

NIAGARA FALLS
CITY
SCHOOL DISTRICT

CODE OF CONDUCT

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Superintendent of Schools

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I. PREFACE

The Board of Education is committed to providing every student in its schools the physical environment within which to study, learn and grow to the best of his/her ability. The Board also recognizes the right of every student to receive and every member of the school staff to deliver quality educational services in an atmosphere that is orderly, safe and conducive to his/her putting forth best efforts. The Education Law of the State of New York grants to teachers and administrators the power to control discipline in carrying out the education process.

The Niagara Falls City School District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on principles of civility, mutual respect, citizenship, character, tolerance, cooperation, honesty and integrity. The intent of this Code of Conduct is to clearly define these expectations and to establish and promote standards for responsible behavior that will enable students, parents, teachers, administrators and community members to know what is acceptable behavior and ensure that deviations from these standards will be handled promptly and fairly.

It is the belief of the Niagara Falls City School District that respect both for individual rights and for the rights of the group is basic to sound discipline. Good discipline therefore must recognize the inherent dignity and rights of every human being and must be considered in terms of helping the learner change unacceptable behavior into acceptable conduct while emphasizing humanitarian principles and ideals such as justice and equality.

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

This document shall be reviewed annually by a special committee appointed for that specific purpose.

II. DEFINITIONS

The following definitions will apply throughout this Code of Conduct:

Parent - Shall refer to the biological, adoptive or foster parent, legal guardian or person in parental relation to a student.

School Grounds – Shall mean any building, structure and surrounding outdoor grounds contained within a school’s legally defined property boundaries as registered in the Niagara County Clerk’s Office.

School Property - Shall mean in or within any buildings, structure, classrooms, storage places, lockers, locker rooms, playgrounds, athletic fields, parking lots, and any other locations or land contained within the real property boundary line of a public elementary or secondary school; personal property owned by the School District; **or**

Orleans Niagara BOCES or in/on a school bus as defined in section 142 of the Vehicle and Traffic Law.

School Function - Shall mean a school sponsored extra-curricular event and/or any other school sponsored activity.

School Bus – Shall mean every motor vehicle owned by a public or governmental agency or private school 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.

Disability – Shall mean (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment.

Employee – Shall mean any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school.

Sexual Orientation – Shall mean actual or perceived heterosexuality, homosexuality, or bisexuality.

Gender – Shall mean actual or perceived sex and includes a person's gender identity or expression.

Harassment - Shall mean the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; 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.

Weapon - Shall mean Firearms (as defined in section 921 of Title 18 of the United States Code) - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any destructive device (excluding antique firearms). It shall also include, but not be limited to: any other gun, pistol revolver, shotgun, rifle, machine gun, antique firearm, pellet gun, air gun, BB gun, electronic dart gun, electronic stun gun (taser), paint gun, flare gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, box cutter, metal knuckle knife, cane

sword, other knives of any shape size or make, brass knuckles **or other similar hand-held weapons**, sling shots kung fu star, mace, pepper spray or other noxious spray, explosive or other incendiary devices, clubs, bats, metal pipes, chains, laser pointers or any other device, instrument material or substance that can cause serious physical injury or death when used as a weapon.

Disruptive Student - Shall mean a student under the age of 21 or a student over 21 who is currently completing requirements to obtain a high school diploma who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Violent Student - Shall mean a student under the age of 21 or a student over 21 who is currently completing requirements to obtain a high school diploma who:

1. Commits an act of violence upon a teacher, administrator or other school employee
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function;
3. Possesses, while on School District property, or at a school district function, a weapon as defined in this code of conduct;
4. Displays while on School District property, or at a school function, what appears to be a weapon as defined in this Code of Conduct.
5. Threatens while on School District property, or at a School District function, to use a weapon as defined in this code of conduct or any instrument that appears capable of causing physical injury or death.
6. Knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school district employee or any person lawfully upon School District property or attending a School District function;
7. Knowingly and intentionally damages or destroys School District property.

III. STUDENT RIGHTS AND RESPONSIBILITIES

Preamble

Every student has the rights of citizenship granted by the Constitution of the United States and the State of New York. All those enjoying the rights of citizenship in the school community must accept the responsibilities of citizenship. A basic responsibility of those who enjoy the rights of citizenship is to respect the laws of the community and the rights of the other members of the community.

The rights of the individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the way he/she exercises his/her rights and he/she must accept the consequences of his/her actions and recognize the boundaries

of his/her rights. Each exercise of an individual's rights must demonstrate respect for the rights of others. To achieve this goal of a democratic society, staff, students and parents must work cooperatively to ensure that the primary function of education is to give children equal opportunities to mature in the ethical, intellectual, creative, emotional, social, and physical areas of their lives. The development of self-discipline and the acceptance of individual responsibility therefore, should be stressed throughout school life.

A. Student Rights

All District students have the right to:

1. A positive, safe, healthy, orderly, and civil student environment.
2. Freedom of Speech, Publication and Assembly to the extent that it does not become disorderly, interfere with the freedom of others to express themselves or with the educational process, or in relation to computer use, to the extent that it does not violate conditions of the Acceptable Use Policy.
3. Take part in all District activities on an equal basis regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, and gender (including gender identity and expression).
4. Have access to school rules and, when necessary, receive an explanation of those rules from school personnel.
5. Due process prior to deprivation of any of their rights, meaning that students and their parents shall be notified of pending disciplinary action and shall have the opportunity to present their version of the relevant events to school personnel authorized to impose a disciplinary penalty.

B. Student Responsibilities

All district students have the responsibility to:

1. Accept responsibility for their actions.
2. Contribute to establishing and maintaining a safe and orderly school environment that is conducive to learning and generates mutual respect and dignity for all.
3. Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined.
4. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
5. Attend school every day unless they are legally excused and be in class, on time, with proper working materials and prepared to learn.
6. Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement possible.
7. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner recognizing that the school staff may discipline students for inappropriate behavior from the time of

- departure from home until arrival at home as well as during any school function.
8. Work with teachers, administrators and counselors to develop mechanisms to control their anger.
 9. Ask questions when they do not understand.
 10. Seek help in solving problems that might lead to disciplinary action.
 11. Dress appropriately for school and school functions and maintain habits of personal cleanliness.
 12. Conduct themselves as representatives of the District when participating in or attending school functions and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
 13. Work with oneself and the school to recognize and eliminate harassment and discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, and gender (including gender identity and expression).
 14. Report any alleged incidents of harassment and discrimination to staff members in charge at school.
 15. Help promote a positive school climate.

IV. ROLES OF ESSENTIAL PARTNERS

The maintenance of an environment that is positive, safe, orderly and conducive to study and learning is a responsibility of the total school community. It is necessary that this community, which is comprised of students, parents, teachers, administrators, other school personnel and the board of education assumes responsibility by reviewing past policies, rules and regulations, work towards changes and implement this Code of Conduct of the Niagara Falls City School District.

A. Parents/Guardians

A cooperative relationship between home and school is essential to each student's successful development and achievement. To achieve this wholesome relationship, parents are expected to:

1. Exemplify an enthusiastic and supportive attitude toward school and education.
2. Build a good working relationship among themselves, their children, the teachers, and school staff. Inform school officials of changes in the home situation that may affect student conduct or performance.
3. Teach children self-respect, respect for the law, respect for others, and respect for public property.
4. Insist on regular school attendance.
5. Ensure that students are promptly delivered to and picked-up from school.
6. Prepare written excuses for student absences and tardiness.
7. Participate and assist in maintaining communication with the school by insisting that their children promptly bring home all communications from

- school.
8. Cooperate with the school in jointly resolving any school-related problems and in implementing the rules and regulations of the District.
 9. Listen to the views and observations of all parties concerned before reaching a decision.
 10. Recognize that school staff deserve the same consideration and respect that parents expect from their children.
 11. Set realistic standards of behavior for their children and be firm, fair and consistent in applying them by putting forth a continuous effort to listen, consult, understand and trust their children.
 12. Help their children deal effectively with peer pressure.
 13. Provide a place conducive for study and ensure the completion of homework assignments.
 14. Work with school personnel, community agencies, and on-going committees and organizations dealing with school matters.
 15. Provide for their children's health, personal cleanliness, acceptable grooming, and suitable dress. And further model proper behavior by adhering to Education Law section prohibiting tobacco use on school grounds
 16. Work with their family and others to recognize and eliminate harassment and discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
 17. Report any alleged incidents of student harassment and discrimination to staff members in charge at school.

