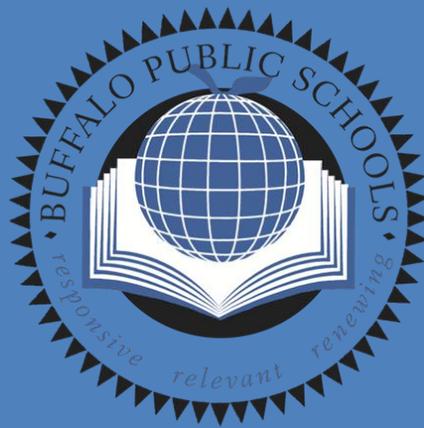


Developing Safe and Supportive Schools



BUFFALO PUBLIC SCHOOLS STANDARDS FOR COMMUNITY-WIDE CONDUCT AND INTERVENTION SUPPORTS 2013 - 2014

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www.buffaloschools.org

Adopted by the Buffalo Board of Education on April 24, 2013

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Human Resources » Notice of Non-Discrimination

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DIRECTORY OF SUPPORT SERVICES

If a student or parent needs assistance or services beyond the school, the following offices may be helpful:

Attendance Support Center.....	816-3806
Board of Education Switch Board Operator.....	816-3500
Central Processing Center.....	816-3717
Community Relations.....	816-3715
Educational Services.....	816-3596
Family, Schools, Community.....	816-3172
Guidance and Counseling.....	816-3702
Health Impaired.....	816-3632
Health Related Services.....	816-3912
Home Instruction / Medical Leave Instruction.....	816-3624 816-3632
Language Assessment.....	816-3717 ext. 5
Office of Multilingual Education.....	816-3048
Office of Parent Advocacy.....	816-4678
Security.....	816-3707
Special Education.....	816-3060 ext.1
Student Placement.....	816-3060
Student Support Services.....	816-3547
Superintendent's Office.....	816-3575

TO REPORT STUDENTS NOT ATTENDING SCHOOL

**Contact the
ATTENDANCE SUPPORT CENTER
at
816-3806**

INTRODUCTION

The Buffalo Public Schools is committed to ensuring that our schools are safe and orderly environments in which teaching and learning takes place each day.

Parents as Partners

Students, parents and school personnel all have a role in making school safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents and school staff should exhibit the behaviors which they would like to see students emulate. To ensure that parents become active and involved partners in promoting a safe and supportive school environment, parents must be familiar with the *Standards for Community-wide Conduct and Intervention Supports 2013-2014*. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff, issues that may affect student behavior and strategies that might be effective in working with the student. It is important that there be maximum consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, a school counselor, the student's parents/guardians, and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students where appropriate. Parents who want to discuss interventions in response to student behavior should contact their child's school, including the Parent Advocate, or, if necessary, the Office of 816-4678.

Parent Notification

School officials are responsible for sharing the information in this document with students, parents/guardians, and staff. The District will make every effort to provide this information through multimedia methods including:

- A video on the District website
- Audio tapes in various languages
- District Facebook

In the event a student engages in inappropriate behavior, the principal or principal's designee must report the behavior to the student's parent/guardian. When a student is believed to have committed a crime, the police must be summoned and the parent/guardian must be contacted. See Chancellor's Regulation A-412.

The Buffalo Public Schools *Standards for Community-wide Conduct and Intervention Supports 2013-2014* was developed to ensure that students – and all members of the Buffalo Public Schools community – learn and engage in appropriate behavior that supports student success in life and in society. The Standards are for the entire school district and all of its individual school communities. It lays out the Buffalo Public Schools' expectations for students, parents, guardians and school based staff, and it lists and describes the inappropriate and disruptive behaviors that are unacceptable in school settings. Because the Buffalo Public Schools is committed to correcting inappropriate behaviors within its school settings so that students may remain in school and learn, the *Standards* include prevention and intervention strategies to be used, as appropriate, with any discipline response.

Student engagement is integral to creating a positive school culture and climate that fosters students' social/emotional growth and academic achievement. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults can help prevent negative behaviors.

Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievement in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experience, strategies, skills, and support they need to thrive.

INTRODUCTION

Promoting Positive Student Behavior

Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Schools are expected to take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards. Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time bond with caring, supportive adults mitigates against negative behavior. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills and support they need to thrive.

Prevention and Intervention

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience. They are also responsible for addressing behaviors which disrupt learning. Administrators, teachers, school counselors, social workers, psychologists and other school staff are expected to

engage students, including students with disabilities, in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent. Intervention and prevention approaches may include guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution/peer mediation/negotiation, anger management, and/or communication skills acquisition; implementation of Response to Intervention (RtI) behavior strategies, the use of alternative instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavior assessments and behavior intervention plans which should be developed and/or reviewed as an early intervention strategy. If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the Committee on Special Education. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Attendance

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

In cases of truancy, school personnel must meet with the student and parent/guardian in order to determine needed supports and an appropriate course of action which may include, but is not limited to: an intervention, referral for counseling, and/or referral to after-school programs.

The school's PBIS Universal and Secondary Teams should review the data of chronic absenteeism and/or truancy and should involve attendance teachers, attendance designees, school counselors, teachers, social workers and other school staff in facilitating a resolution. Cases of suspected educational neglect must be called into the New York State Central Register in compliance with Chancellor's Regulation A-750.

ACKNOWLEDGEMENT OF CODE OF CONDUCT

DISSEMINATION OF CODE OF CONDUCT

Pursuant to Education Law §280(4) and 8 NYCRR §100.2(I)(2)(iii)(b), the District will ensure that the community is aware of this Code of Conduct (*Standards for Community-wide Conduct and Intervention Supports*) by:

- 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 a general school assembly held at the beginning of the 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

Note: The District will make every effort to provide written and audio versions of this Code of Conduct in multiple languages.

ACKNOWLEDGEMENT OF CODE OF CONDUCT

ACKNOWLEDGEMENT OF RECEIPT: STANDARDS FOR COMMUNITY-WIDE CONDUCT AND INTERVENTION SUPPORTS

Please sign one form for each Buffalo Public Schools student in your household and return it to your student's school.

(Note: Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to the Buffalo Public Schools' Standards for Community-wide Conduct and Intervention Supports 2013-2014)

I have received a copy of *Buffalo Public Schools' Standards for Community-wide Conduct and Intervention Supports 2013-2014*.

Student's Name *(please print)*

Student's School *(please print)*

Name of Parent or Guardian *(please print)*

Signature of Parent or Guardian

Date

ACKNOWLEDGEMENT OF CODE OF CONDUCT

ACKNOWLEDGEMENT OF INTERNET SAFETY/ACCEPTABLE USE OF TECHNOLOGY POLICY

(Note: Failure to sign and return this form does not relieve the student from the responsibility of conforming to this policy.)

As a student user of the Buffalo Public Schools communication system, I agree that the technology components that are part of the communications system are the property of the Buffalo Public Schools. I furthermore agree not to access or to retrieve any electronic communication from these resources other than those that I have been granted prior authorization to access or to retrieve.

As a student user of the communications systems, I agree to comply fully with the Buffalo Public Schools Internet Safety/Acceptable Use of Technology policy and administrative regulation (summarized on page 31 of this document).

I am aware that 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.

I am aware that the Buffalo Public schools reserves the right to review, audit, intercept, access and disclose all matters of the Buffalo Public Schools electronic communications systems at any time, with or without notice to its users, and that such rights may be exercised during or after normal working hours and even if the electronic communications appear to have been deleted from the systems. I acknowledge that I have no expectations as to privacy or confidentiality of any electronic communication in the Buffalo Public Schools communications systems.

I understand that if I fail to comply with the Internet Safety/Acceptable Use of Technology policy or administrative regulation and I am discovered to be in violation of the rules dictated in either, I may be subject to disciplinary action and/or applicable legal penalty as prescribed.

Signature of Student User

Date

As the parent or legal guardian of the student user who had signed this acknowledgement, I (check appropriate box)

Grant

Deny

permission for the student user to access Buffalo Public Schools' communications systems in accordance with applicable policy and regulation. I understand that individuals and families may be held liable for violation and that some materials on the Internet may be objectionable, but I accept responsibility to assist in setting and conveying standards for the student user to follow when using the Buffalo Public Schools' communications systems.

Signature of Parent or Guardian

Date



Buffalo Public Schools

Positive Behavior Systems A Response to Intervention (RtI) Behavior Model

Behavior Systems

Tier 3/Tertiary Interventions (1-5%)

- Individual Students
- Assessment-based
- High Intensity

Tier 2/Secondary Interventions (5-15%)

- Some Students (at-risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Tier 1/Universal Interventions (80-90%)

- All Students
- Preventive, Proactive

Behavior Supports

Tier 3/Tertiary Supports

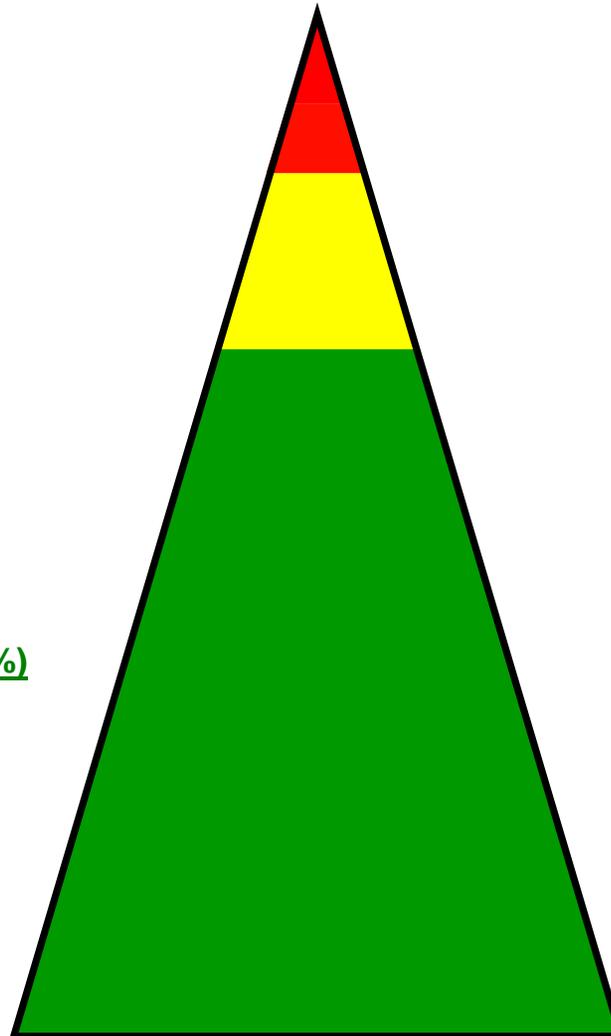
- Referral to Community Resources for Enhanced Services for Children and Families (PreK-12)
- Complex Functional Behavioral Assessment/Behavior Intervention Plan (Complex FBA/BIP) (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data

Tier 2/Secondary Supports

- Brief Functional Behavioral Assessment/Behavior Intervention Plan (Brief FBA/BIP) (PreK-12)
- Simple Interventions with Individual Features/Mentoring (PreK-12)
- Social Academic Instructional Groups (SAIG) (PreK-12)
- Check-in/Check-out (CICO) (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data

Tier 1/Universal Supports

- School-wide Behavior Expectations (PreK-12)
- Explicit instruction of Behavior in all Settings (PreK-12)
- School-wide Acknowledgement Systems (PreK-12)
- Safe & Civil Schools START on Time – Safe Transitions and Reduced Tardies to Class (9-12)
- Systemic Supervision of all Common Areas (PreK-12)
- Clear Consequences & Violation Procedures (PreK-12)
- Establish Data-based Decision Rules
- Student Progress Monitoring through Use of Data



PREVENTATIVE PRACTICES / INTERVENTION STRATEGIES

POSITIVE BEHAVIOR SYSTEMS

Tier 1 Universal Interventions:

Universal Systems include school-wide programs that foster proactive safe, healthy supportive learning environments and promote social and emotional learning along with developing a connection among school, home and community. Through Positive Behavior Supports, schools intervene before problematic behavior escalates. Schools use research-based, scientifically validated interventions to achieve high rates of student success.

Universal interventions target the entire population of a school through the development and demonstration of pro-social behaviors, skill development and behavioral health well-being. The content of Universal supports reflect the specific needs of the school population, therefore, implementation may look different at each building. Systematically teaching behavioral expectations and acknowledging students for following them is a more positive approach than waiting for misbehavior to occur before responding. Data guides the design of Universal strategies. Some students do not respond to Universal behavioral strategies. Students who require additional interventions beyond Universal Support will be referred for Secondary support.

