements (means of communication) can be made with their child. The confiscation provisions in the *Standards for Community-wide Conduct and Intervention Supports* presume staff will immediately communicate with the parents/guardians.

**The District may authorize appropriate use of a cell phone in class, when it is used for educational purposes only AND only when authorization is given by the classroom teacher.**

\* The decision to bring an electronic communication device or electronic game devices is a decision of the student and/or the student's parents/guardians. Students, parents/guardians are on notice that the District assumes no liability for the damage, destruction, theft or loss of such devices on school property. When making the decision to bring such devices to school, the student and parents/guardians assume the risk of potential damage, destruction, theft or loss.

\* The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer (wireless communication devices) or otherwise (commonly called texting, sexting, emailing, etc.), may constitute a crime under State and/or Federal law.

**STUDENT EXCLUSION PROCEDURES** (page 32)

Suspension from school is a significant penalty which may be imposed upon students who engage in off-campus conduct (not at school or while not under the supervision of school authority or any employee or board member of the District), that adversely affects the education process or endangers the health, safety or morals of students, or possess a threat of harm to him or herself, or to school property. Students who are found to have violated the District's *Standards for Community-wide Conduct and Intervention Supports* 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 rights to due process.

**Student Exclusion Procedures**

(page 50 and Appendix A, B, C, D, E)

|  | Parental Notification | Parental Notification in writing | Informal Conference | Appeal to Superintendent's Office | NYS Education Law §3214 Hearing | Appeal to Board of Education |
|--|-----------------------|----------------------------------|---------------------|-----------------------------------|---------------------------------|------------------------------|
| Detention                              | X                     | X                                |                     |                                   |                                 |                              |
| Suspension from Transportation         | X                     | X                                | X                   |                                   |                                 |                              |
| Suspension from Athletic Participation | X                     | X                                | X                   |                                   |                                 |                              |
| In-school Suspension                   | X                     | X                                | X                   |                                   |                                 |                              |
| Teacher Removal                        | X                     | X                                | X                   |                                   |                                 |                              |
| Short-term Suspension                  | X                     | X                                | X                   |                                   |                                 | X                            |
| Long-Term Suspension                   | X                     | X                                | X                   | X                                 | X                               | X                            |
| Permanent Suspension                   | X                     | X                                | X                   | X                                 | X                               | X                            |

**RANDOM METAL-DETECTOR WAND SCREENING** (page 44)

Metal-detector screenings are a necessary means of detecting and deterring the possession of weapons and preventing its consequences. The Superintendent or designee or other school officials may authorize metal-detector screenings on randomly chosen days during a specified period of the day, using trained personnel. The Superintendent or designee or other school officials may also authorize metal-detector screenings on days chosen to address particular concerns "as needed" or on days on which special events are held.

**PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES** (page 26)

Parents Rights and Responsibilities can be found in the *Standards for Community-wide Conduct and Intervention Supports 2013-2014*. (See FURTHER INFORMATION below)

**VISITORS TO THE SCHOOL** (page 45)

Parents/Guardians and visitors to the schools are subject to the same rules as students and other school personnel. All visitors must report to the Main Office upon arrival at school, must sign in, and must wear an identification badge. This rule may not apply if the function is open to the public, such as athletic competition or public gatherings. Visits to classrooms during the school day must be arranged in advance with the classroom teacher.

**FURTHER INFORMATION**

A copy of the complete *Buffalo Public Schools Standards for Community-wide Conduct and Intervention Supports 2013-2014* is maintained in the office of each school building and is available on the District's website at: [www.buffaloschools.org](http://www.buffaloschools.org)

**QUESTIONS**

Questions about the *Standards for Community-wide Conduct and Intervention Supports 2013-2014* should be directed to the Building Principal or the Office of Student Support Services at **816-3547**.

**DIRECTORY OF SUPPORT SERVICES**

For a Directory of Offices in the Buffalo Board of Education see page ( i ) of the *Standards for Community-wide Conduct and Intervention Supports 2013-2014* or on the District website.

**Human Resources – Notice of Non-Discrimination**

The Buffalo Public School District does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex (including sexual harassment and sexual violence), gender identity, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, weight, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York State and/or federal non-discrimination laws in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies should be directed to:

[HRCCompliance@buffaloschools.org](mailto:HRCCompliance@buffaloschools.org)

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**The Buffalo Public Schools Standards for Community-wide Conduct and Intervention Supports 2013-2014 is applicable to all persons on school property or attending a school function except where a specific provision of the Standards indicates that it is applicable only to a certain group of people. This summary focuses on the rules applicable to students and parents. The rules set forth in the Standards are not the only standards governing the conduct and performance of District students, employees and visitors; it is not intended to, and shall not, limit the authority of the District to take appropriate responsive action upon grounds not listed in the Standards, including conduct off school premises in appropriate situations.**