B. Teachers

Teachers recognize their charge in educating children of the community. To meet this responsibility, all district teachers are to:

1. Promote a climate of mutual respect and dignity which will strengthen the student's positive self-image.
2. Plan and conduct a program of instruction that will make learning attractive and interesting by coming to class prepared and devoting the entire class period to good teaching.
3. Seek to develop close cooperative relationship with parents for the educational benefit of the student by keeping open communication with parents and by sending communications home promptly.
4. Distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of the principal or designee.
5. Teach the common courtesies by rule and example.
6. Handle infractions individually and avoid punishing the group for the misbehavior of one or two.
7. Help students cope with negative peer pressure.
8. Be sensitive to changing behavior patterns.

9. Enable students to discuss their problems by listening to students remaining open-minded, and consulting and acting on student recommendations in the decision-making process.
10. Report to the building administrator any students who jeopardize their own safety, the safety of other students, or who seriously interfere with the instructional program of the school.
11. Guide students to attain their full potential.
12. Serve as a surrogate parent in matters of behavior and discipline as may Be required by New York State Education Law.
13. Help students learn how to use cooperatively developed and agreed upon procedures to bring about change.
14. Model proper behavior by adhering to Education Law section prohibiting tobacco use on school grounds by not engaging in visible possession or use of tobacco or tobacco products.
15. Participate with the building committee and principal in formulating rules which relate to the school.
16. Be available in the halls for supervision of students during class changes.
17. Work with oneself, one's students, and one's associates to recognize and eliminate harassment and discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).

C. School Counselors/School Psychologists/School Social Workers

In recognizing the role counselors play in providing professional guidance to students, they are to:

1. Seek teacher-student-counselor conferences and parent-teacher-student-counselor conferences about problems when necessary.
2. Adjust student schedules as directed by the building administration to correct situations resulting in discipline problems.
3. Help students to understand and work out their problems.
4. Seek to understand the student's position.
5. Recognize that students may have specific interest areas and encourage them to select classes which enhance their interests.
6. Coordinate pupil personnel staff and/or other agencies and services on behalf of the student and/or the student's family.
7. Assist building administrator in providing intervention to those students who violate school rules.
8. Model proper behavior by adhering to Education Law section prohibiting tobacco use on school grounds by not engaging in visible possession or use of tobacco or tobacco products.
9. Work with oneself, one's students, and one's fellow associates to recognize and eliminate harassment and discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious

- practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
10. Handle human relations in the area of harassment and discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression). This includes using counseling methods and meeting with students as needed.

D. School Administrators

As the educational leaders of the school, administrators set the educational and disciplinary climate: They are to:

1. Seek to develop a sound and healthful atmosphere of mutual respect within the school.
2. Evaluate the program of instruction in the school to achieve a meaningful education program.
3. Help the staff evaluate their own procedures and attitudes in relation to the interactions within their classes.
4. Provide the opportunity for students and staff to approach the principal directly for redress of grievances.
5. Provide teachers with relief of serious problems as soon as possible and support all building personnel maintaining appropriate and effective discipline.
6. Assist staff members in resolving problems that may occur by communicating with them the action taken by the principal on disciplinary matters.
7. Work closely with parents to establish a wholesome relationship between home and school by sending communications home promptly.
8. Utilize all appropriate auxiliary staff and community agencies to help parents and students identify problems and seek solutions.
9. Establish necessary building security.
10. Assume responsibility for the dissemination and enforcement of the District's discipline policy and ensure that all cases are resolved promptly.
11. Ensure fairness, reasonableness, and consistency in the policies of the school.
12. Comply with pertinent State laws governing hearings, suspensions, and students' rights.
13. Enable students to discuss their problems by listening to students, remaining open-minded, consulting, and acting on student recommendations in the decision-making process.
14. Teach common courtesies by rule and example.
15. Model proper behavior by adhering to Education Law section prohibiting tobacco use on school grounds by not engaging in visible possession or use of tobacco or tobacco products
16. Initiate and provide for regular in-service programs for staff members.

17. Identify the line of administrative authority in the school during the absence of the principal.
18. Respect the feelings of all students, parents, and school personnel.
19. Obtain suggestions from students, teachers and parents regarding the formulation of building rules and regulations.
20. Work with oneself, one's students, and one's staff to recognize and eliminate harassment and discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
21. Serve as the Dignity for All Students Act Coordinator to ensure that student harassment and discrimination by other students or employees is prohibited. Any reported incident of harassment and discrimination will be investigated by school administrators or designees (ie: deans). Disciplinary action will be taken if any student violates the Code of Conduct in accordance of the disciplinary consequences set forth in this document.

E. Superintendent

As the chief executive officer of the School District and the educational system, the Superintendent has the responsibility to define, coordinate, interpret and implement the education policies of the district. To meet this responsibility, he/she is to:

1. Take such steps as are necessary to develop and publicize rules and regulations for students, and make sure that they are carried out.
2. Work with school administrators, law enforcement officials and other agencies to make certain that the rules and responsibilities of each are understood and make plans for cooperative working arrangements.
3. Consider and act upon recommendations for suspensions in keeping with the Board of Education policy.
4. Review with the principals the policies of the Board of Education and State laws relating to discipline.
5. Listen and respond to the views of the total community.
6. Inform the Board of Education of educational trends relating to discipline.
7. Provide for the development of innovative educational programs which will help to minimize problems of misconduct and which will be sensitive to the needs of faculty groups instituting these programs.
8. Make himself/herself available to principals, advise them on serious discipline matters, and support them so long as the latter has acted in accordance with the discipline policies of the School District and the laws of the State of New York.
9. Be well informed about the programs and the problems in the various schools and work with the principals in offering leadership.
10. Work with District administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
11. Model proper behavior by adhering to Education Law section prohibiting

- tobacco use on school grounds by not engaging in visible possession or use of tobacco or tobacco products
12. Work with himself/herself, his/her staff, and the students in recognizing and eliminating harassment and discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
 13. Work with school administrators, teachers, and community partners to develop Alternatives to Suspension.

F. Board of Education

A primary responsibility of the Board of Education is to establish district policy. To meet this responsibility the Board is to:

1. Adopt and support a clearly defined discipline policy and Code of Conduct for the School District.
2. Approve a procedure for hearing grievances relating to disciplinary action which will protect the rights of all parties to the action.
3. Provide adequate members and kinds of personnel and sufficient building space, so that conditions within every school in the District are conducive to a positive learning environment.
4. Listen and respond to the views of the total community.
5. Employ qualified personnel who are understanding and sensitive to minority groups and genuinely interested in young people.
6. Provide time for regularly scheduled in-service training for all school employees.
7. Model proper behavior by adhering to Education Law section prohibiting tobacco use on school grounds by not engaging in visible possession or use of tobacco or tobacco products
8. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
9. Adopt and review at least once a year the District's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
10. Work within itself, its staff, and the students to recognize and eliminate harassment and discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).