Tier 1 Universal Systems Team:

The Universal Team drives the implementation of RTI Behavior for the school building. Each school has its own Universal Team. Average membership totals 8 including a building administrator, behavioral specialist (school counselor, social worker, psychologist), special education teacher, general education teachers that represent grade levels and specials, support staff and non-district roles (parent representative, community representative, student representative in upper grades). The Team develops and implements effective behavior management and motivation practices – as well as behavior support for all students. Progress data and outcome data are collected and reviewed by the Team to determine the success of implementation and to determine areas of need.

Tier 2 Secondary Interventions:

Secondary Systems provide targeted interventions to support students who are not responding to Universal strategies. Interventions within the Secondary System are more specific to the needs of some children and designed for a smaller number of students who require more focused behavioral support. Interventions are implemented through the use of a comprehensive developmental approach that focuses on skill development, increasing protective factors for students and families and preventing risk factors or early on-set problems from progressing.

Decisions to implement Secondary support are determined based on records of student behavior/student data. Effective Secondary interventions are meant to produce measurable changes in behavior and improvement in a student's success. Progress monitoring is used for evaluating student outcomes, determining if adjustments should be made to an intervention or if a student needs more intensive interventions provided through Tertiary supports. Secondary Interventions include:

◆ **CICO – Check-in Check-out:** Students check in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide behavioral feedback, based on the school-wide expectations, on a Daily Progress Report Card (DPR).

◆ **SAIG – Social/Academic Instructional Groups:** Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Interventions lead to generalization most effective when youth are also supported by CICO, where classroom teachers provide youth positive behavioral feedback on a DPR related to their transference of newly learned skills taught during group.

PREVENTATIVE PRACTICES / INTERVENTION STRATEGIES

◆ **Individualized CICO, Groups & Mentoring:**

Individualized CICO has most of the same features as the generic CICO but includes some fairly simple individualizations (i.e. change in location of CICO, addition of more Check-ins, etc.) without creating individual student goals or goal lines (which would only come after an FBA/BIP). Mentoring involves one adult meeting with one or more students at a time, one or more times per week, to provide pre-corrects and a positive connection with the school through a positive relationship.

◆ **Brief FBA/BIP – Functional Behavior Assessment /Behavior Intervention Plan:**

Brief behavior plans are developed for one student at a time, based on a brief assessment of function of behavior by the Tier 2 Problem Solving Team. Brief Tier 2 behavior intervention plans address only one behavior, typically in one setting. Interventions are chosen or designed based on youth's strengths, assessed function of behavior and skills-deficits.

Tier 2 Secondary Systems Team:

The Secondary Systems Team focuses on students who are not responding to Universal support. Team members report on data related to students' response to Secondary interventions (CICO, SAIG, Individualized Interventions and Brief FBA/BIP) and problem-solve around improvements needed to the System or a specific intervention.

Tier 2 Secondary Problem Solving Team:

The Problem Solving Team assesses individual youth and problem solves strategies and solutions to address the individual students' needs. Team members report out on aggregate student data from the interventions they facilitate. A determination is made as to whether a student is responding to Secondary interventions and a determination is also made for students who need more intensive interventions provided through Tertiary supports.

Tier 3 Tertiary Interventions:

Tertiary supports are designed for individual students who are identified as having severe, chronic or pervasive concerns. The goal of Tertiary support is to diminish problem behavior and increase a student's skills and opportunities for an enhanced quality of life. A collaborative teaming process is followed when developing and implementing tertiary supports. An individualized comprehensive and developmental approach is utilized in the implementation of Tertiary interventions that are designed to reduce risk factors and increase protective factors of students.

Tertiary interventions support is tailored to meet a student's specific needs and the characteristics and specific circumstances related to the student. Tertiary supports allow teams to vary features of the process to provide the most individualized behavior support possible. Tertiary Interventions include:

◆ **Complex FBA/BIP:** An individualized team is created specifically for one youth at a time (includes family, community, and relevant school-based adults) to assess youth strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and/or behaviors.

◆ **Wraparound (Wrap):** An identified team facilitator engages a child and their family in developing a unique team to support youth success at home, school and in the community. Facilitator arranges for frequent team meetings to develop, refine, and progress-monitor interventions and supports that address multiple life domains across settings (home, school, community). Plans include highly individualized interventions and supports designed based on youth strengths and needs (quality of life indicators) identified by youth, family and other team members.

PREVENTATIVE PRACTICES / INTERVENTION STRATEGIES

INTERVENTION RESPONSE: POSITIVE RELATIONSHIPS

Research shows that positive relationships help children learn. When our communities, schools and homes are free from fear, anger and other distractions, human development can occur. We know that students are more likely to succeed when they feel connected to others in their community, and are less likely to act out in ways that cause disruption to the school environment. (For more on this topic, see Bonnie Bernard's *Fostering Resiliency in Kids* or Robert Blum's "A Case for School Connectedness," *Educational Leadership*, April 2005)

Tips for Calming Conflict

◆ **Show students you understand.** Listen well, with sincere concern, to create positive relationships among students and adults. Trust then becomes the foundation for academic success and conflict resolution.

◆ **Ask open-ended questions.** Say, for example, "What was that like for you?" or "Tell me more about that." This gets more than a "Yes" or "No" response, and help students tell their story.

◆ **Use reflective listening when intervening in a conflict.** Get the attention of an angry person by reflecting back the feelings you hear in a nonjudgmental way. Let students tell their story – say just enough to help them do it.

◆ **Help students problem-solve disputes.** Use open-ended questions and reflective listening to help students think about what happened. Trust that, with guidance, students will identify a solution that works for them.

Skills and Strategies for Building Positive Relationships

- ◆ Communicating understanding
- ◆ Structuring task for student success
- ◆ Reinforcing student behavior in a positive manner
- ◆ Setting rules, limits and consequences
- ◆ Creating a safe and trusting environment
- ◆ Remaining neutral
- ◆ Using nonjudgmental language
- ◆ Responding only when a response is necessary
- ◆ Staying calm in tense situations
- ◆ Encouraging people to "vent" while being aware of safety
- ◆ Listening and repeating what students say (reflective listening)
- ◆ Identifying and labeling feelings, values and topics to be resolved (strategic listening)
- ◆ Asking open-ended questions
- ◆ Assisting people in using a positive problem-solving process

Suggested Practices for Establishing Positive Relationships

◆ **Daily Rap.** Students need to learn to communicate with one another in ways that help them build healthy relationships instead of records of suspension and arrests. The Daily Rap is an intervention designed around core categories of social and emotional skills. Working in dialogue circles, teachers and staff build open communication with students so that they can talk about topics and resolve issues before they escalate to violence.

PREVENTATIVE PRACTICES / INTERVENTION STRATEGIES

◆ **Morning Meetings.** Classroom meetings in which the teacher and all students come together are usually for one of two purposes: to build community at a relatively peaceful time or to resolve a conflict. At the morning meeting, students sit in a circle and do activities together that help build caring within the group and between individuals. The meeting provides a place students come to understand the truest meaning of “finding common ground.” They come to see, tolerate and appreciate the ways of one another, including their teachers. The most basic element of caring that aids this process is the genuine willingness to listen attentively.

◆ **Student Advisories.** Students meet in small groups with an adult advisor to focus on character and civic development. Students discuss day-to-day issues, define their values, develop a trusting relationship with an adult advocate, hone communication skills and participate in social justice or service learning projects. Student Advisories offer emotional support for students during adolescence. Ideally, the advisory teacher is someone students know they can trust and talk to about their progress in school. The activity can provide peer recognition in an accepting environment, and offset peer pressure and negative responses from peers in other areas.

◆ **Student Ambassadors.** The Student Ambassador goal is to engage students in activities that promote student connectedness and belonging to the school experience. Student Ambassadors serve as the youth voice for the student body. The students participate in team building activities and plan and conduct activities with their peers, in an effort to maintain a positive school climate and to motivate and engage the entire school community in addressing barriers to learning such as poor attendance.

PREVENTATIVE PRACTICES / INTERVENTION STRATEGIES

ADDITIONAL INTERVENTION STRATEGIES

To help students conduct themselves appropriately, *Buffalo Public Schools Standards for Community-wide Conduct and Intervention Supports 2013-2014* lists prevention and intervention strategies that **may** be used prior to **or** in addition to any disciplinary response to student behavior. Examples of such strategies include the following:

♦ **Behavior Intervention Plan (BIP):** An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities. ABIP is developed based on the results of an FBA)

♦ **Community Conferencing:** Allows students, school staff and others involved in a conflict to discuss the conflict and how it affected them and to propose solutions.

♦ **Community service:** Allows students to participate in some sort of activity to serve and benefit the community. Examples include working in a soup kitchen, cleaning up public spaces, helping at a facility for the aged, or similar activities.

♦ **Conference:** Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.

♦ **Conflict resolution:** Empowers students to take responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff and principals engage in activities that promote problem solving skills and techniques, such as conflict and anger management, active listening and effective communication.

♦ **Functional Behavior Assessment (FBA):** Involves gathering information about students' inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavior Intervention Plan for the student.

♦ **Individual Education Program (IEP) teams:** Includes groups of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEP's for students with disabilities, Functional Behavior Assessments and Behavior Intervention Plans, and determining the placement of students with disabilities in a least restrictive environment. (Note: Specific to students with disabilities or students suspected of having a disability)

♦ **Mentoring program:** Involves pairing students with mentors (a school counselor, teacher fellow student or community member) who help their personal, academic and social development.

♦ **Parent outreach:** Requires school staff to inform parents or guardians of their children's inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of the student's behavior, task completion and achievement, and can include a request for parents to accompany students to school.

♦ **Peer mediation:** A form of conflict resolution in which students help other students deal with and develop solutions to conflict.

♦ **Referral to appropriate substance abuse counseling services:** Occurs for behavior related to substance abuse, or with those for whom there is reason to believe substance abuse counseling is needed. Service can be school or community based.

♦ **Referral to community-based organizations:** Can involve a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution and tutoring.

PREVENTATIVE PRACTICES / INTERVENTION STRATEGIES

◆ **Referral to school-based health and mental health clinics or other social services:** Provides counseling and assessment to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success. In counseling sessions, students discuss goals and learn techniques that help them overcome personal challenges. Parents are to be regularly informed of student progress during counseling sessions and at school. Sessions can also involve family members or can be done in groups.

◆ **Restorative justice strategies:** Interventions designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation.

◆ **Student Support Team:** Consists of SST chair, school psychologists, school social worker and school counselor. The SST Team may work with the building principal, teachers, school nurses, mental health clinicians and external agency representatives to develop behavioral interventions and alternative strategies that will lead to student success. When student behavior requires intervention, parents, school staff and the principal may request that the Student Support Team develop a plan to address the student's behavioral needs. If the behavior does not improve after implementation, timely review and revision of the plan and is significantly interfering with the student's learning and academic progress, it may be necessary to refer the student for a CSE evaluation.

Progressive Consequences

Consequences are most effective with students when they deal directly with the problem, in a way that students view it as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when warranted and to place emphasis on the students' ability to grow in self-discipline.

When choosing interventions and consequences for students' behavior, teachers, administrators, and staff must balance the District's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:

1. Age, health, and disability or special education status of the student
2. Appropriateness of student's academic placement
3. Student's prior conduct and record of behavior
4. Student's understanding of the impact of their behavior attitude
5. Student's willingness to repair the harm caused by their behavior
6. Seriousness of the behavior offense and the degree of harm caused
7. Impact of the incident on overall school community
8. Whether the student's violation threatened the safety of any student or staff member
9. The likelihood that a lesser intervention would adequately address the violation

Where appropriate, discipline will be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. However, in instances where a student's conduct is dangerous or threatens the safety of others, a more severe form of disciplinary action may be warranted, even if it is the student's first offense.

If the conduct of a student with a disability results in

a long term suspension or a series of short term suspension, consequences shall be administered consistent with the separate requirements of this *Standards for Community-wide Conduct and Intervention Supports* for disciplining students with a disability or presumed to have a disability.