V. STUDENT APPEARANCE CODE

The Niagara Falls School Community believes that the students' appearance should at all times be appropriate for school and school functions. The student's individual dress and appearance is primarily the responsibility of the student and his/her parents. The student's appearance should be clean and neat and should not be distracting to other members of the school community or a safety or health risk to the student or others. All District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Consequences; please see appendix I page 65

The following minimal standards are enforced:

1. Headgear should not be worn in the building or classroom except for a medical or religious purpose. All hoods should be down during the school day. Students should be recognizable visibly. Blankets should not be worn as outer clothing.
2. Footwear must be worn at all times. Certain footwear that poses a hazard will not be allowed.
3. All underwear must be completely covered with outer clothing and all apparel should be fastened appropriately.
4. Above the waist/ cropped apparel must cover all of one's person except the arms and a modest opening at the neck and may not be of transparent materials. Blouses, shirts and sweaters are to cover shoulders, back, chest and stomach.
5. Extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps and plunging necklines are not appropriate and may not be worn.
6. Sleeveless team jerseys cannot be worn without a tee-shirt with arms worn under it.
7. All shorts or skirts should cover to mid-thigh area when the student is in a standing position.
8. If a student chooses to wear layered fashions, each and all layers shall comply with the student appearance code.
9. All articles which advertise, display or represent items depicting such themes as alcoholic beverages, tobacco, drugs, marijuana, items with abusive, suggestive, controversial or gang-related themes or colors are prohibited.
10. Bandanas are not to be worn/displayed on any part of the body including head, neck, wrist, leg or worn hanging from a pocket or attached to any object.
11. All articles that carry messages that are suggestive, vulgar, obscene, libelous or denigrate others on account of race, color, religion, ancestry, national origin, sex, sexual orientation or disability are prohibited.
12. During the school day, all coats, hats, jackets, scarves, backpacks, gym bags, athletic equipment, ipods, radios, cellular telephones, and other electronic equipment of any kind are to be kept in lockers and deactivated.

(Within the discretion of school administrators students may be permitted to carry drawstring single pocket and /or mesh bags). See below for disciplinary procedures for unauthorized use of cellular telephones/wireless communication devices.

13. Any other mode of dress or personal appearance not covered by the above, enforced at the discretion of each school principal when it is deemed dangerous, disruptive, distracting and/or disturbing to the progress of the educational program or activity.

Each Principal shall be responsible for informing students and their parents of the Student Appearance Code at the beginning of the school year and any revisions to the Appearance Code made during the school year.

Students must follow the prescribed student appearance code for the school. Students who violate the Student Appearance Code shall be required to modify their appearance by covering or removing the offending item. Students who are unable to do so shall be retained until the end of the day or until a parent or designee brings an acceptable change of clothing to the school.

Students who refuse to comply with the Student Appearance Code shall be subject to discipline up to and including independent study room for the day. Any student who repeatedly fails to comply with the appearance code shall be subject to further discipline, up to and including out of school suspension.

VI. CELL PHONES AND OTHER ELECTRONIC DEVICES

Grade level guidelines:

Elementary Level (K-6)

Disciplinary action for the unauthorized use of cellular telephones, wireless communication devices, or any other electronic device include but are not limited to: displaying the phone/device, having the phone/device on, making and/or receiving calls, making and/or receiving audio/video content, and sending and/or or receiving text messages during the school day, during examinations or at school time events, field trips or school functions.

Prep Level (7-8), High School Level (9-12)

Disciplinary action for the unauthorized use of cellular telephones, wireless communication devices, or any other electronic device include but are not limited to: displaying the phone/device, having the phone/device on, making and/or receiving calls, making and/or receiving audio/video content, and sending and/or or receiving text messages during the school day, during examinations or at school time events, field trips or school functions. Social Media content on any platform is not permitted to be made at any time during the school day.

Students are permitted to possess cellular devices, wireless communication devices or any other electronic device. These devices may be utilized on a limited basis in the following areas of the school:

- Cafeteria
- Hallways
- Classroom, Library and Study Hall (Only with permission of teacher)

Headphones are permitted in the hallways and cafeterias, however a 'one-ear bud' policy will be implemented. For safety purposes, students are required to have the ability to hear directions or instructions from staff.

However, if the use of the device is deemed to be dangerous, disruptive, and/or hindering to the progress of the educational program or school environment by teachers, school administrators or other school employees responsible for students, disciplinary action may be taken against the student.

Using recording devices (including but not limited to cell phone cameras or i-pods) to record incidents or individuals while anywhere in the school building or on school grounds without authorization is prohibited. Irrespective of authorization, it is never permissible to use such devices in lavatories, locker rooms or changing areas. It is also not permissible to post such recordings on social media platforms.

Disciplinary procedures:

First Infraction – Immediate confiscation of the cellular telephone, wireless communication device, or any other electronic device from the student. Returned to identified owner by the main office and/or the dean's office at the conclusion of the school day. Parent/guardian to be notified and informed regarding penalties for repeat offenses.

Second Infraction-Immediate confiscation of the cellular telephone, wireless communication device, or any other electronic device. Parent/guardian to be notified and informed regarding penalty for repeated offense. Cellular telephone, wireless communication device, or any other electronic device returned to the parent/guardian of the student upon their request and retrieval.

Third Infraction or repeated infractions- At the discretion of the administrator, student is subject to TOSH or a short-term suspension not to exceed five days. Cellular telephone, wireless communication device, or any other electronic device returned to the parent/guardian of the student upon their request and retrieval. Parent/guardian to again be notified and informed regarding penalty for repeat offense.

VII. PROHIBITED STUDENT CONDUCT

The Board of Education expects students to conduct themselves in an appropriate

and civil manner, with proper regard for the rights and welfare of other students, District personnel and other members of the school community, and for the care of school facilities and equipment.

The Code of Conduct and the Board of Education policies on school discipline have been developed and predicated on the belief that appropriate behavior should be the goal for each student. The Board of Education recognizes that the best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior as well as the consequences of their misbehavior. As a result, when other methods of correcting student behavior have proved ineffective, it is sometimes in the student's best interest that he/she be suspended from school for varying lengths of time.

The authority of the Board of Education to authorize suspensions and to make reasonable rules and regulations regarding discipline is granted under Section 3214 of the New York State Education Law and under Board Policy JDD. A board of education may invoke such action as suspension after avenues of recourse to redress a problem have been tried and school personnel feel that a student's behavior is such that either the student population or the student himself/herself would be better served by the student's removal from school.

The Board of Education recognizes the need to make its expectations for student conduct specific and clear while students are on school property or engaged in a school function. The Board of Education, therefore, hereby establishes the following categories of misconduct as those which may result in disciplinary action up to and including suspension from the Niagara Falls City Schools. The examples listed are generally descriptive of the most obvious types of misconduct falling within the categories of disorderly conduct, insubordination, disruptive conduct, violent conduct, and endangerment. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

The following are not to be construed as exhaustive lists, or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school system or the proper functioning of the education process.

A. **Disorderly Conduct**

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act that disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building. Accessing unauthorized areas of an assigned school

(ex: elevator, unsupervised location) is also trespassing. After school hours, students are not permitted in any school building, without permission from the administrator in charge of the building.

7. Violation of District On-Line Services or Internet Use Policies including but not limited to unauthorized use of computers and accessing or creating inappropriate websites, visiting non-educational websites or creating inappropriate social media accounts or fraudulent social media accounts.
8. Using recording devices (including but not limited to cell phone cameras or i-pods) to record incidents or individuals while anywhere in the school building or on school grounds without authorization is prohibited. Irrespective of authorization, it is never permissible to use such devices in lavatories, locker rooms or changing areas.

B. Insubordination/ Disruptive Conduct

1. Failing to comply with the reasonable/lawful directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect which may be reported by students and/or staff.
2. Tardiness or, missing or leaving school property without permission. (See Section E).
3. Lying to school personnel.
4. Causing a disruption to the atmosphere of order and discipline in the school that is necessary for enforcing an orderly environment.

C. Endangerment

1. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
2. Acts of sexual harassment or misconduct as defined in the District's sexual harassment policy.
3. Selling, using or possessing obscene material.
4. Possessing and/or smoking/using any tobacco, or tobacco substitute, product including but not limited to tobacco cigarettes, cigars, pipes, chewing or spit tobacco, e-cigarettes, vapors, and any other product containing nicotine or a nicotine substitute in any form.
5. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal substances, or any other drug paraphernalia, or being under the influence of either. "Illegal substances" include inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, any substances commonly referred to as "designer drugs", and/or legal substances intended for un-prescribed use/abuse, including synthetic cannabinoid products labeled as incense, herbal mixtures, or potpourri.
6. Inappropriately possessing, using or sharing prescription and over-the-counter drugs.
7. 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.
8. Defamation, which includes making false or unprivileged statements or representations about a teacher, an individual, or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 9. Intimidation, which includes engaging in actions or statements that put an individual in fear of harm through any means including the use of technology such as computers and cellular telephones (cyber-bullying). See also section on Cyberbullying.
 10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club, or team.
 11. Gambling, exclusive of authorized fundraisers. This includes dice, cards, and online gambling during school hours.
 12. Gang activity, a gang is an organized group of some duration, sometimes characterized by turf concerns, symbols, special dress and colors. An incident is gang related if it is gang motivated, if gang membership caused the incident or was a contributing factor.
 13. Indecent exposure, exposure to sight of the private parts of the body or undergarments in a lewd or indecent manner including the transmission or possession of sexually explicit messages/pictures through the use of technology such as computers, smart watches, and cellular telephones.
 14. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
 15. Arson and/or any incident of igniting material or involving the possession of igniting material with the purpose of starting a fire through the utilization of lighters, matches, or other materials.
 16. All interscholastic athletic equipment deemed inappropriate (baseball bats, lacrosse sticks, hockey sticks) should be stored in a secure location upon entering the building. At dismissal a designed staff member will return athletic equipment.
 17. Students cannot sell items or goods outside of authorized school fundraisers.

D. **Violence**

1. Committing an act of violence (such as pushing, shoving, hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee.
2. Committing an act of violence (such as pushing, shoving, hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property.
3. 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. "Weapon" means a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, any type of ammunition, dagger,

dirk, razor, stiletto, switchblade knife, gravity knife, metal knuckle knife, box cutters, cane sword, electronic dart gun, martial arts star, electronic stun gun (taser), pepper spray or other noxious sprays, laser pointer, explosive or incendiary bomb, or other dangerous instrument that can cause physical injury or death.

4. Possessing and/or displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a teacher, administrator, other District employee, other student or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school district property including but not limited to littering and other acts of vandalism.
8. Committing a reckless act, including but not limited to, throwing objects, pushing, shoving or contributing or creating an unsafe condition, which can result in injury to a student(s) or staff member(s).

E. **Truancy**

1. Truancy is the unauthorized absence from, or tardiness to, school or assigned classes without the knowledge or approval of the parent or guardian, or if the absence or tardiness is contrary to Board attendance policies (i.e. baby-sitting or vacation on school days). If the student is under the age of sixteen (16) or turns sixteen (16) after July 1 of the school year, truancy is a violation of the Compulsory School Attendance Law. All students sixteen (16) years of age and over are subject to the attendance procedures and policies of the school they are attending.
2. The team responsible for student attendance at each school will review habitual violations and enact interventions that may include home visits, referral to Pride program, and possible referral to the Family Court Intake Division for Supervision by filing a PINS petition (Person in Need of Supervision).

Attendance Policy Summary

The overall objectives of the Niagara Falls City School District Attendance Policy are: to increase school completion for all students; to raise student achievement and close gaps in student performance; to know the whereabouts of every student for safety and other reasons; to improve student attendance; to verify that individual students are complying with education laws relating to compulsory attendance; to determine the District's average daily attendance for state aid purposes; to identify attendance patterns in order to assist those students who are identified as chronic truants, and, to develop an attendance program that students, parents, and staff will accept and value.

PowerSchool:

Daily attendance shall be collected by way of the district's adopted official attendance tracking software (PowerSchool). PowerSchool is an effective avenue for communication with administration, teachers, staff, parent/guardians and students to foster learning that extends beyond the classroom; electronic web based attendance tracking can occur instantaneously by way of Parent Portal.

Parent Portal:

A sub element of PowerSchool offers parents/guardians the opportunity to track student grades and attendance. Parent portal provides instantaneous feedback regarding student attendance (daily and class period). Parent portal is accessible on the Niagara Falls City School District webpage and a mobile app is available for download.

Attendance Taking Procedures for Power-School

a. Maintenance of Electronic Register of Attendance – Each student attending the Niagara Falls City School District shall have an individual register of attendance containing information required by law and regulations.

b. Recording Attendance Grades K-6

Each pupil's presence or absence shall be recorded after taking attendance once per school day.

c. Recording Attendance Grades 7-12

i. Each pupil's presence or absence shall be recorded after the taking of attendance in each period.

ii. If pupils do not change classrooms for each period of scheduled instruction, each pupil's presence or absence shall be recorded after taking attendance once per school day.

d. Persons Responsible

i. Entries in register of attendance shall be made by a teacher or employee designated by the school building administrator.

ii. Building administrators shall designate a teacher or other District employee to supervise the keeping of the register of attendance.

Excused Absences – The Board of Education acknowledges the following reasons for excused pupil absences, tardiness, and early departures from school relating to a full or part of the school day:

1. Sickness
2. Serious illness or death in the family
3. Suspension
4. Medical or dental appointments
5. Impassable roads or extreme weather conditions
6. Approved educational trips
7. Approved college visits
8. Religious observances
9. Music lessons
10. Attendance in health clinics
11. Required court appearances
12. Military obligations
13. Approved cooperative work program
14. Emergency situations as approved by the building administrator

Unexcused Absences – The following are examples of pupil absences, tardiness, and early departures that will be considered unexcused:

1. Vacation with or without parents
2. Haircut
3. Obtain Learner's Permit
4. Oversleeping
5. Babysitting
6. Hunting/Fishing
7. Unlawful detention
8. Truancy

The Niagara Falls City School District will not deny course credit based on attendance.

To encourage student attendance, the District will develop and implement grade-appropriate/building-level strategies and programs.

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described herein. Consequences may include, but are not limited to, assignment to T.O.S.H, denial of participation in interscholastic and extracurricular activities, referring a compulsory age student to the Family Court Intake Division for Supervision by filing a PINS (Person in Need of Supervision) Petition, and referring a student over the compulsory age to the Superintendent for a transition hearing.

Students who illegally miss school or classes will have their parent or guardian notified by telephone by building attendance personnel.

Attendance personnel will send home a copy of the PowerSchool attendance report and a form letter to the parents or guardians of any student who illegally misses school days and/or classes. The letter will request a meeting with the student, parents or guardians and a guidance counselor when appropriate. At the meeting, various strategies will be developed or presented to assist the student in attending school and/or classes.

To effectively intervene where an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue various intervention strategies as outlined in District Policy.

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revision to the policy and plan deemed necessary to improve student attendance.

F. Use/Abuse of Alcohol and/or Other Substances By Students

The Niagara Falls School District has adopted a policy (Board Policy JCDABR) concerning the use/abuse of alcohol and other substances for students. The intent of the policy is to prevent or delay the onset of alcohol, tobacco, and other substance use by students. An ongoing staff development component will ensure policy implementation. The Niagara Falls School District is also committed to achieving a drug-free work and learning environment as stated in Board Policies.