Understanding consequences as a "teachable moment" is fundamental to a positive approach to discipline. Progressive consequences use incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive consequences do not seek punishment. Instead, progressive consequences seek concurrent accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused
- understand what they could have done differently in the same situation
- take responsibility for their action
- be given the opportunity to learn pro-social strategies and skills to use in the future
- understand the progression of more stringent consequences if the behavior reoccurs

Every reasonable effort should be made to correct student misbehavior through interventions and other school-based resources and the least severe disciplinary responses. Interventions are essential because inappropriate behavior or violations of the *Standards for Community-wide Conduct and Intervention Supports* may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

CONSEQUENCES

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS: LEVELS OF RESPONSE

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. For example, if a student refuses to follow directions, school staff and principals should first use intervention strategies and responses in Level 1 before moving to Level 2.

When principals and school staff respond to student behavior, they are expected to take into account numerous factors. (See prior page for a comprehensive list)

LEVELS OF INTERVENTIONS AND RESPONSES

LEVEL 1	<p>Example of Classroom Interventions and Responses</p> <p>These interventions aim to teach correct and alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers should use these responses in a graduated fashion.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Establish relationships with students • Contact parent via telephone, e-mail or text message • Verbal correction • Reminders and redirection (e.g. role play) • Written reflection or apology • Seat change • Parent or guardian conference </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Parent or guardian accompany student to school • Daily progress sheet on behavior • In-class time out • Establish buddy teacher system • Loss of classroom privileges • Teacher or student conference • Detention </td> </tr> </table>	<ul style="list-style-type: none"> • Establish relationships with students • Contact parent via telephone, e-mail or text message • Verbal correction • Reminders and redirection (e.g. role play) • Written reflection or apology • Seat change • Parent or guardian conference 	<ul style="list-style-type: none"> • Parent or guardian accompany student to school • Daily progress sheet on behavior • In-class time out • Establish buddy teacher system • Loss of classroom privileges • Teacher or student conference • Detention
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<p>Examples of Student Support Team Interventions and Responses</p> <p>These interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions, and change the conditions that contribute to the student's inappropriate or disruptive behavior. Staff should use these responses in a graduated fashion.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Parent or guardian notification • Community conferencing • Mentoring program • Peer mentoring • Referral to school-based health or mental health clinic • Referral to community organization </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Referral to after-school program • Service to school • Conflict resolution • Restorative Justice • Community mediation • Short-term behavioral progress report </td> </tr> </table>	<ul style="list-style-type: none"> • Parent or guardian notification • Community conferencing • Mentoring program • Peer mentoring • Referral to school-based health or mental health clinic • Referral to community organization 	<ul style="list-style-type: none"> • Referral to after-school program • Service to school • Conflict resolution • Restorative Justice • Community mediation • Short-term behavioral progress report 	
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LEVEL 2	<p>Examples of Administrative Interventions and Responses</p> <p>These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Staff should use these responses in a graduated fashion.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Change in schedule or class • Parent or guardian notification • Restorative justice strategies, including school and community service • Loss of privilege • Restitution • Detention • Conflict resolution • Peer mediation </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Reprimand by appropriate administrator • Referral to Student Support Team (SST) for consideration of necessary intervention • Revision to IEP (for students with disabilities) • Community conferencing • Assignment of work projects • Mentoring • FBA/BIP </td> </tr> </table>	<ul style="list-style-type: none"> • Change in schedule or class • Parent or guardian notification • Restorative justice strategies, including school and community service • Loss of privilege • Restitution • Detention • Conflict resolution • Peer mediation 	<ul style="list-style-type: none"> • Reprimand by appropriate administrator • Referral to Student Support Team (SST) for consideration of necessary intervention • Revision to IEP (for students with disabilities) • Community conferencing • Assignment of work projects • Mentoring • FBA/BIP
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LEVEL 3	<p>Examples of Suspension and Referral Responses</p> <p>These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Parent or guardian notification • In-school suspension • Short-term suspension (one to five days) • Referral to SST • Referral to substance abuse counseling • Referral to the Credit Recovery Program </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Referral to IEP team (students with disabilities) • Revision to IEP (student with disabilities) as needed • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Referral to community organizations, including community conferencing and community mediation </td> </tr> </table>	<ul style="list-style-type: none"> • Parent or guardian notification • In-school suspension • Short-term suspension (one to five days) • Referral to SST • Referral to substance abuse counseling • Referral to the Credit Recovery Program 	<ul style="list-style-type: none"> • Referral to IEP team (students with disabilities) • Revision to IEP (student with disabilities) as needed • Develop Functional Behavioral Assessment and Behavior Intervention Plan • Referral to community organizations, including community conferencing and community mediation
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LEVEL 4	<p>Example of Extended Suspension and Referral Responses</p> <p>These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on monitoring the safety of the school community and ending self-destructive and dangerous behavior. Staff should use these responses in a graduated fashion.</p>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Parent or guardian notification • Extended suspension • Functional Behavioral Assessment • Community conferencing • Referral to community organizations • Expulsion (serious behavioral infractions) • Referral to IEP team (students with disabilities) for Manifestation determination </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Alternative education placement by the Central Processing Office • Behavioral Intervention Plan • Community mediation • Referral to substance abuse counseling • Permanent expulsion </td> </tr> </table>	<ul style="list-style-type: none"> • Parent or guardian notification • Extended suspension • Functional Behavioral Assessment • Community conferencing • Referral to community organizations • Expulsion (serious behavioral infractions) • Referral to IEP team (students with disabilities) for Manifestation determination 	<ul style="list-style-type: none"> • Alternative education placement by the Central Processing Office • Behavioral Intervention Plan • Community mediation • Referral to substance abuse counseling • Permanent expulsion
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INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

KEY: USE LOWEST LEVEL INDICATED FIRST

Level 1: Classroom Support and Student Support Team – may be appropriate when student has no prior incidents and interventions have not been put in place

Level 2: Appropriate Administration – 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 students and others

Level 3: Short Term Suspension – may be appropriate when interventions and supports have been put in place but the behavior is escalating (repeated offenses)

Level 4: Request for Long Term Suspension – may be appropriate when student’s behavior seriously affects the safety of others in the school

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
Absences					
• Unexcused absence from school	●				
• Persistent or excessive absence from school	●	●			
• Habitual truancy (i.e., unlawfully absence from school for a number of days in excess of 20 percent of any making period, quarter or year)	●	●			
Academic Dishonesty					
• Cheating or Plagiarism	●	●			
Alcohol					
• Under the influence		●	●	●	●
• Using or possessing		●	●	●	●
• Distributing or selling			●	●	●
Attack on Student (i.e., hitting, kicking or punching another student without warning or provocation)					
• No injury (no visual, physical injuries; includes incidents of domestic violence or relationship disputes)		●			
• Bodily injury for pre-k to grade 4		●	●	●	
• Bodily injury for grades 5 to 12			●	●	●
Bomb Threat					
• Pre-k to grade 4			●	●	●
• Grades 5 to 12				●	●

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
Bullying, Including Cyber-bullying and Gang-Related Incidents					
<ul style="list-style-type: none"> Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school 	●	●			
<ul style="list-style-type: none"> Serious bullying (i.e., repeatedly over time engaging in intentional negative behaviors that adversely affect another student’s ability to participate in or benefit from a school’s education or extra-curricular programs) 		●	●	●	●
Bus Violation					
<ul style="list-style-type: none"> Minor disruption on the bus (i.e., eating, drinking, being too loud, standing) 	●	●			
<ul style="list-style-type: none"> Serious disruption on the bus 		●	●	●	●
Class Cutting					
<ul style="list-style-type: none"> Failure to appear or attend a scheduled class 	●	●			
Classroom Disruption					
<ul style="list-style-type: none"> 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 	●	●			
Defiance of Authority and/or Insubordination (nonviolent/nonphysical)					
<ul style="list-style-type: none"> Failure to follow directions 	●	●			
<ul style="list-style-type: none"> Failure to respond to school staff questions or requests 	●	●			
<ul style="list-style-type: none"> Failure to follow directions, leading to a potential threat or harm to self or another person 	●	●	●		
<ul style="list-style-type: none"> Failure to follow directions that directly leads to the harm of self or others 	●	●	●		

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Level 4: Request for Long Term Suspension – may be appropriate when student’s behavior seriously affects the safety of others in the school

INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
Disrespectful Behavior					
• 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	●	●	●	●	●
Dress Code Violation					
Refer to dress code standards listed on page 30	●	●			
Drugs or Controlled Substance (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				●	●
Extortion (i.e., taking or attempting to take from another – money or property – by threat of force, express or implied)					
• Pre-k to grade 4		●	●		
• Grades 5 to 12			●	●	●
False Activation of a Fire Alarm					
• Pre-k to grade 4		●	●	●	●
• Grades 5 to 12		●	●	●	●

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
Fighting					
• Physical aggression with another student (e.g., shoving or pushing)	●	●			
• Minor fighting (may include incidents resulting in minor injuries)	●	●	●		
Fire Setting/Arson					
• Starting a fire; destruction of property as a result of starting a fire			●	●	●
Gambling					
• Requiring the use of money or exchangeable goods	●	●	●		
Hallway Misbehavior					
• Running, making excessive noise or loitering	●	●			
Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, Including Cyber-harassment, Against Members of the School Community					
• Minor harassment (i.e., verbal discriminatory actions)	●	●			
• Serious harassment (i.e., persistent or long-term harassment)		●	●	●	●
Inciting or Participating in Disturbance					
• Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot		●	●	●	●
• Using a personal communication device to attract others to initiate a disturbance		●	●	●	●

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
Inhalants					
• Under the influence Medical personnel must be immediately notified if a student is found to be under the influence or using an inhalant.		●	●	●	●
• Using or possessing			●	●	●
• Distributing or selling				●	●
Physical Contact with School Personnel					
• Unintentional incidental physical contact with school personnel	●	●			
• Attack against school personnel; physical attacking an employee of the Buffalo Public Schools or other adult, including striking a staff member who is intervening in a fight or other disruptive activity (pre-k to grade 4)		●	●	●	●
• Attack against school personnel (grades 5 to 12)		●	●	●	●
Portable Electronic Devices Use at Unauthorized Times					
• Use of cell phones, PDAs, iPods, electronic game devices On the first infraction, students must only be given a warning. Only after the first infraction can the student be subject to Level 1 responses. On the second infraction, parent notification must occur.	●	●			
• Use of electronic devices that lead to the threat of harm to another person	●	●	●		
• Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person		●	●	●	●

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
Property Damage, Including Graffiti					
• Minor or accidental damage (less than \$50)	●	●			
• Damage to another person’s or school property (\$50 to \$500)		●	●	●	●
• Damage to another person’s or school property (over \$500)			●	●	●
School Equipment Use without Permission					
• Use of computers, fax machine, phones, etc.	●	●			
Serious Bodily Injury					
• Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body or impairment of the function of any part of the body				●	●
Sexual Assault or Offense					
• Forced sexual act School Staff is required to contact Buffalo Police immediately for any sexual assault				●	●
Sexually-Based Infraction					
• Sexual harassment (i.e., unwelcome sexual advances, requests for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)	●	●	●	●	●
• Sexual activity or sexual misconduct (i.e., indecent exposure, engaging in sexual activity, etc.) (pre-k to grade 4)	●	●	●	●	●
• Sexual activity or sexual misconduct (grades 5 to 12)		●	●	●	●

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
Tardiness					
• Persistent or excessive tardiness to class or school	●	●			
Technology Acceptable Use Policy Violation					
• Refer to page 31 of these <i>Standards</i> for details	●	●			
Threat Against School Personnel, Written or Verbal					
• Pre-k to grade 4	●	●	●	●	●
• Grades 5 to 12		●	●	●	●
Theft					
• Less than \$500		●	●		
• Greater than \$500 (It is recommended that police not be contacted for students in pre-k or kindergarten.)			●	●	●
Tobacco Possession or Use					
• School staff is required to refer students to appropriate substance abuse counseling.	●	●			
Trespassing					
• Being on school property without permission, including while suspended or expelled; includes breaking and entering		●	●	●	●
Unauthorized Sale or Distribution (i.e., unauthorized or unapproved selling or distributing of goods not otherwise included in this code)					
• Items with little monetary value (under \$50)	●	●			
• Items with significant monetary value		●	●		