1. The Board of Education of the Niagara Falls City School District is committed to the prevention of alcohol, tobacco, vapes and other substance use/abuse.
2. No student may use, possess, sell, or distribute alcohol or other substances, nor may use or possess drug paraphernalia on school grounds or at school sponsored events, except drugs as prescribed by a physician. The terms "alcohol and other substances" shall refer to the use of all substances including, but not limited to, alcohol, tobacco, inhalants, vapes, edibles, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alikes, and any of those substances commonly referred to as "designer drugs." The inappropriate use or possession of prescription and over-the-counter drugs shall also be prohibited, and/or any other legal substances intended for un-prescribed use/abuse, including synthetic cannabinoid products labeled as incense, herbal mixtures, or potpourri.
3. The School District will provide a program of prevention and intervention

designed to eliminate any existing use/abuse of alcohol and other substances, and provide supportive services to all students.

G. Harassment in accordance with Dignity for All Students Act (DASA)

The Niagara Falls Board of Education prohibits harassment and discrimination against any student, whether by students or employees on school property or at a school function. This is in accordance of the Dignity for All Students Act (DASA).

No student shall be subjected to harassment by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex by students or school employees on school property or at a school function.

1. DEFINITIONS

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which the person belongs.

Harassment is the creation of a hostile environment by conduct, with or without physical conduct and/or verbal threats, intimidation or abuse, of such a nature that:

- has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being
- reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety

The behavior may be based on any characteristics, including but not limited to a person's actual or perceived:

- race
- color
- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sex
- sexual orientation
- gender (including gender identity and expression)

- hairstyle (in accordance with the Crown Act)

2. REPORTING AND INVESTIGATION

Alleged incidents involving possible student harassment are to be reported to those in charge, such as teachers and administrators. All reported complaints will be investigated as set forth in this Code of Conduct.

Incidents may be reported in verbal or written form. Alleged incidents will be reviewed in a timely manner by designated school staff members.

3. ACTION

Each school building shall have trained staff members in prevention and intervention in the areas of student harassment and discrimination. The responses shall aim to correct the problem behavior, prevent another occurrence or the behavior, and protect the target of the act.

School Counselors at each school will be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex as required by the Dignity for All Students Act. They will use counseling and other methods to meet with students.

There will be a trained staff member at each school to serve as the Dignity Act Coordinator. This individual will ensure that reported incidents of student harassment or discrimination are investigated. If reported incidents are determined to be valid after proper investigation, student disciplinary action will be taken in accordance with the penalties and procedures outlined in the Disciplinary Action section of the Code of Conduct.

*Refer to the Niagara Falls City School District's Website for each school's DASA coordinator. (www.nfschools.net)

5. RESOURCES

Resources will be available on the District website to help promote a positive school climate. Information will be provided for parents, students, and staff members on recognizing and responding to student harassment and bullying. The District will continue its Character Education Program. Resources including the monthly traits of Character Education will be available on the District website and promoted at each school. Buildings will continue to use their school-wide positive behavior plans.

H. **Sexual Conduct/Harassment/Misconduct**

DEFINITIONS

1. Conduct of a Sexual Nature

Conduct of a sexual nature may include, but is not limited to, verbal or physical sexual advance (coming on to), including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," jokes, and any harassing conduct to which an employee or student would not be subjected but for such person's sex.

2. Unwelcome conduct of a Sexual Nature

- (a) Verbal or physical conduct of a sexual nature may constitute sexual misconduct when the allegedly harassed employee or student has indicated, by his or her conduct, that it is unwelcome.
- (b) An individual who may have initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct be deemed unwelcome.
- (c) The Board of Education prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

3. Sexual Abuse

Sexual abuse takes place when a person subjects another person to sexual contact without the latter's consent.

Sexual contact means any touching of the sexual or other intimate parts of a person not married to the actor for the purpose of gratifying sexual desire of either party. It includes the touching of the actor by the victim as well as the touching of the victim by the actor, whether directly or through clothing.

4. Sexual Harassment

- a. For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
 - (1) Submission to the conduct is made either as an explicit or as implicit condition of employment, or as an award of grades or

other measures of student achievement;

- (2) Submission to or rejection of the conduct is used as a basis for a decision affecting a student; or
- (3) The conduct substantially interferes with any employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment.

The Niagara Falls Board of Education is committed to safeguarding the right of all students within the School District to an environment that is free from all forms of sexual harassment. Therefore, it condemns all unwelcome behavior of a sexual nature which is designed to exhort sexual favors from a student as a term or condition of education or which has the purpose or effect of creating an intimidating, hostile or offensive environment.

Sexual harassment, as defined above, may include, but is not limited to:

- i. Verbal comments - sexual name calling.
- ii. Press for sexual activity or sexual favors.
- iii. Making obscene or sexually suggestive gestures, movement or body motions.
- iv. Unwelcome touching, pulling on clothes, or constant brushing against another's body.
- v. Posting or exhibiting of sexually explicit materials, photographs, posters, or cartoons.
- vi. Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

Any person who alleges sexual harassment by any staff member or student in the School District, whether that harassment occurs on school premises or off school premises, should complain directly to those in charge; student to teacher, teacher to administrator, administrator to Superintendent of Schools. If the alleged employee is anyone in higher authority, the report shall be made to the Superintendent of Schools.

All reports of sexual harassment will be held in confidence. Any filing of a grievance will not reflect upon the individual's status or affect future employment, work assignments or grades.

In cases where a student is the complainant, the same procedures are to be followed.

Sexual Misconduct

The policy of the Board of Education forbids discrimination against any employee,

applicant for employment, or student, on the basis of sex. The Board will not tolerate sexual misconduct by any of its employees or students. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

1. Administrators and Supervisors
 - (a) It is sexual misconduct for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
 - (b) Administrators and supervisors who either engage in sexual misconduct or tolerate such conduct by other employees shall be subject to sanctions, as described in the regulations.
2. Non-managerial and Non-supervisory Employees
 - (a) It is sexual misconduct for a non-administrative and non-supervisory employee to subject any other employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described in the regulations.
3. Employees
 - (a) It is sexual misconduct for an employee to subject a student or another employee to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described in the regulations.
4. Students
 - (a) It is sexual misconduct for a student to subject another student or an employee to any conduct of a sexual nature. Students who engage in such conduct shall be subject to student disciplinary actions as described in the regulations.
 - (b) Sexual misconduct training will be incorporated into the student handbook, student orientation and the health curriculum.
 - (c) Complaints should be filed without fear of retaliation. Instances of retaliation should be reported and will be dealt with to the fullest extent of the law or disciplinary procedures.

I. Bus Conduct

The Niagara Falls City School District will provide transportation for eligible

bus students only. It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers, and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Entering and exiting the bus without permission, excessive noise, pushing, shoving and fighting will not be tolerated. Students waiting for buses when not on school property are expected to conduct themselves in accordance with the District's Code of Conduct.

Students are the responsibility of the District while they are on the school bus. Since the school bus is an extension of the classroom, the Board of Education shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior, and shall, therefore, approve rules and regulations regarding school bus transportation (Board Policy JCDAD). School bus regulations shall be enforced by bus drivers, bus associates, and the Student Services Office in coordination with the school principal. Students who become serious disciplinary problems may have their riding privileges suspended or revoked. In such cases, the parents of the children shall be duly notified and will become responsible for the transportation of their children to and from school (Board Policy JCDAD).

J. **Academic Misconduct**

It is crucial for students to behave appropriately during academic activities. Examples of academic misconduct may include:

1. Plagiarism.
2. Cheating.
3. Copying
4. Altering records.
5. Assisting another student in any of the above actions.
6. Violating Computer Acceptable Use Agreement and/or other misuse/abuse of computer privileges including the Laptop Distribution Policy.

K. **Bullying**

1. DEFINITION

Bullying may be a single act or repeated acts of aggressive behavior by one or more students in order to intentionally hurt another person, physically or emotionally.

2. CHARACTERISTICS

Characteristics of bullying may include but are not limited to:

- Intentional harm-doing
- Repeated over time
- A relationship in which there is an imbalance of power or a perceived imbalance of power

3. POSSIBLE EXAMPLES

Direct Bullying:

- Hitting, kicking, shoving, spitting
- Taunting, teasing, racial slurs, verbal harassment
- Threatening physical harm, obscene gestures

Indirect Bullying:

- Spreading rumors
- Defamation of character
- Cyberbullying

The examples above are not meant to be a conclusive list.

The Niagara Falls Board of Education is committed to provide a school environment free of discrimination and harassment. Alleged incidents involving possible student bullying are to be reported to those in charge, such as teachers or administrators.

L. **Cyberbullying**

1. DEFINITION

Cyberbullying is willful harm inflicted either as a single act or repeated acts through the use of computers, cell phones, and other electronic devices.

2. FORMS OF CYBERBULLYING

Possible forms of Cyberbullying include:

- Emails, Chats(Interdistrict Messaging) or Instant Messages at a specific person
- Social Media platforms
- Cell phones/text messages

3. INTERVENTION

The Niagara Falls Board of Education is committed to provide a school

environment free of discrimination and harassment. Alleged incidents involving possible cyberbullying are to be reported to any staff members.

The Commissioner of Education has held that a school district can discipline a student for off-campus conduct that “adversely affects the educative process or endangers the health, safety or morals of students.” A local law entitled “Prohibiting Cyberbullying in Niagara County” was enacted by the Niagara County Legislature to ban cyberbullying in Niagara County.

School officials can generally intervene/discipline if conduct/speech:

- Substantially or materially disrupts learning
- Interferes with the educational process or school discipline
- Utilizes school technology to harass
- Threatens other students or infringes on their civil rights

Acceptable Use Policy: Student Use Of Computerized Information Resources

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

One purpose of this policy is to provide notice to students and parents/guardians that, unlike most traditional instructional or library media materials, the DCS will allow student access to external computer networks not controlled by the School District where it is impossible for the District to screen or review all of the available materials. Some of the available materials may be deemed unsuitable by parents/guardians for student use or access. This policy is intended to establish general guidelines for acceptable student use. However, despite the existence of such District policy and accompanying guidelines and regulations, it will not be possible to completely prevent access to computerized information that is inappropriate for students. Furthermore, students may have the ability to access such information from their homes or other locations off school premises. Parents/guardians of students must be willing to set and convey standards for appropriate and acceptable use to their children when using the DCS or any other electronic media or communications.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct, which apply to any school activity, shall apply to use of the DCS. This policy neither attempts to articulate all

required and/or acceptable uses of the DCS, nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as proscribed behavior.

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

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline under the District's school conduct and discipline policy and the District Code of Conduct. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys District property pursuant to General Obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be School District property subject to control and inspection. The Administrator for Information Services may access all such files and communications to ensure system integrity and that users are complying with the requirements of this policy and accompanying regulations. Students should **NOT** expect that information stored on the DCS will be private. There is no expectation of privacy.

Niagara Falls City School District – Student Computer Use Agreement

Notification/Authorization

The District's Acceptable Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the DCS.

Student use of the DCS is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure acceptable use of the DCS. All such agreements shall be kept on file in the School Office. Regulations will be established, as necessary, to implement the terms of this policy.

Expectations of students include, but are not limited to, the following:

1. Student Personal Safety

- a) All student computer use must be supervised.
- b) Guidelines for Publication of Student Work on the Net

The District is obligated to protect the privacy of its students from outsiders. Therefore, when District employees publish student work through use of the District Network Access, the following guidelines shall be followed:

1. First name or initials shall identify students. No personally identifiable information about students shall be published.
2. Pictures of students shall not provide information identifying any student.
3. Student phone numbers, home addresses, and e-mail addresses shall not be published.
4. The only address, phone number, or e-mail address, which may be published, is that of the school in care of the sponsoring teacher or the teacher's e-mail address at school.
5. If personally identifiable information is to be released concerning a particular student, it will only be released after the parent signs a consent form to allow the release.

2. Illegal or Destructive Activities

- a) Students shall not go beyond their authorized access to the District network or other computer equipment or software including the files or accounts of others.
- b) Students shall not disrupt or attempt to damage or disrupt any computer, system, system performance, or data.
- c) Students shall not use District equipment to engage in illegal acts.

3. System Security

- a) Students are responsible for the security of their computer equipment, files, and passwords. They shall not share their user IDs or passwords.
- b) Students shall promptly notify a teacher of security problems.

4. Inappropriate Conduct

The following conduct is prohibited when using any technical resource:

- a) Obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language;
- b) Potentially damaging, dangerous, or disruptive material;
- c) Personal or generalized harassment in violation of District policies; and
- d) False or defamatory information.

5. Plagiarism and Copyright Infringement

- a) Works may not be plagiarized.
- b) The rights of copyright owners are to be respected. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by copyright. If a student is unsure whether or not a work can be used, the copyright owner should be contacted for permission.
- c) Software copyrights and software licenses must be strictly respected.

6. Inappropriate Access to Material

- a) Technical resources shall not be used with material that is profane, obscene (pornographic), or advocates illegal acts, violence, or discrimination.

- b) Personal messages are not permitted. Students shall not use the District access to the Internet (including e-mail), nor shall they use any District created or District related web site to advertise any private commercial ventures in which they have a financial or proprietary interest, or in which members of their families have financial or proprietary interests.
- c) The use of Internet games, web chats, unauthorized software, or other instant messaging software (e.g. SnapChat, iMessage, etc.) is prohibited except when specifically authorized by the District Superintendent (or designee).
- d) Inadvertent inappropriate access shall be reported immediately to a student's teacher.

7. Expectation of Privacy

- a) Students have no expectation of privacy in files, disks, or documents that have been created in, entered in, stored in, downloaded from, or used on District equipment or resources.

8. Services and Assumption of Risks

- a) Niagara Falls City School District makes no warranties of any kind, whether express or implied, for services provided and is not responsible for any damages suffered while on the system to include loss of data and inaccurate or poor quality information obtained from the system. Users are responsible for backing up data stored on the hard drive of any computer assigned to them.

9. Discipline

- a) Students who engage in unacceptable use may lose access to the District Computer System and may be subject to further discipline under the law or in accordance with the School Code of Conduct.
- b) Deliberate violations of this agreement (e.g., malicious acts or omissions; searching for, viewing or otherwise visiting pornographic or sexually explicit sites) are cause for disciplinary action.

10. Unacceptable Uses

The following uses will be regarded as not acceptable:

- a) Illegal or malicious use, including downloading or transmitting of copyright material.
- b) Use of racial, sexual, or other harassment in violation of district policy.
- c) To access, view, or transmit pornographic or obscene material.
- d) To solicit personal information with the intent of using such information to

cause emotional or physical harm.

- e) To disrupt the work of other users. This includes the propagation of computer viruses and use of the Internet to make unauthorized entry to any other Internet resource.
- f) Use for private commercial purposes.
- g) To promote political views.
- h) For personal use, for example, plan vacations, check personal stocks, gamble, casual surfing of the web, and on-line personal shopping, to name a few.

11. Etiquette

The following general principles should be adopted:

- a) Be polite; do not be abusive in messages to others.
- b) Use appropriate language. Remember that you are a student representative of Niagara Falls City School District and that you are using a public network.
- c) Do not disrupt the use of the Internet for other users.