INAPPROPRIATE AND DISRUPTIVE BEHAVIORS AND LEVELS OF RESPONSE

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INAPPROPRIATE OR DISRUPTIVE BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	MAY BE REFERRED TO POLICE
Verbal or Physical Threat to Student					
• Threatening or aggressive language or gestures directed toward another student	●	●	●		
Weapons, Firearms and Explosives (at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community)					
• Explosives (possession, sale, distribution, detonation or threat of detonation of any incendiary or explosive material or device including firecrackers, smoke bombs. Flares or any combustible or explosive substances or combination of substance or articles, other than a firearm)			●	●	● MUST Be Referred to Police
• Firearms (possession of a firearm as defined in 18 USC 921 of the federal code – i.e., handguns, rifles, shotguns and bombs)				●	● MUST Be Referred to Police
• Other guns (possession of any gun, of any kind, loaded or unloaded. operable or inoperable, including any object that is a look alike of a gun, other than a firearm – i.e., BB guns, pellet guns, water guns, etc.)			●	●	●
• Other weapons (possession of any implement which could cause bodily harm, other firearm, or other gun) Expulsion for no less than one calendar year is mandated by state law for firearms violation, but can be modified on a case-by-case basis by Buffalo Public Schools.			●	●	● MUST Be Referred to Police

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Dignity for All Students Act

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

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to

1 To attend school in the district in which one's legal parent or legal guardian resided and receive a free and appropriate public education from age 5 to 21, as provided by law

→

2 To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly

→

3 To be respected as an individual and treated courteously, fairly and respectfully by other students and school staff

→

4 To express one's opinions verbally or in writing

→

5 To dress in such a way as to express one's personality

→

6 To be afforded equal an appropriate educational opportunities

→

7 To take part in all school activities on a equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age marital status, or disability

→

8 To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems

→

9 To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, 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

1 To attend school daily, regularly and on time, perform assignments, strive to do the highest quality work possible, be prepared to learn, and be granted the opportunity to receive a good education

2 To be aware of all rules and expectations regulating student's behavior and conduct themselves in accordance with these guidelines

3 To respect everyone in the school community and to treat others in the manner that one would want to be treated

4 To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the right and privileges of others

5 To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting

6 To be aware of available educational programs in order to use and develop one's capabilities to their maximum

7 To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others

8 To be aware of the information and services and to seek assistance in dealing with personal problems, when appropriate

9 To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES

Parents and guardians have the right to

- 1 Be actively involved in their children's education
- 2 Be treated courteously, fairly and respectfully by all school staff and principals
- 3 Get information about the policies of the Buffalo Board of Education and procedures that relate to their children's education
- 4 Get regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences
- 5 Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff
- 6 Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals
- 7 Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to counseling, tutoring, after school programs, academic programs, and mental health services within Buffalo Public Schools and the community
- 8 Receive information about services for students with disabilities and English language learners, when applicable
- 9 Receive communication through provided translators

Parents and guardians have the responsibility to

- 1 Make sure their children attend school regularly and on time and, when children are absent, let schools know why
- 2 Tell school officials about any concerns or complaints in a respectful and timely manner
- 3 Work with principals and school staff to address any academic or behavioral problems their children may experience
- 4 Support Buffalo Public Schools by being a role model for their children, talking with their children about school and expected behavior
- 5 Read and become familiar with the policies of the Board of Education, administrative regulations and the *Standards for Community-wide Conduct and Intervention Supports*
- 6 Give updated contact information to Buffalo Public Schools and their children's individual school
- 7 Give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework
- 8 Be respectful and courteous to staff, other parents, guardians and students while on school premises
- 9 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 Student Act.

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

PRINCIPAL AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Principals and school staff have the right to

- 1 Work in a safe and orderly environment
- 2 Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff
- 3 Communicate concerns, suggestions and complaints to Buffalo Public Schools' district office
- 4 Receive supportive professional development and training
- 5 Receive the necessary resources to deliver quality instruction
- 6 Modify instruction, if consistent with the policies of the Buffalo Board of Education and with system regulations

Principals and school staff have the responsibility to

- 1 Attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day
- 2 Maintain safe and orderly schools by using prevention and intervention strategies, and by following the Buffalo Public Schools' *Standards for Community-wide Conduct and Intervention Supports*
- 3 Be respectful and courteous to students, parents and guardians, serving as role models for students
- 4 Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and enforce them fairly and consistently
- 5 Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
- 6 Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner and in a language they understand

7 Make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary

8 Keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand

9 Provide makeup work for students with lawful absences, including those students who are absent for disciplinary reasons

10 Participate in required professional development opportunities

11 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

12 Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function

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

14 Report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the building administrator and/or Dignity Act Coordinator (DAC), in a timely manner

15 **Principals:** Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC)

RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

DISTRICT ADMINISTRATOR RESPONSIBILITIES

Buffalo Public Schools District Administrators have the responsibility to

- 1** Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals
- 2** Protect the legal rights of school staff, principals, students and parents or guardians
- 3** Be courteous, respectful and fair with students, parents or guardians, school staff and principals
- 4** Provide a broad-based and varied curriculum to meet individual school needs
- 5** Inform the community, students, parents or guardians, school staff and principals about policies of the Board of Education
- 6** Ensure the protection of legal rights of students with disabilities
- 7** Provide staff who are trained to meet the needs of students
- 8** Provide support and professional development training to principals and school staff to help them support students
- 9** Support principal and school staff in the fulfillment of their disciplinary responsibilities as defined by Buffalo Public Schools' *Standards for Community-wide Conduct and Intervention Supports*
- 10** Contact and involve parents or guardians on disciplinary issues

Buffalo Public School Superintendent also has the responsibility to

- 11** Promote a safe, orderly, respectful and stimulating environment, free from intimidation, discrimination and harassment, supporting active teaching and learning
- 12** Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management
- 13** Inform the School Board about educational trends, including student discipline
- 14** Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs
- 15** Work with District administrators in enforcing the *Standards for Community-wide Conduct and Intervention Supports* and ensuring that all cases are resolved promptly and fairly
- 16** Address all areas of school-related safety concerns

BOARD OF EDUCATION RESPONSIBILITIES

The Board of Education has the responsibility to

1 Collaborate with students, teachers, administrator and parent organizations, school safety personnel, other school personnel and the community to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and other persons on school property and at school functions

2 Adopt and review at least annually the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation

3 Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

4 Lead by example by conducting Board meetings in a professional, respectful, courteous manner. It is further expected that, the Board of Education will take appropriate measures where violations of the Code of Conduct occurs

POLICIES AND CODES

STANDARDS FOR DRESS CODE

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.

When on school property or at a school function, a person's dress, grooming and appearance, including jewelry, make-up and nails, must:

- 1.** be safe, appropriate and not disrupt or interfere with the educational process;
- 2.** not include revealing garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) excessively short skirts or shorts and see-through garments;
- 3.** cover all underwear with appropriate outer garments, including the wearing of pants at waist level;
- 4.** include safe and appropriate footwear. Inappropriate footwear includes, but is not limited to; backless shoes (i.e. flip-flops, bedroom slippers). Exceptions will only apply to documented medical conditions;
- 5.** not include headgear of any kind (including, but not limited to hats, caps, and hoods) except when required by medical or religious reasons;
- 6.** not be lewd, vulgar, obscene, and libelous or denigrate others, or cause a disruption to the school that impedes the educational program;
- 7.** not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities;

8. must not include coats, jackets & other outerwear, sweat shirts with hoods or "hoodies", inside of buildings;

9. not include jewelry that may be deemed a weapon. This includes, but is not limited to, a single ring or piece of jewelry covering multiple fingers, spiked necklaces or belts, belts with large removable buckles, chain-like neckwear, ninja-type stars, etc. Belt must be buckled;

10. not include clothing that is associated with or identifiable as a symbol of gang membership.

Additional restrictions may be determined by the school with the approval of the Board of Education.

Students who violate 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*.

Dress code violation warrant either a Level 1 or Level 2 response; students should not be suspended or otherwise removed from their educational program because of a dress code violation

POLICIES AND CODES

STANDARDS FOR PORTABLE ELECTRONIC DEVICES

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

- 1.** The decision to bring an electronic communication device (including but not limited to cell phones, pagers, iPods, iPhones, Blackberrys, etc.) or electronic game devices is a decision of the student and/or the student's parent/guardian. Students, parents and 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 parent/guardian jointly and severally assume the risk of potential damage, destruction, theft or loss.
- 2.** 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.
- 3.** Students **may not carry about or operate cell phones** in school buildings and school busses.
- 4.** Any students **carrying** or **operating** a cell phone in a school building will be subject to having that item confiscated by School District Administrative or Safety/Security Staff.
- 5.** Such devices will be confiscated at the building. Parent/Guardian must meet with building administrator to recover the item.
- 6. Use of Cell Phones, Pagers, two-way radios (FCC Licensed or unlicensed), and all other electronic devices with wireless communication capabilities (i.e. handheld computers, PDA, Bluetooth etc.) are NOT PERMITTED by students in any Buffalo Public School, except as authorized by the Superintendent.**

7. Should a student be found to repeatedly violation this policy, the device shall be confiscated and delivered to the District Safety/Security Office. The Parent/Guardian must make arrangements to pick up the item. Students may be subject to discipline in accordance with these *Standards for Community-wide Conduct and Intervention Supports*. Violation of the Portable Electronic Device Policy warrants either a Level 1 or Level 2 response; students should not be suspended or otherwise removed from their educational program because of a portable electronic violation.

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

9. Police, Law/Enforcement Officials of a Government Agency, School Safety/Security and School Administrative Staff have authorization to possess and operate communication equipment for the conduct of appropriate business.

Note: The District may authorize appropriate use of a cell phone in class, when it is used for educational purposes ONLY.

REPORTING STUDENT VIOLATIONS

All District staff who are authorized to impose disciplinary sanctions is expected to do so in a prompt, fair and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to promptly report violations of the *Standards for Community-wide Conduct and Intervention Supports* to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized and if appropriate, or refer the matter to a staff member who is authorized to impose an appropriate sanction if appropriate.

All students are expected to promptly report violations of the *Standards for Community-wide Conduct and Intervention Supports* to a teacher, guidance 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 **must** report this information immediately to a teacher, the building principal, the principal's designee or the Superintendent.

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, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee should only notify law enforcement when there is a violation of the *Standards for Community-wide Conduct and Intervention Supports* that requires referral to the police.

The building principal or his or her designee must notify appropriate law enforcement of those violations which constitute or may constitute a crime, and which, in his or her judgment, substantially affect the order or security of a school, its students and/or its staff, as soon as practicable. The notification may be made by telephone or direct report, and may be followed by a letter. The notification must identify the student and explain the conduct which violated the Code of Conduct and which constitutes or may constitute a crime. Guidelines for such reports are contained in the 1999 Memorandum of Understanding between the Buffalo Police Department and the Buffalo Public Schools, the terms of which, shall govern such reports.

STUDENT EXCLUSION PROCEDURES

A. Imposition of Penalties

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 right to due process. (Also see Appendix A)

1. Oral warning or admonition – any member of the District staff
2. Written warning – bus drivers, hall and lunch monitors, teacher aides, coaches, guidance counselors, teacher, assistant principal, principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, teacher aides, coaches, guidance counselors, teachers, assistant principal, principal, Superintendent
4. Detention – teachers, assistant principal, principal, Superintendent
5. Suspension from transportation – assistant superintendent of service center operation, assistant principal, principal, Superintendent
6. Suspension from athletic participation – coaches, assistant principal, principal, Superintendent
7. Suspension from social or extracurricular activities – activity sponsor, assistant principal, principal, Superintendent
8. Suspension of other privileges – principal, Superintendent
9. In-school suspension – principal, Superintendent
10. Removal from classroom – teachers, principal, Superintendent
11. Short-term (five days or less) suspension from school – principal, Superintendent, Board of Education
12. Long-term (more than five days) suspension from school – Superintendent, Board of Education.
13. Permanent suspension from school – Superintendent, Board of Education.

B. 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 the school personnel, authorized to impose the penalty, must inform the student of the alleged misconduct and must reach a determination concerning the facts surrounding the alleged misconduct. All students will be afforded an opportunity, if requested, to present their version of the facts to the school personnel imposing the disciplinary 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. (Also see Appendix B)

1. Detention. Teachers, principal and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention must be served within one school day from the date of issuance. Exceptions can be made for illness or extenuating circumstances and the student and/or parent notifies the appropriate person, if circumstances allow. Detention takes precedence over extra-curricular activities, athletic practices or events and student employment. Detention will be imposed as a penalty only after the student's parent has been notified to confirm there is no parental objection to the penalty and that the student has appropriate transportation home following the detention. Failure to serve detention will result in another day of detention or in-school or out-of-school suspension unless an exception to extenuating circumstances applies.

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 may have their riding privileges suspended by the assistant superintendent of service center operations, assistant principal, 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.

If suspension from transportation will result in the student not being able to attend school, the

transportation suspension will be revoked and another Intervention consequence will be used with the Level of offense.

A student subjected to a suspension from transportation is not entitled to a hearing pursuant to Education Law §3214 (unless the suspension from transportation will amount to a suspension from attendance). However, the parents shall be given notification of such action as soon as possible, and 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. Should the suspension from transportation amount to a suspension from attendance at school, the procedures of §3214 will be followed.

3. 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 hearing pursuant to Education law §3214. However, the parents shall be given notification of such action, as soon as possible, and 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.

4. 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 and the Superintendent to place students who would otherwise be suspended from school as the result of the *Standards for Community-wide Conduct and Intervention Supports* violation in an "in-school suspension."

A student subjected to an in-school suspension is not entitled to a hearing pursuant to Education Law §3214. However, the parents shall be given notification of such action as soon as possible, and 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.

5. Teacher removal of disruptive students. (See Appendix C – Teacher Removal of Student from Classroom Timeline)

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 sit in a designated area of the room or briefly leaving the classroom to give the student an opportunity to regain his or her composure/self-control under the supervision of an aide or other adult supervisor. Use of classroom management techniques such as these does not constitute disciplinary removal for purposes of these *Standards*, so long as the student is not sent to the care or custody of someone other than the classroom teacher.

On occasion, a student's behavior may become disruptive. For purposes of these *Standards*, 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, i.e., interrupts or interferes with a student's ability to learn or impedes or interferes with a teacher's ability to teach or to maintain order in the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent and/or vociferous unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules in a manner which interferes with the process of instruction in the class. Examples include repeated and/or severe instances of speaking loudly or disrespectfully to the teacher or others, speaking out of turn, leaving his or her seat without permission, physical contact with another or throwing items.

A classroom teacher may remove a disruptive student from class for up to four days (including the day on which the removal occurs) when other behavior management techniques have been used but have not been successful in eliminating the disruptive conduct, or the conduct is so severe that such techniques cannot feasibly be used. The removal from class, only applies to the class of the removing teacher. Removal of a student with a disability, under certain circumstances, may cause a change in the student's placement.

Accordingly, any special education student who has received nine previous days of suspension and/or removal, may be removed only with verification from the principal or Chairperson of the Committee on Special Education, such that removal will not violate the student's rights under state or federal law.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. However, if the student poses a danger or ongoing threat of disruption, the teacher may order the student to be 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.

The teacher must complete a District-established disciplinary removal form and meet with the principal as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal is not available by the end of the same school day, the teacher must leave the form for the principal and meet with or call the principal prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal must notify the student's parents, in writing, that the student has been removed from 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 to discuss the reasons for the removal. 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 removal, at the last known address for the parents. Where possible, notice should be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

POLICIES AND CODES

The principal may require the teacher who ordered the removal to attend the informal conference within working hours. If at the informal meeting the student denies the charges, the principal must explain why the student was removed and give the student and the student's parent a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal may overturn the removal of the student from class, if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is in violation of law, including the District's *Standards for Community-wide Conduct and Intervention Supports*.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

Where an informal conference has been requested, the principal is to issue his decision by the close of business on the day following the 48-hour period for the informal conference. No student 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 removal expires, whichever occurs first.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities, alternative means of instruction, until he/she is permitted to return to the classroom. The alternative instruction shall be provided by personnel in the school. The alternative instruction shall begin as soon as practicable, but in no event later than the second day of removal. Mechanisms for the provision of such services at each school shall be developed, and the principal shall be responsible for assuring that alternative instruction is provided to each eligible student. A day of removal shall not be counted as a day of absence for purposes of the District's attendance policy (unless the student fails to attend the alternative instruction which is provided).

Each teacher must keep a written log (on a District provided form) for all cases of removal of students from his or her class. The principal must keep a written building log (on a District provided form) of all removals of students from class.

The principal may designate another administrator to carry out his or her duties under this section, and the term "principal" as used in these removal procedures shall be deemed to include any such designee.

6. Suspension from school. Suspension from school is a significant penalty, which may be imposed upon students who violate the *Standards for Community-wide Conduct and Intervention Supports* and warrant a Level 3 or Level 4 response.

(a.) are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others;

(b.) 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 educative process or endangers the health, safety or morals of students, or poses a threat of harm to him or herself, or to school property.

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 *Standards for Community-wide Conduct and Intervention Supports*. 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, and in no event later than the end of the next school day.

These procedures are also applicable where the student is suspended by an administrator from only one (or more) classes rather than from his or her entire educational program.

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

(See Appendix D-Short-term Suspension Timeline)
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 for the basis of the proposed suspension. The suspending authority must also notify the student’s parents in writing within 24

hours that the student may be, (or has been), 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 the complaining witnesses under such procedures as the principal may establish. Parents may also bring a representative or additional person of their choice to the conference.

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 serious and continuing danger to others that cannot otherwise be remedied (through the use of in-school suspension or other non-exclusionary tactics).

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 authority of the principal to suspend a student is limited to a maximum of five (5) days, and the return of the student at the end of the suspension may not be conditioned upon the parent(s) meeting with the principal.

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

(See Appendix E-Long-term Suspension Timeline)
When the Superintendent or building principal or designee 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.

POLICIES AND CODES

The Superintendent may personally hear and determine the proceeding or may, at 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. Parents and students may request to listen to the recording of the hearing, at the school. The hearing officer shall make recommendations as to findings of fact and the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept, reject or modify all or any part thereof. Whenever practicable, prior to the issuance of his report the hearing officer shall hold an informal conference with the parent in an effort to reach a mutually agreed upon resolution of the case, before the formal report is issued to the Superintendent.

An appeal of the decision of the Superintendent may be made to the Board, 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 fourteen 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 of Education within 30 calendar days of the decision.

c. Permanent suspension.

Permanent suspension is reserved for extraordinary circumstances such as conduct which poses a life-threatening or other serious danger to the safety and well-being of other persons. The procedures used shall be the same as those for a long-term suspension.

d. Alternate instruction.

When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take steps to provide continued educational programs and activities, alternative means of instruction, for the student. The alternative instruction may be provided by personnel in the school, or at an alternative school, by home instruction, or by a school suspension instruction program. The alternative instruction shall begin as soon as practicable, but in no

event later than the third day of suspension. Mechanisms for the provision of such services at each school shall be developed by the District, and the principal shall be responsible for assuring that alternative instruction is provided to each eligible student. When a student above compulsory attendance age is suspended from school, the District will consider providing alternative instruction on a case-by-case basis.

C. Minimum Period of Suspension

1. Students who bring a weapon to school.

Any student, including students with disabilities pursuant to Federal and State Laws and Commissioner's Regulations Part 200 and 201, found guilty of bringing a weapon, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun (Commissioner's Decision No. 14,733, No. 15,041); onto school property will be subject to suspension from school for at least one calendar year. Any student found guilty of bringing an imitation gun onto school property may be subject to the same penalty. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- 1) Age, health, and disability or special education status of the student
- 2) Appropriateness of student's academic placement
- 3) Student's prior conduct and record of behavior
- 4) Student's understanding of the impact of their behavior attitude
- 5) Student's willingness to repair the harm caused by their behavior
- 6) Seriousness of the behavior offense and the degree of harm caused
- 7) Impact of the incident on overall school community
- 8) Whether the student's violation threatened the safety of any student or staff member

9) The likelihood that a lesser intervention would adequately address the violation

10) The Superintendent may recommend that a threat assessment, special intervention, health examination, or mental health examination be completed by a certified District employee or designee in order to determine if a student suspended for bringing a weapon to school pursuant to the District *Standards for Community-wide Conduct and Intervention Supports* is eligible for a return to school from a long-term suspension prior to the original date of return and/or to determine and promote the educational interests of the student.

2. Violent students who commit acts other than bringing a weapon to school.

Any student, other than a student with a disability, who is found to have committed an act which makes him a violent student as defined in these *Standards*, other than bringing a weapon onto school property, 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 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 suspending authority 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 weapon.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's

authority over the classroom, will be suspended from school for at least five days. For purposes of the *Standards for Community-wide Conduct and Intervention Supports*, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214 (3-a) and these *Standards* on four or more occasions during a semester. 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 suspending authority has the authority to modify the minimum five-day suspension on a case-by-case basis.

In deciding whether to modify the penalty, the suspending authority may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling and Human Services Agencies.

BPS staff may be a resource to parents for referrals of students to counseling and human services agencies.

2. PINS Petitions.

The District may in appropriate cases seek the assistance of the Family Court through a PINS petition when students exhibit a pattern of unexcused absences, in accordance with the District's Attendance Policy. In addition, any student who is found to have brought a weapon to school, any violent student or any student who commits criminal acts on school property will be referred to the proper law enforcement agency in accordance with the terms of these *Standards*.

3. Juvenile Delinquents and Criminal Offenders.

The Superintendent is required to refer the following students to the County Attorney or District Attorney, as appropriate for a juvenile delinquency proceeding before the Family Court or proceedings before the appropriate criminal court:

- (a) Any student who is found to have brought a weapon to school, or
- (b) Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).
- (c) Any violent student.
- (d) Any student committing an offense against the District, the school or any school personnel.

4. Law Enforcement. Reports to law enforcement shall be made in accordance with the 1999 Memorandum of Understanding between the Buffalo Police Department and the Buffalo Public Schools. The terms of that Memorandum are incorporated as part of the *Standards for Community-wide Conduct and Intervention Supports*.

DUE PROCESS FOR STUDENTS WITH A DISABILITY

(Subject to change due to changes in the law resulting in IDEA 2004)
(See Appendix F – Removal 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 inappropriate behavior. The Board also recognizes that students with disabilities have 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.

These *Standards for Community-wide Conduct and Intervention Supports* 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.

A. Authorized Suspension or Removal of Students With Disabilities.

1. For purposes of this section of the *Standards for Community-wide Conduct and Intervention Supports*, only the following definitions apply.

A “**suspension**” means a suspension pursuant to Education Law §3214.

A “**removal**” means a removal for disciplinary reasons from the students’ current educational placement other than

- a suspension
- a 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
- a change in placement to an IAES for behavior involving weapons, illegal drugs or controlled substances.

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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 educational program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modification 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:

Students with disabilities can be suspended or placed in another setting, including IAES, for up to 10 days in the same manner as their non-disabled peers. The 10 day cap is either consecutive days or cumulative days if the removal constitutes a change in placement.

(a) The Board, the 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.

(b) 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.

(c) 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 (see Section B, below).

(d) 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, 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. The Superintendent may order this change even if the student’s behavior is a manifestation of the student’s disability.

i. “Weapon” means the same as “dangerous weapon” under 18 U. S. C. §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 pocketknife with a blade of less than 2 ½ inches in length.

ii. “Controlled substance” means a drug or other substance identified in certain provision of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

iii. “Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3. 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 program poses a substantial likelihood of injury to the student or others. A court also may order such a student to be placed into an IAES.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- (a) for more than 10 consecutive school days; or
- (b) for a period of 10 cumulative school days or more if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate 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 suspension or removals to one another.

2. 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) **and the behavior resulting in suspension is determined to be a manifestation of the student's disability.**

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.

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

1. The District's Committee on Special Education shall:

- (a) Conduct functional behavioral assessments to determine why a student engages in a particular , and develop and/or review behavioral intervention plans whenever the District, if 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, 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 deems necessary.

- (b) Conduct a manifestation determination review within 10 days of the decision to change a student with a disability's placement for discipline reasons.

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 or 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 misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- (a) The school district is deemed to have knowledge that s student is presumed to have a disability if the parent of the child has expressed concern in writing to supervisory or administrative personnel that the child is in need of special education, if the parent of the child requested an evaluation of the child; if the teacher or other school district personnel expressed specific concerns about a pattern of behavior to the specific education coordinator or other appropriate supervisory

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personnel; or if the Superintendent, building principal, or other school official so determines.

(a) The Superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

(b) A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:

- i. conducted an individual evaluation and determined that the student is not a student with a disability, or
- ii. 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 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 these *Standards*.

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 student, 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 an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into these *Standards*.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into these *Standards*, if:

(a) The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain 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 maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

(b) 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.

- i. 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 a 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 expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
- ii. 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 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.

E. Referral to law enforcement and judicial authorities

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

1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.

2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

PROHIBITION OF CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

◇ Student Privacy

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 personnel authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District *Standards for Community-wide Conduct and Intervention Supports*. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school personnel.