12. District Hardware and Software

- a) Students assigned District hardware must take care of the equipment, ensuring its security when not in use. Students will be charged for damage to District hardware if it is determined care was not exercised. This includes laptops, printers, iPods or any other electronic hardware issued to the student. Appropriate serial numbers and identification of the assigned equipment will be obtained prior to student use. Informational services staff responsible for maintaining accurate records.
- b) Only approved District software may be loaded on the District equipment.

VIII. REPORTING VIOLATIONS

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

All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who in return shall impose an appropriate disciplinary

sanction, if authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapons, alcohol or illegal substances found shall be confiscated immediately, followed by notification of the parent of the student involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for to appropriate police authorities for prosecution.

The building principal or his or her designee must notify the appropriate law enforcement agency of those code violations that constitute a crime which substantially affects the order and security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter made on the same day the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the Code of Conduct and constituted a crime.

IX. DISCIPLINARY PENALTIES

It is the belief of the Niagara Falls City School District that discipline must emphasize humanitarian principles and ideals such as justice and equality. It must recognize the inherent dignity and rights of every human being and must include self-direction and self-discipline. Good discipline is most effective when it deals directly with the problem at the time and place it occurs and in a way that students view as fair and impartial. Therefore, it should always be considered in terms of helping the learner and not solely as punishment; of helping the learner change unacceptable behavior into acceptable conduct.

Respect for both individual rights and for the rights of the group are basic to sound discipline. When necessary, disciplinary action will be firm, fair and consistent so as to be the most effective in changing student behavior. It is the intention of the Niagara Falls Board of Education that all staff be knowledgeable regarding how to effectively implement the Code of Conduct. All staff new staff members receive a copy of the Code of Conduct and a presentation highlighting pertinent policies at an orientation conducted prior to the beginning of each school year. Building administrators are expected to inform and update current staff members regarding the Code of Conduct and proper implementation of policies at faculty meetings and/or conference days. Additionally, the Teacher Resource Center from time to time offers courses on effective disciplinary techniques and strategies. Further, it is expected that in determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which lead to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.

5. Information from parents, teachers and/or others as appropriate.
6. Whether the conduct of a student is related to a disability or suspected disability. If this is the case, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior related to his/ her disability
7. Other extenuating circumstances.

Restorative Practices

Restorative practices is a philosophy based on a set of principles that guide the response to conflict and harm. The Niagara Falls City School District will begin the process of exploring Restorative practices beginning in the 2017/2018 school year.

Restorative Practices have three main goals:

Accountability: Restorative justice strategies provide opportunities for wrongdoers to be accountable to those they have harmed, and enable them to repair the harm they caused to the extent possible

School Community safety: Restorative justice recognizes the need to keep the school community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members.

Competency development: Restorative justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person

Youth Court:

Youth Court is a voluntary alternative to traditional school discipline as a result of an acknowledged violation of the Code of Conduct. The goal of Youth Court is to intervene in early anti-social, delinquent, and criminal behavior to reduce the incidence and prevent the escalation of such behavior. Youth Court strives to promote feelings of high self-esteem, a desire for self-improvement and to foster a healthy attitude toward rules and authority.

A. Penalties and Procedures

Students who are found to have violated the District's Code of Conduct may

be subject to the following penalties, either alone or in combination with one another. The school personnel identified after each penalty are authorized to impose that penalty consistent with the student's right to due process.

The amount of due process a student is entitled to before a penalty is imposed depends upon the type of penalty imposed. In all cases, the school personnel authorized to impose the penalty must let the student know what misconduct the student is alleged to have committed and must investigate the facts surrounding the alleged misconduct. All students will have the opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than verbal warning, written warning, or written notification to their parents will be entitled to additional rights as identified after each penalty.

1. Verbal warning

Any member of the District Staff.

2. Written warning to student

Superintendent, Administrator, Teachers, hall and lunch monitors, safety officers, school resource officers, bus drivers.

3. Written notification to parent

Superintendent, Administrators, Teachers, Deans

4. Referral to Student Support Team

School administrator.

Student Support Team is a problem-solving group that meets to determine strategies for dealing with day-to-day problems within the school.

The school administrator may refer a student to the team to:

- (a) solve problems that are occurring within the building
- (b) review an existing case
- (c) screen for possible CSE review

5. Exclusion on Physician's Recommendation

Exclusion from school may result when the findings of a medical or clinical examination indicate that a student cannot benefit from a normal school experience or when a placement other than school is recommended. In cases where it appears that a student cannot function effectively within the normal school environment, the principal with consent of the School Medical Inspector and the Coordinator of Health Services, will determine possible courses of action to be taken.

6. Suspension from Transportation

- a. May be imposed by:

Superintendent
Administrator

- b. Definition: If a student does not conduct himself/herself properly on the bus, the bus driver is expected to bring this to the attention of the building administrator and the Director of student services. Students who become a serious disciplinary problem may have their riding privileges suspended by the building administrator or the Superintendent. In such cases the student's parent is responsible for seeing that the student gets to and from school safely.
 - c. Procedure: A suspension from transportation may be imposed after the following procedures have been followed:
 - i. Reasonable efforts shall be made by the bus driver to resolve problems through personal conference with the student.
 - ii. A hearing pursuant to section 3214 of the Education Law may be held at the discretion of the principal but is not mandatory for a student subjected to a suspension from transportation. However, the student and the student's parents 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.
 - iii. Should a suspension from transportation amount to a suspension from attendance, the District is to make appropriate arrangements to provide for the student's education.
7. Suspension from Athletic participation, social/extracurricular activities and other school functions. (See page 61).
- a. May be imposed by:
Superintendent
Building administrator
Athletic Director
 - b. Definition: Suspension from Athletic participation, social/extracurricular activities and other privileges is the denial of a student's right to participate in a selected activity or a revocation of a specific privilege.
 - c. Procedure:
 - i. Reasonable efforts shall be made to resolve

problems through personal conference with the student.

- ii. A temporary suspension from athletic participation, social/extracurricular activities and other privileges may be imposed by a building administrator after a conference with the student in which the student shall be informed of the charges against him or her and the evidence in support thereof, and shall be given the opportunity to state his or her defense. Reasonable efforts shall be made to promptly inform the parents or guardian by telephone, if possible, of the student's suspension from athletic participation, social/extracurricular activities and other privileges and the reasons thereof.
- iii. Suspension from athletic participation, social/extracurricular the remainder of social/extracurricular activities and other privileges for the remainder of the school year may be imposed if the temporary suspension does not resolve the problem. Reasonable efforts shall be made to promptly inform the parents or guardian by telephone, if possible, of the student's suspension from Athletic participation, social/extracurricular activities and other privileges and the reasons thereof.
- iv. A hearing pursuant to section 3214 of the Education Law may be held at the discretion of the principal but is not mandatory for a student subjected to a suspension from Athletic participation, social/extracurricular activities and other privileges. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

8. Time Out Study Hall (TOSH)

- a. The Board authorizes the Principals or their designees to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in a Time Out Study Hall.
- b. Definition: Assignment to a Time Out Study Hall is the action of removing a student from a scheduled class and placing him/her in an alternate, closely-supervised environment. This consequence is generally used when the school administrator has become involved with a substantially disruptive student. Unlike the time-out concept, those students attending the TOSH, will be required to do assignments given by their teachers. This is an alternative

disciplinary action to placing students on out-of-school suspension.

c. Guidelines:

- i. The student must be informed of the reason for his/her assignment to the TOSH.
- ii. The room is monitored by certified personnel.
- iii. The student does independent academic work in silence.
- iv. If the student disrupts the Time Out Study Hall, the monitor may consider one or more of the following strategies as they apply to the situation:
 - time-out
 - contracting-the student may be assigned additional hours in the TOSH
 - teacher contact
 - parent contact
 - referral to school administrator or designee
- v. The student must eat alone and is escorted to and from the restrooms.
- vi. If the student misbehaves after returning to the classroom, he/she may be sent again to the TOSH.
- vii. Notification to the parents, in writing, by the school administrator regarding TOSH, must be immediate.
- viii. Prior to reinstatement a parent conference may be held with an administrator or designee. The school administrator may consider a referral to the Student Support Team

b. Emergency Situations:

A method for removing severely disruptive students should be planned ahead of time by the school administrator and staff members. Crisis intervention techniques may be a strategy used in de-escalating inappropriate behavior.