In addition, the Board authorizes the Superintendent, building principals and District security officials 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 *Standards for Community-wide Conduct and Intervention Supports*. Other school personnel may conduct a search only in a situation where the circumstances do not allow the calling of the Superintendent, building principal or

security official. Whenever practicable, the school official conducting a search shall consult with another person concerning the presence of reasonable suspicion and shall have another adult witness the search.

Whenever practicable, before searching a student or the student's belongings, the authorized school official should first ask the student if he or she possesses physical evidence that they violated the law or the District *Standards for Community-wide Conduct and Intervention Supports* and/or ask the student to voluntarily consent to the search.

Searches will be limited to the actions necessary to locate the evidence sought. Whenever practicable, searches will be conducted in a private area and students will be present when their possessions are being searched.

The rules in these *Standards* 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.

In all cases, security reports shall be completed regarding the circumstances and results of the search. Any items taken during the course of the search shall be turned over to security personnel or law enforcement authorities.

◇ Random Metal Detector Wand Screening

Random metal-detector wand screenings are an effective and necessary means of detecting and deterring the possession of weapons and preventing its consequences, principally student violence, from occurring on school premises. Random screenings are screenings that are not conducted on a regularly scheduled basis and are not necessitated by particularized safety concerns or special events. 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 (and if available, Police Officers assigned to the school and/or "roving" units) to operate the metal detector wands or portable metal detectors available to their school.

◇ As Needed Screening

The Superintendent or designee or other school officials may authorize metal-detector screenings on days chosen to address particular safety concerns (such as recent violence in the neighborhood) “as needed” or on days on which special events (such as athletic competitions or dignitary visits) are held, using trained school personnel (and if available, Police Officers assigned to the school and/or roving units) to operate the metal detectors available to their school (any combination of walk-through units and/or hand-held wands), or using a task force comprised of trained school personnel, Safety and Security personnel, and Buffalo Police Department Officers to operate the school’s metal detector wands or the portable metal detectors.

◇ Visitors to the School

The Board encourages parents and other citizens to visit the District’s schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits 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 particular school will be considered a visitor (including central office staff).
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor’s register. If identification badges are used in the building, they will be issued a visitor’s identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal’s office before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings, athletic competitions or public gatherings, are not required to wear an identification tag.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors must abide by the rules contained in the *Standards for Community-wide Conduct and Intervention Supports*.

◇ Enforcement for Persons Others Than Students

For all persons other than students, violation of this Code shall be subject to the following provisions.

A. Penalties

Persons who violate these *Standards* shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection, or to arrest and prosecution, at the discretion of the Principal and the police. Where warranted, they may be excluded from school property and/or functions in the future.

2. Tenured faculty members and administrators. They shall be subject to disciplinary action, up to and including discharge, as the facts may warrant in accordance with Education Law §3020-a and any other legal and contractual rights that they may have.

3. Staff members in the classified service of the Civil Service entitled to the protection of Civil Service Law §75. They shall be subject to disciplinary action, up to and including discharge, as the facts may warrant in accordance with Civil Service Law §75 and any other legal and contractual rights that they may have.

4. District employees other than those described in subdivisions 2 and 3. They shall be subject to warning, reprimand, suspension, dismissal or other disciplinary action, as the facts may warrant in accordance with any legal and/or contractual rights they may have.

B. Enforcement

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

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and ask the individual to stop such behavior. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, BPS security and/or law enforcement authorities will be contacted to assist in dealing with the person.

Following such an incident, the building principal or his or her designee shall report the incident to BPS security and to local law enforcement, if they have not already been notified.

The District will consider violations of these *Standards* as a possible basis for disciplinary action against any staff member, as appropriate in accordance, with the "Penalties" section above. In addition, the District reserves its rights to pursue a civil or criminal legal action against any person violating these *Standards* and/or the law at or in connection with school.

The building principal or his or her designee must notify the appropriate local law enforcement agency of the *Standards* violations which constitute or may constitute a crime and which, in his or her judgment, substantially affect the order or security of a school its students and/or its staff, as soon as practicable. The notification may be made by telephone or direct report, and may be followed by a letter. The notification must identify the student and explain the conduct which violated the *Standards for Community-wide Conduct and Intervention Supports* and which constitutes or may constitute a crime. Guidelines for such reports are contained in the 1999 Memorandum of Understanding between the Buffalo Police Department and the Buffalo Public Schools, the terms of which shall govern such reports.

POLICIES AND CODES

C. TRAINING

Staff training will be provided as needed to ensure that the disciplinary practices in each school are effective and that relevant policies and procedures are equitably applied.

Training may include such topics as child and adolescent development and psychology; age-appropriate responses; culture competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate, and the creation of safe spaces for lesbian, gay, bisexual, transgender, and questioning students.

D. ANNUAL DATA COLLECTION AND REVIEW

Schools will annually review their school climate and submit a publicly available written report. Based on the review, schools will make changes consistent with the intent of this and other policies.

The review will include the following:

- a. The total enrollment for the school
- b. Average daily attendance rate at the school
- c. Dropout rates for grades seven through twelve
- d. Average class size calculated as the total number of students enrolled in the school divided by the number of full-time teachers in the school
- e. The school's policy concerning bullying prevention and education
- f. Intervention and prevention strategies
- g. Number of conduct and discipline code violations, including the following offenses, disaggregated by school, race, ethnicity, age grade, disability, ELL status, and gender of the student, where available
 - i. Possession of a dangerous weapon
 - ii. Use or possession of alcohol, drugs or controlled substances, or tobacco products
 - iii. Willful disobedience or open and persistent defiance
 - iv. Conduct equal to first degree, second degree, third degree, or vehicular assault
 - v. Behavior that is detrimental to the welfare or safety of other students or of other school personnel
- vi. Willful destruction or defacement of school property
- vii. Other violations of the Code of Conduct and disciplinary action, is consistently applied to all students
- viii. Other violations of the Code of Conduct and discipline that resulted in documentation of the conduct in a student's records
- ix. Referrals disaggregated by staff member and school
- x. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students

Based on the review, schools will make changes consistent with the intent of this and other policies.

◇ Dissemination and Review

The Board of Education will review these *Standards for Community-wide Conduct and Intervention Supports* every year and update them as necessary. In conducting the review, the Board will consider how effective the *Standard's* provisions have been and whether the *Standards* have been applied fairly and consistently. The Board may appoint an advisory committee to assist in reviewing the *Standards* and the District's response to the *Standards for Community-wide Conduct and Intervention Supports* violations. The committee will be made up of representatives of student, teacher, administrator, parents and community-based organizations, school safety personnel and other school personnel. Revisions to the *Standards* will be made only after at least one public hearing, which provides for the participation of school personnel, parents, students and any other interested party.

The District shall post the complete *Standards for Community-wide Conduct and Intervention Supports* (with all amendments and annual updates) on the District website, if available. The District shall file a copy of the *Standards for Community-wide Conduct and Intervention Supports* and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

Buffalo Public Schools
Developing Safe and Supportive Schools
Standards for Community-wide Conduct and Intervention Supports

APPENDIX

Buffalo Public Schools
Standards for Community-wide Conduct and Intervention Supports 2013-2014

Appendix A

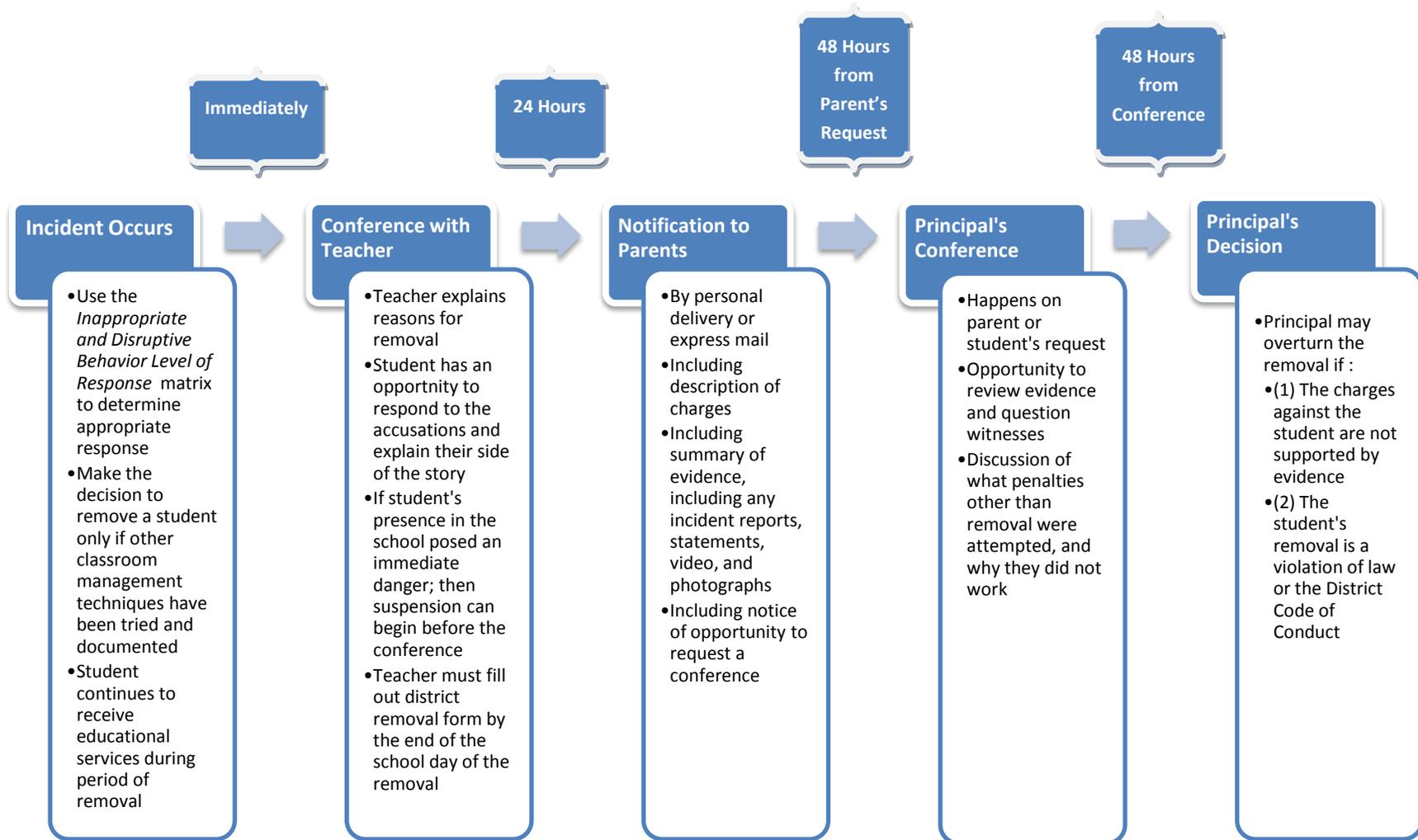
Student Exclusion Procedures – Imposition of Penalties

	All Staff	Bus Drivers	Monitors /Aides	Coaches/ Activity Sponsors	Teachers	Assistant Principal	Principal	Superintendent	Board of Education
Oral Warning /Admonition	X	X	X	X	X	X	X	X	
Written Warning		X	X	X	X	X	X	X	
Written Notification to Parent/Guardian		X	X	X	X	X	X	X	
Detention					X	X	X	X	
Suspension from Transportation						X	X	X	
Suspension from Athletic Participation				X		X	X	X	
Suspension from Social or Extracurricular Activity				X		X	X	X	
Suspension of Other Privileges							X	X	
In-school Suspension							X	X	
Removal from Classroom					X		X	X	
Short-term Suspension							X	X	X
Long-term Suspension							X	X	X
Permanent Suspension							X	X	X

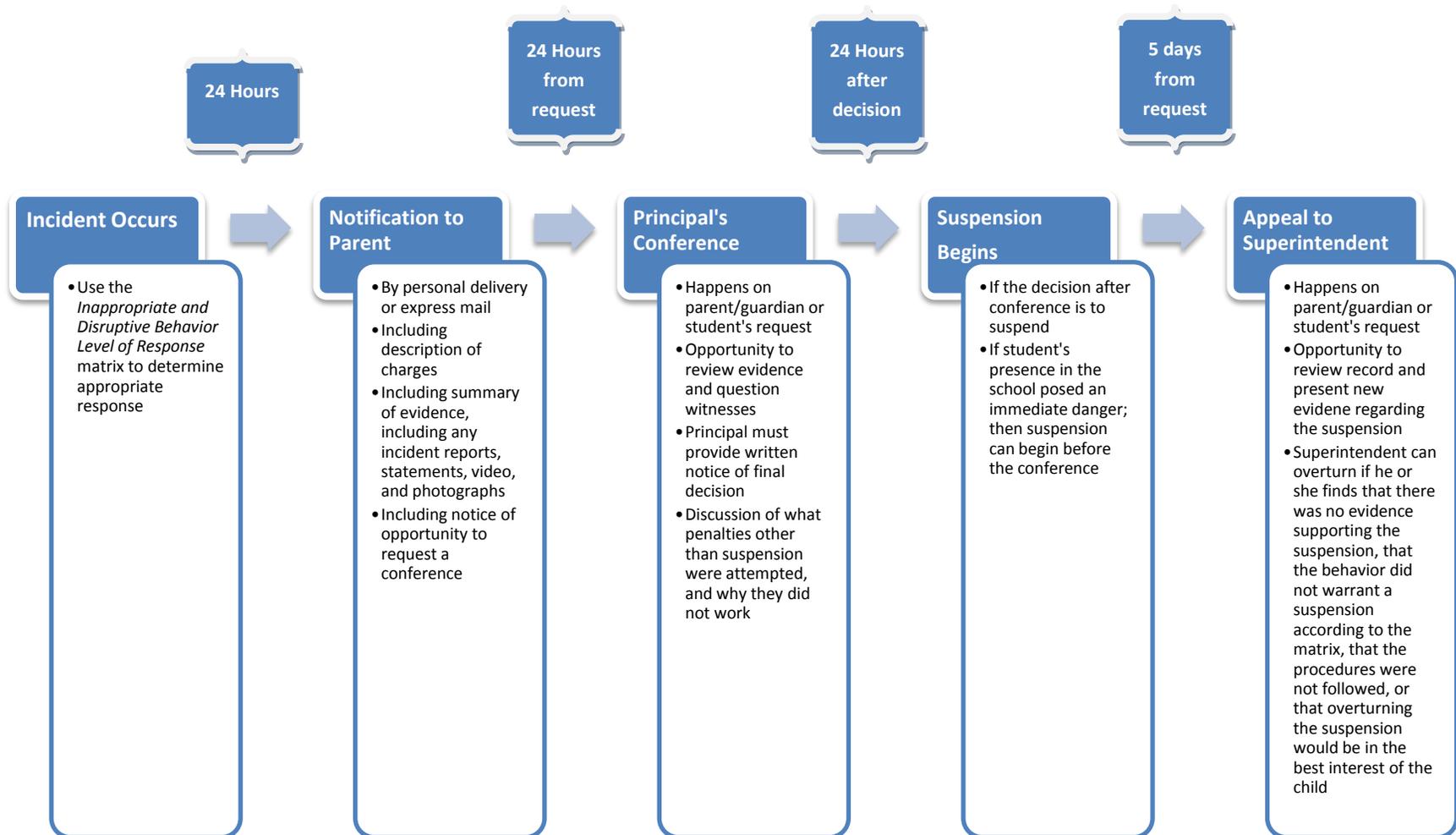
Student Exclusion Procedures

	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

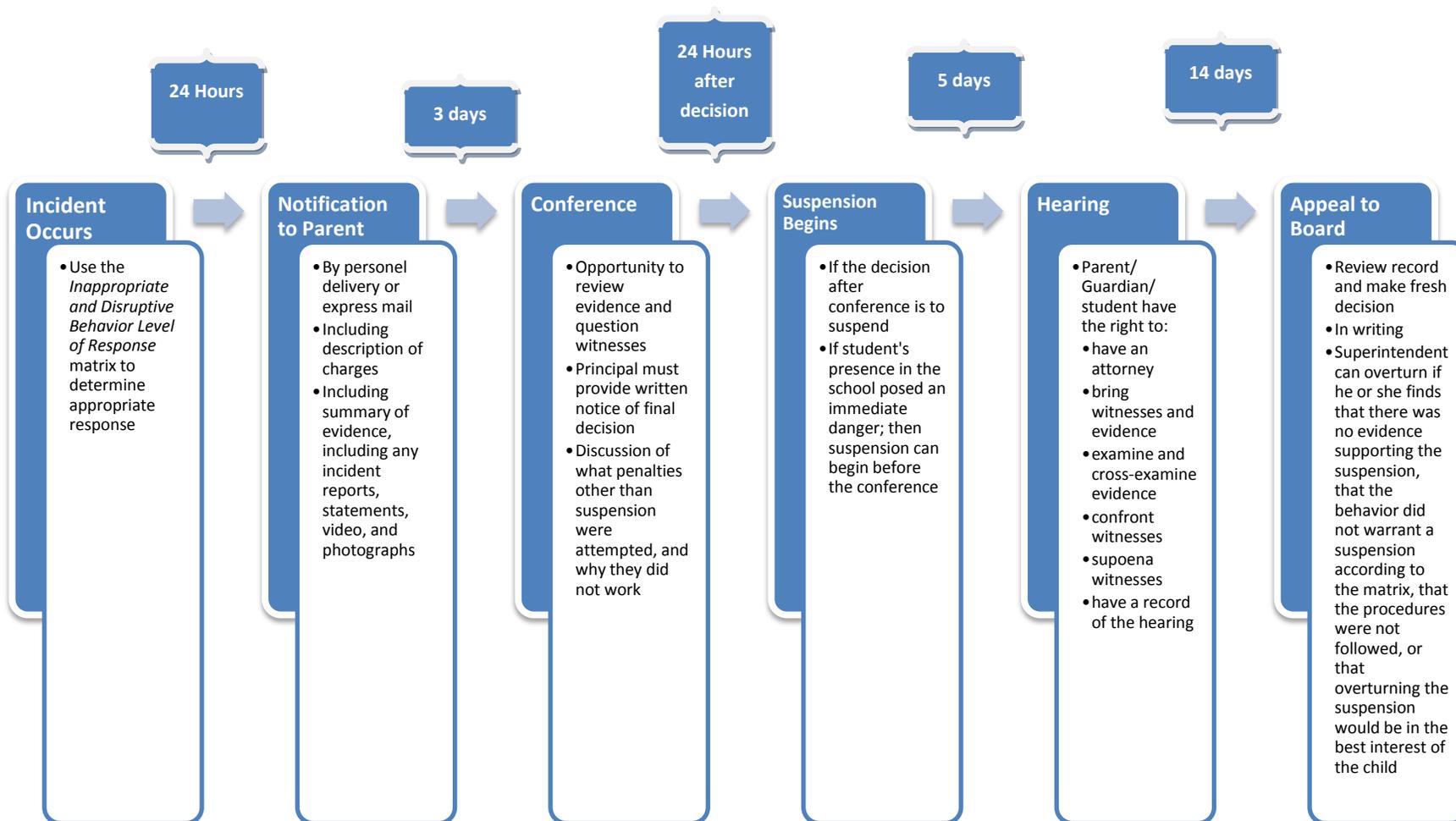
Teacher Removal of Student from Classroom



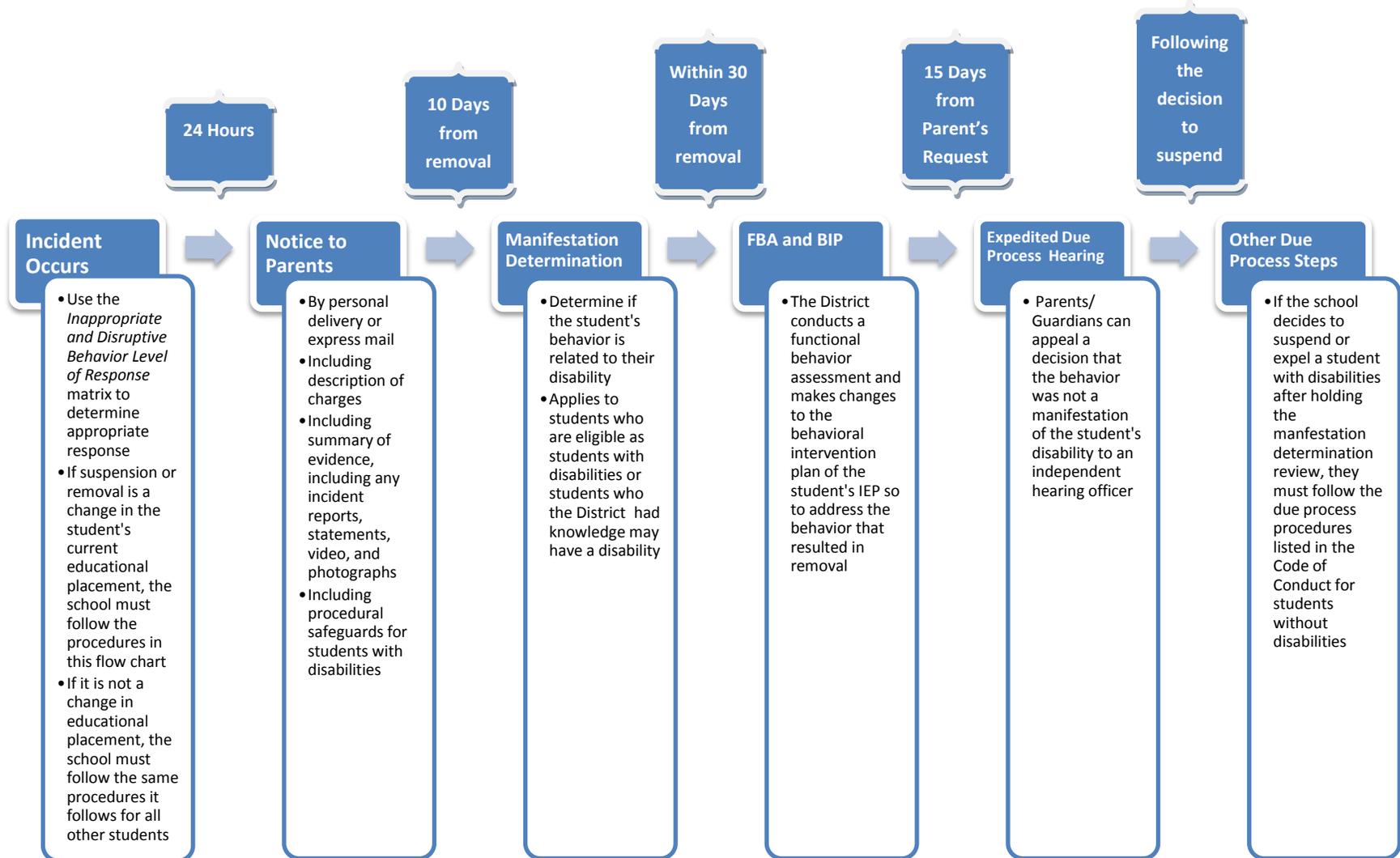
Short-Term Suspension Timeline



Long-term Suspension and Permanent Suspension Timeline



Removal of Students with Disabilities



Buffalo Public Schools
Developing Safe and Supportive Schools
Standards for Community-wide Conduct and Intervention Supports

GLOSSARY

GLOSSARY OF TERMS

Academic Dishonesty

Providing, receiving or viewing answers to quiz or test items or independent assignments; having out or using books, notes or notebooks during a test without permission from a staff member

Attack on Student

A student or students set upon another student in a forceful, hostile or aggressive way without warning or provocation; this includes behavior commonly referred to as “banking.”

Bomb Threat

The making of threats or providing false information about the presence of explosive materials or devices on school property without cause in writing, in person or by phone, including text messaging

Bullying

Any intentional act done willfully, knowingly and with deliberation, by individuals or an individual, which harms another person physically or emotionally

Bullying includes intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school

Bullying is characterized by an imbalance of power between two students. If two students are equally engaged in an altercation, this is not a bullying situation, but instead considered a "conflict" between the two students. When an imbalance of power is present; it can be seen in small ways over a long period of time or in a large way all at one time

Cell Phone Misuse

Use, activation or display of cell phones, camera phones, video phones or other communication devices during the school day or on school buses

Color

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

Community Service

An unpaid service for the benefit of the public that is performed as part (or all) of the consequence for committing an infraction

Computer Misuse

Any unauthorized or inappropriate use of computers, including the Internet, specific programs or hacking (i.e. sharing of obscene, pornographic, lewd or illegal images or photographs, unauthorized use of computers, software, or internet/intranet accounts, accessing inappropriate web sites)

Conference

A communication that takes place face to face or by telephone

Consequence

A result that follows from an action or condition

Controlled Substance

A drug or other substance identified under schedule I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. section 812[c]) (United States Code, 1994 edition, volume 11; Superintendent of Documents, U.S. Government Printing Office, Washington, D.E. 20402-9328: 1995 – available at the Office of Vocational and Educational Services for Individuals with Disabilities, Room 1624, One Commerce Plaza, Albany, NY 12234)

Criminal Behavior

Any behavior that is considered an infraction against the law

Cutting Class

Unlawful absence from a class or school activity

Cyber-bullying

The use of information and communication technologies- e-mail, cell phones, pagers, chat rooms, text messages, instant message, personal website or blogs, personal pulling sites or a combination of these or any other electronic means – to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others

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Dangerous Implements

Any implement or substance used as a weapon to inflict bodily harm, including any objects or implement capable of causing harm or used in such a way as to cause harm to another; this includes but is not limited to laser pointers, pencil and scissors

Demonstration and Mass Protest

Willful disturbance of school activities through a march or rally that prevents the orderly conduct of school classes and activities

Destruction of Property or Vandalism

Damage, destruction or defacement of property belonging to the school or others

Disability

Disability means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is a demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11(4) and §1125(3)). A disability includes restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

Disrespect Toward Others

Inappropriate comments or physical gestures toward others

Disruptive Student

An elementary or secondary 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

Disruptive Student

An elementary or secondary 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

Employee

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 the 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 §11 (4) and §1125(3))

Ethnic Group

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

Ethnicity or National Origin Harassment

A negative act or verbal expression toward an individual or group of the same race or national origin who share common or similar traits, languages, customs and traditions, based upon race, national origin, customs and traditions

Gender

The socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women (masculine and feminine denotes "gender"); actual or perceived sex and includes a person's gender identity or expression (Education Law §11(6))

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 education performance,

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

Illegal Drug

A controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health care professional or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of Federal law

Loss of Privileges

As a consequence of a violation of Buffalo Public Schools' Code of Conduct, a student can lose the right to participate in school events and activities, including participation in graduation and senior activities (if the behavior warrants this consequence, only monies paid as senior dues for the missed activity will be refunded)

Makeup Work

When students are removed from class because of inappropriate or disruptive behavior, school staff must provide students with missed assignments and the opportunity to make up these assignments without penalty. Students with Individualized Education Plans (IEPs) and 504 plans have additional protections that may require full IEP implementation, not just homework packets.

National Origin

A person's country of birth or ancestor's country of birth

Parent

Parent, guardian or person in parental relation to a student

Poisoning

Putting any substances in another person's food or drink that poisons or contaminates that food or drink, or on a person's body that causes injury or harm, or would likely cause injury or harm, to the person

Positive Behavioral Interventions & Supports

Positive Behavioral Interventions & Supports is a school-wide behavior management framework that has a three-tier model of prevention and intervention (Tier 1, universal; Tier 2, targeted; Tier 3 intensive). This framework has been implemented in all Buffalo Public Schools.

Positive Behavioral Interventions and Supports are developed at the school level by school staff, principals and students to create a positive climate and culture, with consistent high expectations for behavior, incentives and consequences. By creating a school-wide system for these structures, Positive Behavioral Interventions and Supports help adults and children have a common understanding of the behavioral expectations for all individuals.

Additionally, through the use of data and regular meetings, the Positive Behavioral Interventions and Supports team within the school can tailor systems to better meet the needs of students. Parents and guardians are encouraged to serve on their school's Positive Behavioral Interventions and Supports Team

For more information about Positive Behavior Interventions and Supports, please contact your school.

Race

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.

Racial Harassment

A negative opinion or verbal expression toward an individual or group of persons who possess common physical characteristics (i.e., color of skin, eyes, hair and facial feature genetically transmitted by descent

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and heredity) that distinguish them as a distinct division of human kind, based on these physical characteristics

Racial Harassment

A negative opinion or verbal expression toward an individual or group of persons who possess common physical characteristics (i.e., color of skin, eyes, hair and facial feature genetically transmitted by descent and heredity) that distinguish them as a distinct division of human kind, based on these physical characteristics

Religion

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 Harassment

A negative opinion or verbal expression toward an individual or group of persons, who possess common religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being, based on religious beliefs

Religious Practice

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.

Reportable to Police

Certain offenses require police reports while reporting of others depends on whether the activity is considered criminal behavior. Police reports are required when an offense is illegal or causes injury to persons. Also see School Resource Officers

Restitution

Replacing item(s) that were stolen or damaged by providing fair market value by way of compensation or service

Safe and Civil Schools

Safe and Civil Schools is an initiative that guides schools through a process of designing a proactive and positive school-wide behavior plan. Staff develops and implements effective behavior management and motivation practices – as well as behavior supports for all students. Adults work toward creating an environment for students that are emotionally and physically safe and that foster independence, integrity, confidence, self-control, kindness, literacy and responsibility.

Included in *Safe and Civil Schools* is *Start on Time*, a comprehensive program which guides schools through a process of designing a proactive and positive plan for improving hallway transitions and reducing tardies to class

Randy Sprick's *Safe & Civil Schools* has been listed in the National Registry of Evidence-based Programs and Practices (NREPP)

School Bus

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 §11(1) and Vehicle and Traffic Law §142).

School Day

Any day of required pupil attendance; unless preceded by the word "calendar". "day" means a school day

School Function

A school-sponsored extracurricular event or activity (Education Law §11(2))

School Property

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, secondary, adult education or post secondary school or

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any other property owned or leased by the District, or in or on a school bus, as defined in Vehicle and Traffic Law §142, or other transportation vehicle adopted by/for the District (Education Law §11(1))

School Resource Officer

The *Standards for Community-wide Conduct and Intervention Supports* identifies certain inappropriate or disruptive behaviors that may be considered a danger to the health, safety and welfare of the school community. When these behaviors occur, Schools Resource Officers must be notified. If school staff or principals are unsure of whether to contact school resource officers, they should contact the Community Superintendent for the school. If and when school staff or principals take steps to contact Buffalo Police, parents or guardians of the affected students must be notified immediately

School Uniform Policy

A mandatory school-based uniform policy is one in which the school prescribes a standard uniform and requires all students to participate

Serious Bodily Injury

Bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty

Sexual Activity

Inappropriate behavior of a sexual nature while on school grounds or during school-sponsored activities, including but not limited to indecent exposure, consensual sexual contact, oral sex or possession of sexually explicit material

Sex

The biological and physiological characteristics that define men and women (Male and Female denotes “sex”)

Sexual Assault

Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures or auditory recordings or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others

Sexual Orientation

The sex to which a person is sexually attracted; Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual. Actual or perceived heterosexuality, homosexuality, or bi-sexuality (Education Law §11(5))

Sexual-Orientation Harassment

A negative opinion or attitude toward an individual or group of persons based on their sexual attraction toward or responsiveness to members of the opposite or same sex

Stealing

Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use. See also Theft

Student Ambassadors.

The Student Ambassador goal is to engage students in activities that promote student connectedness and belonging to the school experience. Student Ambassadors serve as the youth voice for the student body. The students participate in team building activities and plan and conduct activities with their peers, in an effort to maintain a positive school climate and to motivate and engage the entire school community in address barriers to learning such as poor attendance

Tardiness

Arriving late to school or class

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Theft

Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with the intent to deprive the owner of its use. *See also Stealing*

Tobacco Violations

Possession, use, sale or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco or smokeless tobacco

Trespassing

Being on school property without permission, including while suspended or expelled; includes breaking and entering

Unsafe Action

Any action that has the potential to cause danger or physical harm to self or others, including the reckless use of a vehicle

Violent Student

A student under the age of 21 whom:

1. Commits an act of violence upon a school employee, or attempts to do so;
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so;
3. Possesses, while on school property or at a school function, a weapon;
4. Displays, while on school property or at a school function, what appears to be a weapon;
5. Threatens, while on school property or at a school function, to use a weapon;
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function; or
7. Knowingly and intentionally damages or destroys school District property
8. Engages in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student fear for his or her physical wellbeing.

Weapon (including look-alike and ammunition)

A firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act, any other gun, BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, knife, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance (including chemical and biological substances) animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches in length

A weapon is, by way of illustration and without limitation, one of the following:

♦ Firearm: A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns and bombs. Refer to the federal code for the complete definition

♦ Other guns: Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm that looks like a gun. This shall include but is not limited to a pellet gun, paintball gun, stun gun, taser, BB gun, flare gun, nail gun, and airsoft gun

♦ Other weapons: Any implement that could cause or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, a switchblade knife, hunting knife, star knife, razor (including straight or retractable razor), brass knuckles, box cutter, nunchuck, spiked glove, spiked wristband, any mace derivative, tear gas device or pepper spray product

♦ Weapon used to cause bodily harm or injury: Use of a weapon to injury any person on school property or while involved in a school-sponsored activity

Weight

Aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size"

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PROHIBITED CONDUCT

The Board of Education expects all persons on school property and at school functions to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of students, District personnel, parents and other members of the school community, and for the care of school facilities and equipment.

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

All persons shall be deemed to be in violation of the *Standards for Community-wide Conduct and Intervention Supports* and Board policy if, while on school property or at a school event, they:

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

- Running in hallways.
- Making inappropriate and/or unreasonable noise.
- Using language or gestures that are profane, lewd, vulgar or abusive.
- Obstructing vehicular or pedestrian traffic.
- Engaging in any willful act, which disrupts the normal operation of the school community.
- Entering a school building (other than the one a student regularly attends) without permission from the administrator in charge of the building.
- Entering any school premises or remaining in any school building without authorization after it is normally closed.
- Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate web sites; telephone and cell phone usage, or any other violation of the District's acceptable use policy.
- Loitering on school premises.

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

- Failing to comply with the valid directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
- Lateness for, skipping or leaving school without permission (students).
- Skipping detention (students).

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

- Failing to comply with the valid directions of teachers, school administrators or other school personnel in charge of students.
- Speaking out of turn.
- Horseplay.
- Any other conduct, which would cause a student to be a disruptive student as defined in this Code of Conduct.

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

- Committing an act of violence (such as hitting, kicking, punching, and/or scratching) upon a student, teacher, administrator, other school employee or other person, or attempting to do so.
- Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon or to do any form of harm to another individual, by any other means.
- Intentionally, or with reckless indifference or disregard, damaging or destroying the personal property of a student, teacher, administrator, other District employee or other person, including but not limited to, graffiti or arson.
- Intentionally, or with reckless indifference or disregard, damaging or destroying school District property.
- Fighting and/or using any form of physical force against another person.
- Instigating or initiating a fight or the use of any form of physical force against another person.

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

- Lying to school personnel.
- Stealing the property of students, school personnel or any other person on school property or attending a school function.
- Defamation, which includes false statements or misrepresentations about an individual or identifiable group of individuals, that harm the reputation of the person or the identifiable group. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.)
- Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner on school property or at a school function.
- Bullying, cyber-bullying, and harassment, which includes an action or statement, or a pattern of actions or statements, directed at an identifiable individual or group, which are intended to be, or which a reasonable person would perceive, as ridiculing or demeaning, including but not limited to all forms of harassment prohibited in the District's Anti-Harassment Policy, which is incorporated as a part of these *Standards for Community-wide Conduct and Intervention Supports*.
- Bullying, cyber-bullying, and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- Hazing, this includes any intentional or reckless act directed against another, for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.
- Selling, using or possessing obscene material.
- Using vulgar or abusive language, cursing or swearing.
- Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.

Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal

substances" include, but are not limited to, inhalants, marijuana, synthetic marijuana, synthetic drugs (incense, bath salts, or herbal potpourri), ecstasy, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, any substances commonly referred to as "designer drugs", or paraphernalia for use of such drugs or be under the influence of any such substance on school property or at a school function

- Inappropriately using, possessing or sharing prescription and/or over-the-counter drugs.
- Gambling, or inappropriate possession of gambling devices.
- Indecent exposure, that is, exposure to the sight of the private parts of the body.
- Initiating a report, warning, or threat of fire or other catastrophe (including but not limited to a bomb threat or a threat of harm from a chemical or biological substance) without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in misconduct while on a school bus, public transportation, or public transportation facility, while in transit to and from school.

It is important for all persons to behave appropriately to ensure their safety and that of others, and to avoid distracting transportation operators. Students and all other persons are required to conduct themselves in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated.

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

- Plagiarism.
- Cheating.
- Copying.
- Altering records.
- Assisting another person in any of the above actions.

H. Instigate or encourage another person to violate these *Standards for Community-wide Conduct and Intervention Supports*.

2013-2014

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