9. Teacher disciplinary removal of disruptive students

a. Generally - A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include but are not limited to:

- (1) short-term "time out" at another location
- (2) removal of student from class for remainder of class time
- (3) sending a student to a guidance counselor or

other district staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removal for purposes of this code.

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

c. Procedure- A classroom teacher may remove a student from class for up to two days if the teacher determines that the student is disruptive. The removal from class applies to the class of the removing teacher only. The following procedures will be followed:

- i. The teacher makes a judgment that the student's behavior is substantially disruptive according to the School District's Code of Conduct. Although teachers may attempt to modify the student's behavior prior to a removal, depending on the severity of the behavior, a teacher could remove a student without attempting to implement a behavior management strategy.
- ii. If the disruptive student does not pose a continuing 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 before the student is removed. The student must also be given the opportunity to present his or her version of the relevant events. Only after the informal discussion may a teacher remove a student from class. If the student does pose a continuing 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.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.
- iii. The teacher must notify the principal in writing of the reasons

for removal by completing the district referral form. The notice to the principal should provide substantial evidence to document the need for removal and include the amount of time the student will be removed from the classroom consistent with the disciplinary measures in the code.

The teacher must thereafter meet with the principal or his or her designee as soon as possible, but no later than the end of the school day to explain the circumstances of the removal and to present the referral forms. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the principal's designee and meet with the principal or designee prior to the beginning of classes on the next school day.

- iv. Notice - Within 24-hours after the student's removal, the Principal or another school district administrator designated by the Principal, must notify the student's parents, in writing, that the student has been removed from class and the reason for removal. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the 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 with 24-hours of the student's removal 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 parents.
- v. Informal meeting - If requested by the parent or student, the Principal or another School District Administrator designated by the principal must hold an informal meeting within 48-hours of the student's removal. The principal or his or her designee may require the teacher who ordered the removal to attend the informal conference if the conference is held during the teacher's normal work day at a time other than time that has been designated as planning time for the teacher. If requested in writing by the parent, the timing of the informal meeting may be extended and scheduled by mutual agreement of the parent, teacher and principal. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events.

- vi. Principal's determination - The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested (within 72 hours of the student's removal). The principal or designee may only overturn the removal of a 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 otherwise in violation of law, including the District's Code of Conduct.
 - 3. The conduct warrants further suspension from school pursuant to Education Law section 3214 and a suspension will be imposed.
- vii. 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 is less.
- viii. Each teacher must keep a complete log on the District provided form for all cases of removal of students from class. The Principal must also keep a log of all removals of students from class.
- ix. Removal of a student with a disability may, under certain circumstances, constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified in a timely manner with the principal or the chairperson of the Committee on Special education that the removal will not violate the student's rights under state or federal law or regulation.

10. Suspension from School

The Board of Education retains its authority to suspend students from school, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

Any staff member may suggest to the Principal that a student be subject to discipline. All staff members must immediately report and refer a violent student to the Principal for a violation of the Code of Conduct. All suggestions and referrals should be made in writing unless the conditions underlying the suggestion or referral warrant

immediate attention. Upon receiving a suggestion or referral for suspension and/or when processing a case for suspension, the Principal (referred to as the Suspending Authority) shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short Term School Suspension

i. Who may impose:

Board of Education
Superintendent
Building Principal

ii. Definition - A short term school suspension is the denial of a student's right to attend school or any school function for a period of five days or less

iii. Procedure - A short-term suspension may be imposed only after the following procedures have been followed:

The suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension.

The suspending authority must notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means reasonable 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 parents.

The notice shall provide a description of the charges against the student and the incident for which the suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the principal. Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parents.

At the conference, which shall, if possible be attended by the complaining witness and or other school personnel familiar with the facts relating to the charges, the principal or designee shall inform the student of the charges against him/her and the evidence supporting the charge. The parents shall be permitted to ask questions of complaining witnesses.

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

Appeal - The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, the procedure for review of a decision of a principal to suspend a student is an appeal in writing within five business days to the Superintendent of Schools unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board of Education may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long Term School Suspension

i. Who may impose:

Board of Education
Superintendent
Building Principal

ii. Definition - A long-term suspension is the denial by the Board of Education of a student's right to attend school or any school function in excess of five (5) school days.

iii. Procedure - When the Superintendent or Building Principal determines that a short term suspension is not an adequate discipline, he/she shall, using the form provided by the district, give reasonable notice to the student and the student's parents of the charges against the student and their right to a fair hearing. The student and the student's parents will be afforded the opportunity to make a knowing, voluntary and intelligent waiver of the right to a hearing with the understanding that should they in fact waive the hearing, they will be accepting

the disciplinary action proposed by the School District.

If after following all appropriate procedures, the student and/or parents do not voluntarily decide to waive the right to a hearing and accept the disciplinary action proposed by the School District, the principal shall call for a Superintendent's hearing.

The Superintendent's hearing shall be scheduled and/or held within five (5) school days from the date of suspension. Every effort shall be made to assure the presence at the hearing of all persons having knowledge of the facts supporting the charges.

The student and the student's parent(s) shall be provided written notice of the hearing informing them of the date, time and place of the hearing and the charges against the student. The notice shall also inform the student and the student's parent(s) of the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses or other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The Superintendent's hearing officer shall be authorized to issue subpoenas in conjunction with the proceeding before him or her, administer oaths, and determine the sufficiency and admissibility of the evidence. The hearing officer may admit and give probative effect to evidence of a type commonly relied upon by reasonable prudent persons in the conduct of their affairs, but irrelevant, immaterial or unduly repetitious evidence may be excluded. Effect may be given to the rules of privilege recognized by law. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record and a copy prepared upon request of the student, parent(s) or an authorized representative.

The Superintendent's Hearing Officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The recommendation of the Hearing Officer shall be set forth in writing, stating the reasons thereof and sent to the Superintendent for final determination. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof or reject in total. Upon final determination of the Superintendent, the

parent(s) will be notified in writing of the action to be taken.

Superintendent's Suspension may result in:

- Additional school days of suspension
- Home Teaching
- Placement in an alternative program such as P.R.I.D.E. after school
- Referral to Adult Education program if applicable.
- Fully remote instruction
- Referral to Family Court.
- Referral to outside agency for support.
- Permanent Suspension.

Appeal - An appeal of the decision of the Superintendent may be made to the Board of Education. The Board of Education 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 10 business days of the date of the Superintendent's decision, unless the parent(s) 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 days of the decision.

B. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a firearm onto school property will be subject to suspension from school for at least one calendar year. A firearm is defined consistent with section 921 of Title 18 of the United States Code - any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any destructive device excluding antique firearms. For purposes of this section of the Code of Conduct, the definition of a firearm shall also include but not be limited to any other gun, pistol revolver, shotgun, rifle, machine gun, antique firearm, pellet gun, air gun, BB gun, electronic dart gun, electronic stun gun, paint gun, and flare gun)

Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law section 3214. The Superintendent has the authority to modify the one-year suspension on a case by case basis. In deciding whether to modify the penalty, the Superintendent may, but is not obligated to consider the following: