GATES CHILI CENTRAL SCHOOL DISTRICT

Code of Conduct and Support



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INTRODUCTION



1.1 LETTER FROM THE CODE OF CONDUCT COMMITTEE -

Dear Gates Chili Community,

The Gates Chili Central School District is dedicated to providing an enriching education for every student we serve, rooted in our mission: Together we teach and inspire excellence for all learners.

Our Code of Conduct and Support uses asset-based approaches, leveraging students' knowledge, experiences, skills, values and perspectives as assets for learning. We see cultural differences as strengths and strive to create caring learning communities where diversity is valued.

Developed with students, staff, administrators, board members, parents, guardians, and community partners, the code outlines the roles and responsibilities of all stakeholders. It sets behavior requirements, promotes bias-free environments, provides fair and equitable student discipline practices, and complies with all applicable laws and regulations.

The Gates Chili Code of Conduct and Support is designed to promote equity and access for our school community. It is grounded in restorative, trauma-sensitive and culturally responsive principles. This document provides a proactive and preventative approach, outlining rights, responsibilities, responses, and interventions.

In the Gates Chili Central School District, we view behaviors as teachable moments. It is important to hold individuals accountable while providing opportunities for re-teaching, reflection and growth. To improve educational outcomes, we offer interventions and behavior support aimed at maintaining high academic standards and safe learning environments for all.

We believe that understanding expectations, feeling a sense of belonging and respect, and knowing that people care are key to making positive decisions. We are partners in education, committed to teaching and inspiring excellence for all learners.

If there is anything we can do to better support your student(s) or enhance your understanding of our Code of Conduct and Support, please contact the Office of Student Support Services.

With appreciation,

Members of the Gates Chili Code of Conduct Committee



This word cloud was generated based on comments from the Code of Conduct Committee in response to the prompt, "What is your biggest takeaway from this revision process?"

COMMITTEE MEMBERS

STUDENTS

Keniah Baker

Jonathan Browne

Kamhed Kamhed

Brooke Langdon

Modesty Penny

Isabella Vaccaro

PARENTS/GUARDIANS/ CAREGIVERS

Jasquand Campbell Jamia Williams

FACULTY/STAFF

Stacy Burnett

Susan Carr

Adam Mattice

Nancy Menendez-Soto

Leslie Muhammad

Alisha Nelson

Sarah Ryan, Ph.D.

Christine Smeaton

Kelsey St. Dennis

Steve Torres

Menka Vidacek

ADMINISTRATORS

Lisa Buckshaw, Ed.D.

Christopher J. Dailey

Jason deJong

Kenneth Hammel

Matthew Helmbold

Jennifer Kern

Teri Marsh

Troy Olin

Iva Petrosino, APR

Janice Phillips

Sandra Vazquez, Ed.D.

BOARD OF EDUCATION

Kathryn Davis

Christine Brown Richards, Ed.D.

COMMUNITY PARTNERS

Andrea Bertucci

Mahreen Mustafa George

1.2 ABOUT GATES CHILI -

District Mission

The Gates Chili Board of Education believes it is the purpose of the Gates Chili Central School District to provide a sound education for every student it serves. Recognizing this, our mission statement is: *Together we teach and inspire excellence for all learners*.

District Vision Statement

Our mission must be addressed through a shared vision that is based on the belief that we must establish healthy and caring *Relationships* with every student we serve, as well as with staff, parents/guardians/caregivers and the community at large. The content we teach must be *Relevant* to the learner and *Rigorous* in its requirements.

The district's mission and vision are driven by values that guide decision-making and behavior requirements for everyone. We define those values as *The Spartan Way.* The four values within The Spartan Way are *Respect, Responsibility, Compassion* and *Hard Work*.



District Moral Imperative

The Gates Chili Central School District has a moral duty to serve its students and families. Every student must be able to receive an equitable education where they are represented, protected and able to thrive. The district acknowledges the presence of white privilege and bias and how this perpetuates systematic racism. The Gates Chili Central School District is committed to the necessary growth required to develop and sustain equity and dismantle disproportionality.



Asset-Based Approaches

The Gates Chili Central School District believes that all students can achieve their personal best and, when necessary, improve their behavior with guidance, instruction, support and coaching. All students must be assured that they can learn and will be treated in a fair, consistent, and nondiscriminatory manner.

The Code of Conduct and Support applies an asset-based approach that leverages students' knowledge, experiences, skills, values and perspectives as assets for learning. Asset-based educators see cultural differences as strengths and create caring learning communities in which social, cultural and linguistic diversities are valued.

DEFICIT-BASED APPROACH	ASSET-BASED APPROACH
"What's wrong with students?"	"What are student strengths?"
School needs to "fix" students	Schools partner with and learn more about students and families
Failures are perceived as deficits that lie within the student, their family, community, or culture	Leverages student knowledge, culture, experiences, values and perspectives as assets
Inability to follow rules indicates a flaw to be corrected or punished	Failure to follow rules is communication of an unmet need
Adults know best – holding power and ultimate authority	Students are partners - shared power and responsibility
Exclusionary for certain students	An intentionally inclusive approach
Often occurs as a result of assumptions and bias	Intentionally challenges cultural and societal stereotypes

Adapted from the New York State Education Department Culturally Responsive-Sustaining Education (2018) by M. Mustafa George, 2024



1.3 ABOUT THE CODE OF CONDUCT AND SUPPORT -

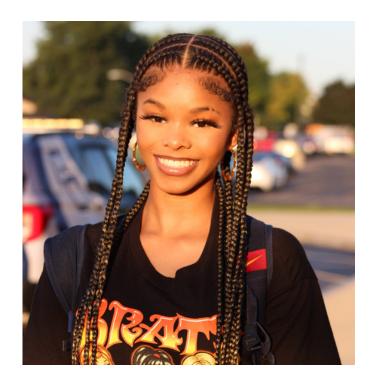
Why do we have a Code of Conduct and Support?

The Gates Chili Central School District Code of Conduct and Support aims to outline requirements to provide all students with an education in a safe, caring, equitable, and culturally responsive environment. It is based on the laws, regulations, and policies that create equitable access to education, interventions and a wide range of support while protecting the due-process rights of the individual.

The Gates Chili Board of Education is committed to providing a school environment where students receive a high-quality, equitable education. Respectful, responsible and compassionate behavior by students, district personnel, parents/guardians/caregivers and other visitors is essential to achieving this goal.

When and where the Code of Conduct and Support applies

The Code of Conduct and Support and the policies and regulations apply while in Gates Chili Central School District schools, on school grounds, in school vehicles, and at school-related and district-sponsored activities. This includes, but is not limited to, school field trips and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments. It also applies to actions that occur outside of school hours and off school property when behavior may substantially disrupt the educational process or the welfare of the school community.

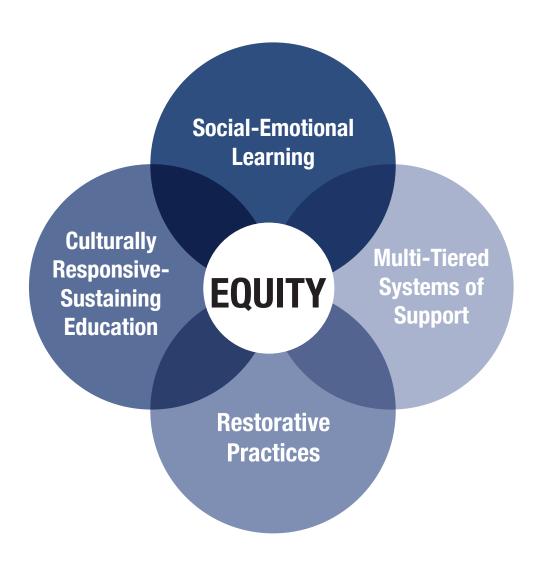


Aligning district priorities with the Code of Conduct and Support

The Gates Chili Central School District understands that to promote a positive school climate and culture, the following guiding principles, grounded in an asset-based approach, are central to achieving equitable student outcomes: Culturally Responsive-Sustaining Education (CR-SE), Social-Emotional Learning (SEL), Restorative Practices and Multi-Tiered Systems of Support (MTSS).



GUIDING PRINCIPLES FOR EQUITY



Culturally Responsive-Sustaining Education

Incorporates and centers an individual's unique experiences and identities to build learning partnerships that result in increased student engagement and ownership of learning.

Social-Emotional Learning

Equips individuals with the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve goals, empathize with others, build supportive relationships and make intentional decisions.

Restorative Practices

Incorporates a continuum of proactive and responsive approaches to create a strong school community, offering opportunities to address harm in a way that strengthens relationships and focuses on the impact.

Multi-Tiered Systems of Support

Uses a proactive and preventative framework that integrates data and instruction to maximize student achievement and support their social, emotional and behavior needs from a strengths- based perspective.

Culturally Responsive-Sustaining Education

Culturally Responsive-Sustaining Education (CR-SE) is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning (Culturally Responsive-Sustaining Education Framework, NYSED, 2018, p. 10).

CR-SE draws on decades of research recognizing that multiple expressions of diversity are assets for teaching and social-emotional growth. This approach affirms that all students and families have cultural knowledge that should be used within classrooms. Taking the time to get to know students and develop meaningful relationships with them is at the heart of culturally responsive educational practices, promoting collaboration and building positive relationships.

The following CR-SE principles are key to developing school climate, curriculum and teaching practices that promote positive academic/social-emotional outcomes for all students:

- · Welcoming and affirming environments
- · High expectations and rigorous instruction
- · Inclusive curriculum and assessment
- · Ongoing professional learning

Multi-Tiered Systems of Support

Gates Chili's Multi-Tiered System of Support (MTSS) is designed to meet the needs of each student. Gates Chili staff and administration will collaborate to identify and support students experiencing one or more challenges impacting school outcomes, including but not limited to social, emotional, behavior, academic, personal distress, and/or family crisis.

Through MTSS, the Gates Chili Central School District is working to establish a universal process for assessing and monitoring student progress using a data-driven approach and in consultation with the student care team. Tiered interventions will be implemented to support identified challenges and/or needs. Developed interventions will be comprehensive in nature and encompass the various needs each student might have and will be monitored for progress to assess the intervention's effectiveness.

Social-Emotional Learning

Social-emotional learning (SEL) is the process of students acquiring and applying the necessary skills, knowledge and attitudes to:

- Develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.
- Use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.
- Demonstrate intentional decision-making skills and behaviors that consider social, emotional and physical safety and well-being in personal, school and community contexts.



Restorative Practices

Restorative practices are a way to develop positive school communities and keep relationships at the center of our work. Restorative practices incorporate a continuum of proactive and responsive approaches to create a strong school community. This offers opportunities to address harm in a way that strengthens relationships and focuses on the impact. Restorative practices provide the strategies and interventions to enable students to take accountability, problem-solve, make amends, repair harm, learn new behaviors, and restore relationships within the school community.

RESTORATIVE MINDSET	NON-RESTORATIVE MINDSET
People and relationships matter	Rules and unconditional respect matter
Strive to connect and relate to others from a place of mutual respect	Relate to others through a role (i.e. teacher/student)
Everyone is innately good and capable of change	Some people are innately bad and cannot change their behavior
Collaborative decision-making valued and feelings of students are fundamental to school climate and personal wellbeing	Autocratic decision-making valued
When things go wrong, focus on harm caused to all	Programs and school structures are fundamental to school climate
Personal accountability and responsibility for actions is important	When things go wrong, focus on laying blame
Behavior is communication	Behavior is personal
Conflict and wrongdoing are framed as a learning moment	Conflict and wrongdoing are problems to be dealt with
Recognizes relational approaches take time	Wants immediate results and compliance
Seeks to support others in behavior change and provides structures for ongoing behavior support	Demands behavior change and escalates punitive consequences for further misconduct
Social and emotional capabilities need to be taught and reinforced	Social emotional capabilities are neurologically fixed
Recognizes the impact of affect and emotion in human interaction and proceeds accordingly	Lacks understanding of affect and emotion



All members of the Gates Chili school community have certain rights and responsibilities. Many of these requirements are rooted in the district's Spartan Way values: Respect, Responsibility, Compassion and Hard Work.

2.1 STUDENTS' RIGHTS AND RESPONSIBILITIES

Students have the right to:

- Attend school in the district in which one's legal parent/guardian/caregiver resides, and to receive a free and equitable public education, as provided by law.
- Be afforded a sound, quality education from PK through grade 12+ in a safe school environment that promotes learning.
- Be respected as an individual and treated with dignity and fairness by other students, staff, and visitors.
- Express one's opinions verbally, in writing, or with assistance, as long as the opinion does not contain hate speech or cause harm to others in the school community.
- Dress in such a way as to express one's personality and in alignment with Gates Chili CSD dress code policy.
- Have access to participate in school activities regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender/ gender identity/ gender expression, national origin, ethnic group, political affiliation, age, marital status, ability, or other protected characteristic.
- Have access to relevant and objective information concerning substance abuse and mental health, and access to individuals or agencies capable of providing direct assistance to students in need.
- Request a restorative conversation with the staff person or other individual who has caused harmed.
- Be protected in accordance with the Dignity for All Students Act from intimidation, harassment, discrimination, and bullying, including cyberbullying.
 The Dignity for All Students Act prohibits discrimination against students, including, but not limited to, discriminatory acts 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 employees or other students on school property and at school functions as referenced in Board of Education Policy 7550.
- Be afforded due process by:
 - being provided with the Code and rules and regulations of the school district; all students and staff will be made aware of and have access to detailed information about school rules, policies, and procedures and state and local laws affecting students' right to participation;

- being informed of what is appropriate behavior and what behaviors may result in disciplinary actions;
- being counseled and coached by members of the professional staff in matters related to their behavior as it affects their education and wellbeing in the school;
- being provided an opportunity to be heard in disciplinary actions for alleged violations of the Code of Conduct for which they may be suspended or removed from a learning environment;
- being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
- being accompanied by a parent/guardian/ caregiver and/or representative at conferences and hearings;
- having administrators try to notify a parent/ guardian/caregiver in situations with police involvement;
- having staff and/or an advocate present (with parent/guardian notice and consent, as may be required depending on the circumstances) in situations where there may be police involvement;
- being fully informed of assigned behavior responses and interventions with respect to the type of action and/or length/duration.
- Engage in equitable opportunities that enable students to:
 - be active learners in an educational process that takes into account diverse student views;
 - learn effective leadership and participation skills, such as engaging in courageous conversations when decisions contradict their views;
 - serve on student councils, advisory bodies, and school teams and committees that make decisions about school life, with the necessary supports to participate;
 - participate in school forums in which students can voice their opinions about school decisions and policies;
 - participate in peer leadership initiatives and restorative practices;
 - form groups that represent their needs and interests.

Students have the responsibility to:

Respect:

- · Treat everyone with dignity.
- · Accept guidance, feedback, and support from staff.
- Express thoughts and opinions in ways that do not harm others in the school community.
- Work cooperatively with others in large and small groups.
- Respect others' personal space and property.

Responsibility:

- · Attend school regularly and on time.
- Demonstrate self-discipline by making intentional behavioral and academic choices.
- · Be truthful and accountable for words and actions.
- Follow school rules and meet behavior standards outlined in the Gates Chili Central School District Code of Conduct and Support.
- Make an effort to correct and improve behavior through restorative interventions.

- · Seek assistance when needed.
- Help make the school community free from violence, threats, intimidation, harassment, discrimination, and bullying, including cyberbullying.

Compassion:

- Act with kindness, caring, and sensitivity toward others.
- Help make the school community safe and supportive.
- · Acknowledge diversity and celebrate community.
- Ask for assistance when resolving conflicts and differences.

Hard Work:

- Challenge oneself to grow academically and personally with an open mind and positive attitude.
- Put forth your best effort.
- · Be a positive role model.



2.2 PARENTS/GUARDIANS/CAREGIVERS RIGHTS AND RESPONSIBILITIES

Parents/guardians/caregivers have the right to:

- · Participate in their student's education.
- · Be treated with dignity by all staff.
- Receive all communications from the school, written or oral, in the parent/guardian/caregiver's preferred method of communication and language (translators and translated materials will be provided).
- Receive timely information about the policies of the Gates Chili Board of Education and procedures that relate to their student's education.
- Receive regular reports, written or oral, from staff regarding their student's academic progress or behavior, including, but not limited to report cards, behavior progress reports and conferences.
- Receive notification from the principal, principal's designee and/or their student's teachers in the event of incidents and/or disciplinary actions taken by principals or staff.

- Receive information about due process procedures for disciplinary matters concerning their student, including information on conferences and appeals.
- Receive information from staff about ways to improve their student's academic or behavioral progress, including, but not limited to, counseling, tutoring, after-school programs, academic programs, and mental health services within the Gates Chili Central School District and the community.
- Receive information about services for students with disabilities and English Language Learners (ELLs).
- Be contacted promptly and directly when a student is believed to have committed a crime and police are summoned to investigate.
- · Request a restorative conversation with staff.



Parents/guardians/caregivers have the responsibility to:

Respect:

- Treat staff, other parents/guardians/caregivers, and students with respect and dignity while on school premises and/or while at school functions.
- Express thoughts and opinions in ways that do not harm others in the school community.
- · Partner with staff to address questions or concerns.
- Schedule meetings in advance to verify availability of staff.

Responsibility:

- · Be accountable for your words and actions.
- Give updated contact information to the Gates Chili Central School District Registration Office and their student's school.
- Support consistent attendance and inform the school when and why their student is absent.
- Be familiar with the Code of Conduct and Support and talk with their student about upholding its requirements.

Compassion:

- Act with kindness, caring, and sensitivity toward others.
- Help make the school community safe and supportive.
- · Acknowledge diversity and celebrate community.
- Discuss with their student the Dignity for All Students Act, which prohibits bullying, harassment and discrimination against students, including, but not limited to, discriminatory acts 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 employees or other students on school property and at school functions as referenced in Board of Education Policy 7550.

Hard Work:

- · Be a positive role model.
- · Support their student to put forth their best effort.
- Support their student in attending school regularly and on time.



2.3 STAFF RIGHTS AND RESPONSIBILITIES

Staff have the right to:

- · Work in a safe environment.
- Be treated with dignity by students, parents/ guardians/caregivers, visitors, and other staff.
- Receive supportive professional learning and training.
- Receive the necessary resources to deliver quality education and support.

Staff have the responsibility to:

Respect:

- Treat students, staff, and parents/guardians/ caregivers with dignity, serving as positive student role models.
- Express thoughts and opinions in ways that do not harm others in the school community.
- Partner with students, parents/families/caregivers and co-workers to address questions or concerns.
- Partner with parents/families/caregivers to address concerns their students may experience.

Responsibility:

- Be knowledgeable about the Code of Conduct and Support and uphold its requirements equitably and consistently.
- Be accountable for your words and actions.
- Maintain safe schools by using prevention and intervention strategies, and by following the Gates Chili Code of Conduct and Support.
- Talk with their students about upholding the requirements of the Code of Conduct and Support.
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students.
- Provide all communications, in a timely manner, to parents/guardians/caregivers in their preferred method of communication and language. Make arrangements for translators and translated materials as appropriate.
- Refer students for additional support if necessary.
- Inform parents/guardians/caregivers of student academic progress and behavior.
- Provide alternative education and makeup work for students with absences.

- Maintain and encourage a welcoming and affirming environment with dignity for all students.
- Be knowledgeable of and comply with the requirements of the Dignity for All Students Act and Board of Education policies.
- Disrupt issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any individual.
- Report incidents of discrimination and harassment that are witnessed or brought to the attention of staff to the building administrator who is the Dignity Act Coordinator (DAC), within one school day, in accordance with DASA regulations.

Compassion:

- Act with kindness, caring, and sensitivity toward others.
- Help make the school community safe and supportive.
- · Acknowledge diversity and celebrate community.
- Differentiate and/or modify instruction consistent with student needs.
- · Employ culturally responsive practices.
- Make every attempt to build culturally responsive relationships and apply restorative practices with members of the school community.

Hard Work:

- · Be a positive role model.
- · Support students to put forth their best effort.
- Identify and address personal biases that may prevent equitable treatment of all students.

2.4 ADMINISTRATOR RIGHTS AND RESPONSIBILITIES

Administrators have the right to:

- · Work in a safe environment.
- Be treated with dignity by students, parents/ guardians/caregivers, visitors and other staff.
- · Receive supportive professional learning and training.
- Receive the necessary resources to deliver quality education and support.

Administrators have the responsibility to:

Respect:

- Treat students, parents/guardians/caregivers, staff and community members with dignity.
- Express thoughts and opinions in ways that do not harm others in the school community.
- Partner with staff, families and students, as appropriate, to address questions or concerns.

Responsibility:

- Promote a safe, inclusive, affirming, and engaging environment, free from intimidation, discrimination, and harassment, which supports teaching and learning.
- Be knowledgeable about the Code of Conduct and Support and Board of Education policies and uphold their requirements equitably and consistently.
- Support students', parents/guardians/caregivers and staff's knowledge and understanding of the requirements of the Code of Conduct and Support.
- Protect the legal rights of students, parents/guardians/ caregivers and staff.
- · Be accountable for their words and actions.
- Support developmentally appropriate, standards-based, and culturally responsive curricula to meet individual student needs.
- Provide support and professional learning to all staff.
- Support staff in fulfilling their behavioral intervention and support responsibilities as defined by the Code of Conduct and Support.
- Monitor and analyze data on the Code of Conduct and Support, including, but not limited to, disaggregated discipline data by student demographic characteristics.
- Take appropriate measures in applying the interventions and responses of the Code of Conduct and Support.
- Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to their attention promptly in collaboration with the District DAC.
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students.

Compassion:

- · Act with kindness, caring, and sensitivity toward others.
- · Help make the school community safe and supportive.
- · Acknowledge diversity and celebrate community.
- Create and implement policies and procedures that encourage safe, affirming, and inclusive schools for all students, parents/guardians/caregivers and staff.
- Make reasonable attempts to build culturally responsive relationships and apply restorative practices with members of the school community.

Hard Work:

- · Be a positive role model.
- Support students and staff to put forth their best effort.
- Work to create instructional programs that maximize student strengths and employ culturally responsive instructional practices.

In addition, the superintendent of schools also has the responsibility to:

- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- Communicate with the school community about Board of Education policies and educational trends.
- Work with district administrators to uphold the Code of Conduct and Support and Board of Education policies.
- Review data on the implementation of the Code of Conduct and Support and make recommendations for improvement.
- · Address all areas of school-related safety concerns.
- Verify compliance with state and federal laws regarding school discipline and that the implementation of the district's policies concerning discipline is fair and equitable.

2.5 BOARD OF EDUCATION RIGHTS AND RESPONSIBILITIES

The Board of Education has the right to:

- · Govern in a safe environment.
- Be treated with dignity by students, parents/ guardians/caregivers, visitors and staff.
- Receive supportive professional learning and training.
- Receive the necessary resources to oversee and serve the school community.

The Board of Education has the responsibility to:

Respect:

- Serve as stewards of the district by conducting board meetings in a professional, respectful, courteous and inclusive manner.
- Treat students, staff, parents/guardians/caregivers, and community members with dignity, serving as role models for the community.
- Express thoughts and opinions in ways that do not harm others in the school community.

Responsibility:

- Promote a safe, inclusive, affirming, and engaging environment, free from intimidation, discrimination, and harassment, which supports teaching and learning.
- Support the annual review and approval of the District's Code of Conduct and Support to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- Appoint a Dignity Act Coordinator (DAC) in each school building.
- · Be accountable for their words and actions.

Compassion:

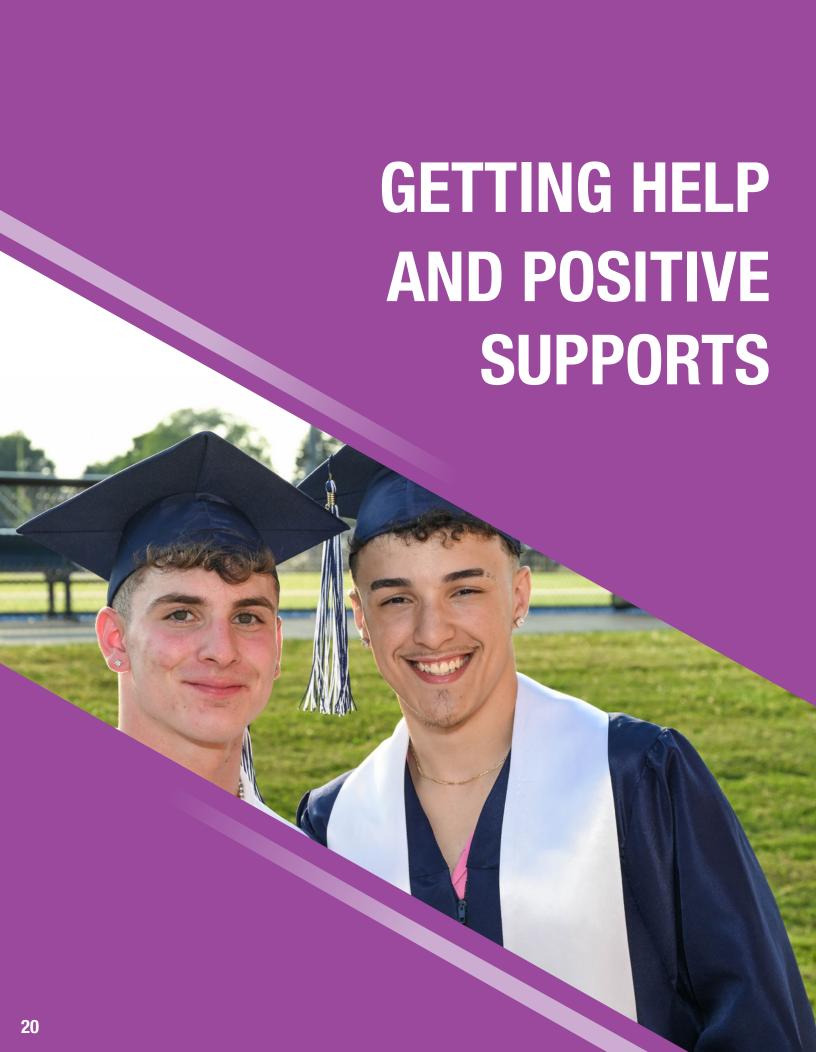
- Act with kindness, caring and sensitivity toward others.
- Help make the school community safe and supportive.
- · Acknowledge diversity and celebrate community.

Hard Work:

- · Be a positive role model.
- Build the district's progress through continuous improvement.

For community members and visitors, please see Section 5.3 Visitors to Schools and/or Board of Education Policy 3210.



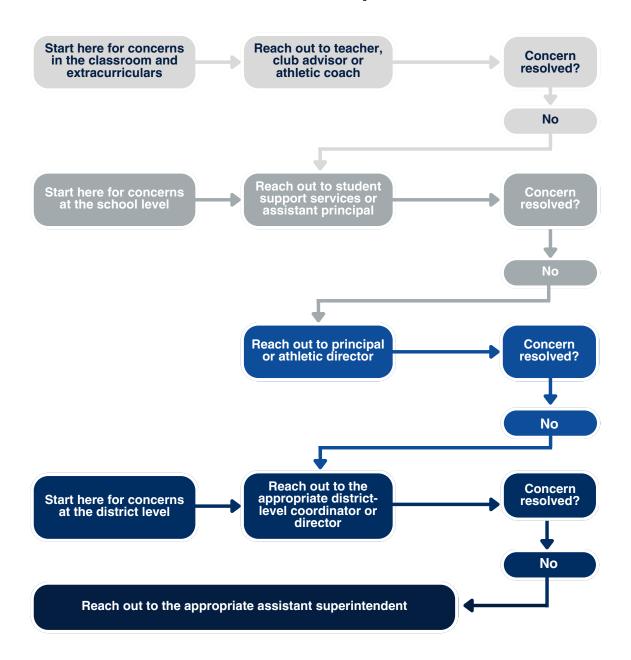


3.1 NAVIGATING SUPPORT THROUGHOUT THE DISTRICT

This section of the Code of Conduct and Support serves as a guide for navigating the support systems in place to address a wide range of issues, including discipline, security, personal safety, welfare, and other matters related to a student's education.

Gates Chili provides support in a variety of ways at the school and district level. In general, questions, support or concerns start at the classroom level. Refer to the flowchart below for a step-by-step guide to getting help with classroom, school or district matters.

Gates Chili Concerns and Inquires Flowchart



For a more detailed, step-by-step guide by topic, scan the QR code or visit gateschili.org/GettingHelp.



Classroom or extracurricular support

Students and families/caregivers should follow these steps for questions or concerns regarding academics, extracurricular clubs, or athletics.

- Reach out to the teacher, club advisor or athletic coach to ask for support.
- 2 If more support is needed, reach out to student support services (school counselor, psychologist or social worker) or assistant principal.
- 3 For continued support, or unresolved concerns, reach out to the principal or athletic director.
- If needed, reach out to the appropriate district-level coordinator or director.
- 6 If the student needs additional support, or if the concern is still unresolved, reach out to the appropriate assistant superintendent.

Support for personal challenges

Personal challenges may affect a student's school life.

- 1 If possible, students should discuss the challenge with parents/guardians/caregivers.
- 2 If a student and their parents/guardians/caregivers need additional support, they can reach out to a staff member with whom they feel comfortable. School counselors, psychologists, and social workers at the school are trained to offer support with personal challenges. They can also connect students, parents/guardians/caregivers with other resources.
- 3 Students may also choose to reach out to the building administrator(s), who can discuss the challenge, attempt to work on a solution and/or refer the student for additional support.



3.2 NAVIGATING SUPPORT WITH SAFETY AND PERSONAL WELLBEING

The safety and wellbeing of members of the school community is a top priority at Gates Chili. School personnel are required to take action to promote the safety of the student or other students. This action may include the sharing of information with the school principal or parents/guardians/caregivers, and may include other outside agencies. It is important for students to know that when a report is made to the school about an incident, every effort will be made to keep the information and identity confidential, except if a student indicates that they are thinking about hurting themselves or other students.

Reporting school safety concerns

Any type of information involving a threatening situation to students, the school or staff should be reported. Examples can include thoughts of suicide or self-harm, violence, weapons, bullying, drugs and alcohol, and theft. Follow the steps below to report these types of concerns.

- Tell a trusted adult (family member/caregiver, teacher, student support services, administrator or other staff member)
- · Call, email, or text the Safe School Helpline:
 - Call 1-800-418-6423, ext. 359
 - Text TIPS to 614-426-0240
 - · Visit safeschoolhelpline.com

Reporting personal safety concerns

Personal safety concerns can include bullying and cyberbullying, harassment and intimidation, hazing, discrimination and behaviors rooted in bias or hate. These behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct and Support, and may be a DASA incident. Follow the steps on this page to report these types of concerns.

- Tell a trusted adult (family member/caregiver, teacher, student support services, administrator or other staff member)
- · To report the harmful behavior:
 - Go to gateschili.org/DASA to contact the building-based Dignity Act Coordinator (DAC) and/or submit a DASA form



Supporting someone who is experiencing personal safety concerns

- If you feel safe, be an upstander...
 - Tell the individual to stop by saying, "We don't do that at this school" or "It's not right to treat someone like that."
 - Say words of support to the student being harmed—be a friend!
 - Don't encourage the behavior by laughing or joining in
 - Tell other bystanders how to help
- · If it doesn't feel safe...
 - · Tell an adult
 - Encourage the students involved to talk to someone

Dignity for All Students Act (DASA) 🗐 7550



New York State's Dignity for All Students Act (The Dignity Act) seeks to provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus, and/or at a school function.

Reporting requirements specific to discrimination, harassment and bullying

- 1. The district will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment and bullying (including cyberbullying), and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.
- 2. It is essential that any student who believes they have been subjected to discrimination, harassment, or bullying, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report the same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspected discrimination, harassment, or bullying conduct) shall document and take appropriate action to address the situation immediately and shall promptly report in accordance with the following paragraphs.
- a. The appropriate Dignity Act Coordinator is the employee(s) in each school building charged with receiving all reports of harassment, bullying or discrimination; however, students and parents/ quardians/caregivers may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. In the event that the Dignity Act Coordinator was the alleged offender, the report shall be directed to another Dignity Act Coordinator, the District Dignity Act Coordinator or the superintendent.
- b. All complaints of alleged discriminatory, harassing, or bullying conduct shall be:
 - i. Promptly investigated in accordance with the terms of this Code of Conduct and Support.
 - ii. Forwarded to the building Dignity Act Coordinator for monitoring (unless the Dignity Act Coordinator is the alleged offender).
 - iii. Treated as confidential and private to the extent possible within legal constraints.



- 3. Upon receipt of a complaint (even an anonymous complaint), or if a district employee otherwise learns of any occurrence of possible conduct prohibited by this code, the district employee shall promptly and orally notify the appropriate building principal no later than one school day after such employee witnesses or receives the complaint or learns of such conduct. Such employees shall also file a written report with the appropriate building Dignity Act Coordinator no later than two school days after making such oral report.
- 4. After receipt of such complaint, the appropriate building principal or their designee shall lead or supervise a thorough investigation of the alleged discriminatory, harassing, or bullying conduct. The appropriate building principal or that person's designee shall verify that such investigation is completed promptly and in accordance with the terms of this code. All complaints shall be treated as confidential and private to the extent possible within legal constraints.
- 5. Based upon the results of the investigation, if the district determines that a district official, employee, volunteer, vendor, visitor and/or student has violated this code, or a material incident of harassment, bullying, and/or discrimination conduct has occurred, prompt corrective action will be taken as warranted. The district will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and verify the safety of the student or students against whom such violation was directed.
- The building principals shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying and/or discrimination to the superintendent.

3.3 REFERRALS TO EXTERNAL AGENCIES AND INSTITUTIONS

On occasion, it is necessary to seek assistance in supporting students and their families. In such instances, the district may explore utilizing its extensive network of community partnerships.





4.1 TIERS OF BEHAVIOR, INTERVENTIONS AND RESPONSES

Within a Multi-Tiered System of Supports (MTSS), staff employ a range of interventions and responses to address student behavior. The three tiers of support are applied based on the individual student and the severity and frequency of the behavior. The ultimate goal is to teach positive behaviors and enhance students' personal, social and academic skills while ensuring accountability.

The Gates Chili Central School District aims to foster a positive school community and respond effectively to any situations that arise. By intentionally integrating restorative practices into the school culture and climate, the district is committed to creating safe and productive learning environments where students can develop the academic, social, and emotional skills needed for success at Gates Chili and beyond.

Restorative practices focus on proactively building a sense of community and repairing relationships when harm occurs. This approach encourages all participants to identify what happened, discuss their feelings and describe the impact, fostering accountability and collaborative problem-solving.

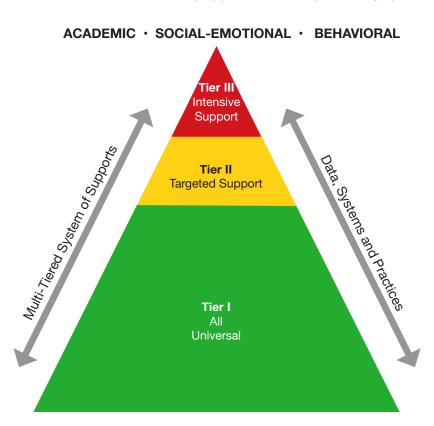
Determining interventions and responses

When determining interventions and responses, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following factors must be considered prior to determining the appropriate assignment of interventions and responses:

- · the student's age and development
- the student's Individualized Education Program (IEP), Behavioral Intervention Plan (BIP) and 504 Accommodation Plan, if applicable
- · the nature, severity and scope of the behavior
- the circumstances/context in which the behavior occurred
- the frequency and duration of the behavior

- · the number of persons involved
- the student's behavior record (including the instances and nature of prior behavior)
- the interventions and responses applied in prior instances of behavior
- the student's response to intervention, restorative practice and support
- · other extenuating circumstances

Differentiated responses to behavior are embedded within three tiers. All interventions and responses must be free from bias, accessible to each student and consistently applied with fidelity and integrity.



4.2 INTERVENTIONS AND RESPONSES

GRADES PK THROUGH 12+



TIER 1: BEHAVIOR AND SUPPORT

Tier 1 applies to each student with a focus on prevention. Under Tier 1, staff take a proactive approach to teaching behavioral expectations, with the goal of creating responsive learning environments, teaching skills and supporting students to learn and demonstrate safe and respectful behavior. If persistent behaviors occur, staff will use Tier 1 interventions and responses to address behavioral challenges.

Behavior examples*

- Academic dishonesty (e.g., plagiarism, cheating on exams or assignments, etc.)
- · Tardiness (e.g., late to class)
- Absences (e.g., skipping class, occasional refusal to attend)
- Misuse of electronic devices (e.g., using cell phones during instructional time)
- Disruption (e.g., making noises, talking out of turn excessively, out of seat)
- Wearing clothing that does not meet the dress code requirements (e.g., clothing depicting a hate symbol)

- Negative talk (e.g., name-calling, teasing, swearing, harmful language, innuendos, etc.)
- Physical contact (e.g., poking, tripping, bumping into others, pushing, etc.)
- Property misuse (e.g., writing on the desk, using an item without permission etc.)
- Noncompliance (e.g. not completing assignments, ignoring instructions, etc.)

Staff interventions and responses*

Staff are responsible for teaching, modeling, practicing, recognizing, and assessing positive behaviors and promoting social-emotional learning. Staff members are expected to communicate in a variety of ways with students and parent/family/caregivers (e.g. in person, phone call, ParentSquare) to bring awareness to behavioral concerns. Staff are encouraged to try a variety of interventions and responses, including:

- Culturally responsive and engaging instructional practices (e.g., building positive relationships, helping students make connections between their lived experiences and the content)
- Partner with families (phone call, email, conference, ParentSquare message)
- Short break from instruction/academic tasks
- Physical movement break
- Intentional seating
- · Reteaching and practice of skill or procedure
- · Increase teacher proximity
- State expectations, positive feedback, reminders, verbal prompts, redirection, and/or correction
- · Student/teacher conference

- · Proactive restorative practices such as:
 - Community/academic circles
 - Restorative language
 - Restorative mindset
- The use of Tier 1 SEL strategies
- · Planned ignoring
- · Restoration strategies
 - Restorative conversation in response to harm
 - Check-in
 - Reflection opportunity individually or with a staff member
 - Planning with student on next steps

^{*}This list represents examples and is not exhaustive

TIER 2: BEHAVIOR AND SUPPORT

Tier 2 applies when a student's behavior requires additional support beyond Tier 1 interventions. Staff focus on targeted interventions to support students' social, emotional and behavioral needs. These interventions are monitored and adjusted as necessary. When persistent behaviors negatively impact learning despite Tier 1 supports, school staff will discuss the behavior with the student prior to deciding on an intervention and/or response. Parents/guardians/caregivers must be informed (via phone, if not available, then via email/messaging) of the incident, intervention, and/or response by the school personnel involved.

Behavior examples*

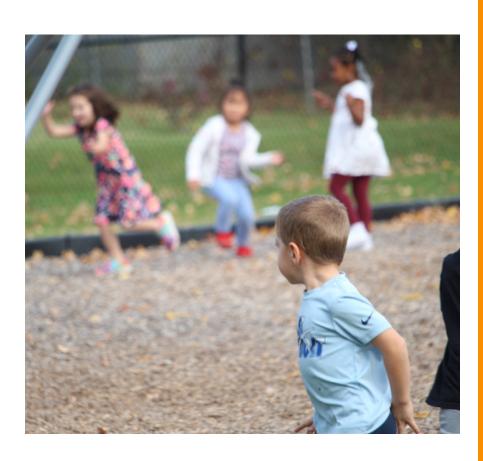
- · Persistent Tier 1 behaviors
- Verbal altercation (e.g., obscene, harassing, offensive, threatening language, blatant swearing)
- Discriminatory and harmful language (e.g., racial slurs, homophobic/transphobic language, hate speech)
- Bullying, intimidation, harassment, and/or cyberbullying
- Misleading or giving false information to staff/ personnel (e.g., giving a false name)
- Inappropriate use of electronic devices with respect to digital citizenship and acceptable use section

- Property misuse (e.g., damage of property, vandalism, defacing property, theft)
- Insubordination (e.g. refusing to leave the classroom when asked, using disrespectful language towards staff, etc.)
- · Leaving or not reporting to an assigned area
- · Physical confrontation (e.g. shoving or posturing)
- Permitting or enabling unauthorized entry to a school building (e.g. opening/propping an exterior door)
- Use or possession of tobacco-related products and/or delivery devices

*This list represents examples and is not exhaustive.

"If behavior harms, responses should heal."

- Adapted from Oakland Unified School District Restorative Justice Implementation Guide



Staff interventions and responses*

Staff are responsible for teaching, modeling, practicing, recognizing, and assessing positive behaviors and promoting social-emotional learning. Staff members provide coordinated interventions and communicate with students and family members/caregivers to bring awareness to behavioral concerns.

In addition to Tier 1 interventions and responses, staff are encouraged to try:

- · Loss of classroom privilege
- Submission of behavioral referral
- Consultation/collaboration with staff and members of student support team
- Proactive and responsive restorative practices such as:
 - Restorative conversation or circle
 - Staff and student mediation/conflict resolution
 - Letter/picture apology
 - Skill-building opportunities

- Initiate a student-centered discussion about the incident (and repair, restore, and re-teach requirements)
- · Teacher-assigned classroom detention
- Referral to school-based intervention team/Multi-Tiered Systems of Support (MTSS) Team
- · Report any DASA related concern orally and in writing
- · Behavior Support Plan
- · Check-in/check-out
- · Family and school team conference

*This list represents examples and is not exhaustive



Administrative and Student Support Team interventions and responses*

These interventions can involve student support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness of the behavior while limiting removal from the learning environment as much as possible.

- Reflection opportunity
- · Loss of privileges
- · Administrator-assigned detention
- Suspension from transportation
- Suspension from athletic, extra-curricular, or cocurricular activities
- · Conference with the appropriate administrator
- Referral to school-based intervention team/Multi-Tiered Systems of Support (MTSS) Team
- · Restorative responses to harm

- · Administrative and/or support team conference
- Collaborate/coordinate with IEP and/or 504 coordinator (Individualized case management for students with 504 plans or IEPs)
- Referral and coordination with community organizations
- · Complete a DASA referral
- Short-term time away/removal in a classroom or a designated supervised location
- In-school or out-of-school suspension for up to two days

*This list represents examples and is not exhaustive.



TIER 3: BEHAVIOR AND SUPPORT

Tier 3 interventions address severe behavioral issues that pose a threat to the school community, disrupt the educational process, or persist despite Tier 1 and Tier 2 supports. These interventions are for high-risk or pervasive behavioral, academic, physical and mental health concerns requiring intensive, individualized support.

When Tier 3 criteria are met— such as imminent threats, ineffective previous interventions, or illegal activities—an administrator immediately responds by discussing the incident with the student and conducting a thorough investigation, allowing the student to share their perspective. Parents/guardians/caregivers are informed promptly.

Administrative staff will provide coordinated care that supports the student's social, emotional, and mental health needs with tailored interventions. For severe incidents, the building principal may assign out-of-school suspensions up to five days, while longer suspensions require a superintendent's hearing.

Tier 3 responses focus on restoring safety and the educational environment, addressing serious offenses and escalating behaviors. The goal is to provide a structured approach that verifies community safety and supports the student's holistic needs through intensive intervention and care.

Behavior examples*

- · Persistent Tier 2 Behaviors
- · Academic misconduct
 - Forgery/falsification of documents
 - · Altering records
- · Conduct that is disorderly or disruptive
 - · Repeated theft or major theft
 - Posing a serious threat to the safety of students or staff (bomb threat, pulling a fire alarm, preventing people from evacuating, fighting, threat of serious bodily injury)
 - Trespassing
- · Significant or repeated insubordinate conduct
- Conduct that endangers the safety, morals, health or welfare of others
 - Inappropriate or forcible contact of a sexual nature or sexual misconduct/assault
 - Reckless endangerment
 - Acts of racism, sexism, classism, ableism, ageism, heterosexism, religious intolerance or hate
 - Repeated discriminatory and harmful language such as racial slurs, homophobic/transphobic language or hate speech
 - Significant or repeated bullying, intimidation, harassment and/or cyberbullying
 - Use, possession, distribution, sale and/or under the influence of drugs, alcohol, illegal substance or other substances with the intent to alter state of mind
 - Use, possession, distribution and/or sale of drug paraphernalia

- · Conduct that is violent
 - Physical altercation including spitting, biting, hitting, punching, kicking or fighting, which may cause serious bodily injury or harm, or fighting that may cause an administrator to initiate emergency procedures
 - Use, possession, distribution and/or sale of weapons, firearms and/or explosives
 - Arson

*This list represents examples and is not exhaustive.



Staff interventions and responses*

When significant harm occurs staff members are expected to provide ongoing educational support to students removed from the classroom and address the impact of the harm with those who have been affected. In addition to Tier 2 interventions and responses, staff are encouraged to try:

- · Student-centered discussion about the incident
- · Repairing and restoring harm
- · Re-teaching requirements for all people impacted
- Proactively supporting classmates prior to the student returning

*This list represents examples and is not exhaustive.

Administrative and Student Support Team interventions and responses*

These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

- All Tier 2 interventions and responses
- · Responsive restorative practices such as:
 - Re-engagement circles
 - Restorative conferencing
- Develop a re-engagement plan in partnership with student, family and staff members for return to the classroom
- Collaborate with district administrators to develop plans of intervention and support
- Committee on Special Education (CSE) program review

- Referral to Trauma, Illness, and Grief (TIG) Team
- · Partnership with community-based supports
- Partnership with the school resource officer (SRO) and/or law enforcement agency
- Up to five-day out-of-school suspension
- Request for superintendent's hearing to pursue additional period of suspension

*This list represents examples and is not exhaustive





5.1 DRESS CODE 7312

In collaboration with students, the Gates Chili Central School District has established a student dress code to foster equity, safety and consistency in all schools. The dress code is designed in a manner that does not reinforce stereotypes and is meant to minimize reasons for conflict.

The dress code welcomes students to attend school in a way that allows them to express their identity and to wear protective hairstyles (including but not limited to braids, locks and twists) or to wear their hair in a particular texture in accordance with the CROWN Act.

Students should be able to dress comfortably for school, express their identity, and engage in the educational environment without fear of unnecessary discipline or body shaming. Students may wear non-religious head coverings as long as their face is visible to staff at all times. Reasonable accommodations based upon religious or cultural practices will be provided to the extent possible.

Students must wear:

- clothing that covers private body parts with opaque (non-transparent) material
- shoes (no bare feet)
- clothing that is suitable for all scheduled classroom activities, including physical education, science labs, technology spaces and other activities where unique hazards exist. Students will be made aware of such requirements.
- · clothing that does not depict or advocate:
 - violence
 - profanity
 - obscenity
 - · criminal activity
 - use of alcohol, tobacco, vape products, or drugs
 - pornography
 - nudity
 - symbols of hate or hate speech targeting race, ethnicity, sexual orientation, gender, gender identity, gender expression, religious affiliation or any other protected groups.

School staff will support students' understanding of these requirements and address instances of not meeting requirements with Tier 1 responses and interventions. This includes asking students to modify their appearance by covering, removing or replacing the item. As with other Tier 1 behaviors, repeated instances of not meeting dress code requirements may be considered a persistent Tier 1 behavior and may require additional support beyond Tier 1 interventions.





Denotes corresponding board of education policy number

5.2 DIGITAL CITIZENSHIP AND ACCEPTABLE USE 9120

Digital citizenship

The acceptable use policy aims to empower students as responsible, digital citizens. In alignment with the Gates Chili Technology Vision, students are empowered to engage with digital technologies purposefully, ethically, and responsibly. By leveraging technology, students, teachers and administrators can foster student-centered learning, develop self-directed and collaborative learners, and promote global citizenship.

For all students PK-12+:

Students are not permitted to use any form of information technology, including their own personal electronic devices* and/or social media accounts, to threaten, humiliate, harass or intimidate students, school personnel or visitors, or otherwise violate district policies, regulations or local, state or federal laws.

Students are prohibited from sending, sharing, viewing or processing pictures, text messages, emails or other material of an explicit nature on any form of information technology, including their own personal electronic devices while on school premises, at school-sponsored activities, on school devices or school programs, or on school transportation.

When students are allowed to use personal electronic devices, they are prohibited from using them in any manner that invades the privacy of students, employees, volunteers or visitors. The use of electronic devices is expressly prohibited in locker rooms, restrooms, health offices and any other areas where a person would expect some degree of personal privacy. Further, students are prohibited from taking or sharing pictures, videos or recordings of others during school, at school events, or on the school bus without permission (where another student has an expectation of privacy).

Students are required to carry their school issued laptop during the school day, unless otherwise noted. The school is not responsible for lost, stolen or damaged personal electronic devices that are brought to and/or stored on campus.



Denotes corresponding board of education policy number

Acceptable technology use

For elementary students (grades PK-5):

All elementary students are required to keep any personal electronic devices silenced and away during the school day, except as expressly permitted in support of instructional practices. Items brought to school must remain in their backpack, locker or cubby until dismissal.

For middle school students (grades 6-8):

All middle school students are required to keep any personal electronic devices silenced and away during the school day, except during their assigned lunch period, or as expressly permitted in support of instructional practices.

For high school students (grades 9-12+):

All high school students are required to keep any personal electronic devices silenced and away during class time or as expressly permitted in support of instructional practices. High school students are permitted to use personal electronic devices outside of class time.

*As noted in the Glossary, examples of personal electronic devices include, but are not limited to, cell phones, smart watches, tablets, computers, headphones and any device with similar capabilities.

Where and when the code applies

The Code of Conduct and Support and the policies and regulations apply while in Gates Chili Central School District schools, on school grounds, in school vehicles, and at school-related and district-sponsored activities. This includes, but not limited to, school field trips and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments. It also applies to actions that occur outside of school hours and off school property when behavior can negatively affect the educational process or the welfare of the school community.

5.3 VISITORS TO SCHOOLS 3210 -

The Gates Chili Board of Education encourages parents/guardians/caregivers and other community members to visit the district's schools for certain events and activities. The building principal or their designee may direct persons in the building and on the grounds. All visitors must follow the core values of the Spartan Way.

For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school is considered a visitor.
- · All visitors are required to abide by the district Code of Conduct and Support rules while on school grounds, at school-sponsored events and board of education meetings.
- · All visitors to the school must enter the school through the single point of entry to the main office upon arrival. Visitors will be required to use the electronic visitor management system by pressing the buzzer, standing in view of the camera, and presenting their driver's license once greeted inside the entry. All visitors must wear their visitor sticker ID while on school grounds.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings after hours, are not required to register.

- · Visitors must refrain from taking class time to discuss individual matters with teachers.
- · Principals are authorized to take appropriate action to prevent unauthorized visitors from entering the building or loitering on school grounds.
- Visitors may be allowed into classrooms with prior authorization by the building principal.
- · Taking pictures, videos, and recordings of events must be limited to personal use.
- · Pursuant to Board of Education Policy 5674, no unauthorized recordings of meetings or conversations are permitted.



GATES CHILI CENTRAL SCHOOL DISTRICT • CODE OF CONDUCT AND SUPPORT

5.4 STUDENT ATTENDANCE = 7110 -

Consistent attendance positively impacts student academic achievement. Educational Law requires that the students enrolled in the schools of the Gates Chili Central School District attend school on every school day unless properly excused. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities are vital to this purpose.

Unexcused absences (that which are not congruent with state and district regulations for acceptable absences) have a highly adverse effect on the student as well as the entire educational program; therefore, the school district urges all parents/guardians/caregivers to make every effort for their student to be in attendance. Refer to Board of Education Policy 7110 for further details.

Objectives

School attendance is both a right and a responsibility. The district is an active partner with students and parents/guardians/caregivers in the task of verifying that all students meet or exceed the New York State Learning Standards. Because the district recognizes that a strong corollary exists between school attendance, academic success, and school completion, the district developed, reviewed, and revised a comprehensive student attendance policy to meet the following objectives:

- · To increase school completion for all students;
- To raise student achievement and close gaps in student performance;
- To identify attendance patterns in order to design attendance improvement efforts;
- To know the whereabouts of every student for safety and other reasons;
- To verify that individual students are complying with education laws relating to compulsory attendance;
- To determine the district's average daily attendance for state reporting purposes.

Attendance strategies

- Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. The positive school culture is aimed at encouraging a high level of student bonding to the school which, in turn, should lead to increased attendance.
- Maintain accurate record keeping via a register of attendance to record attendance, absence, tardiness, and/or early departures for each student.
- Utilize attendance data for tracking individual student attendance and/or apparent group trends concerning attendance.
- Develop early intervention strategies to improve school attendance for all students.



Excused absences, unexcused absences, truancy and special circumstances

Based upon the Gates Chili Central School District's education and community needs, values, and priorities, district policy and New York State Attendance Laws, the district has determined that absences, tardiness and early departures from all or part of the school day will be considered excused or unexcused according to the following standards when an appropriate reason for the said absence is received:

Excused An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, guarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.

Unexcused An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping). Any absence for which an excuse is not submitted within five (5) school days after the return of the absentee shall be considered unexcused and shall be so recorded in the attendance register.

Truancy means a student was absent from the school building and/or scheduled instruction without the permission of the district. Truancy will not be tolerated, and truant students will be subject to disciplinary and/ or other lawful measures.

Student attendance and course credit

The district believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class or attending virtually and is prepared to work.

Students are required to attend all scheduled classes. Student absences, tardiness and early departures may affect a student's grade, and could impact marking period grades and/or course credit.

Communication

If a parent/guardian/caregiver is aware that the student for whom they are responsible will be absent, tardy, or leave early, they must notify the attendance personnel that day or the day before the school absence.

A designated staff member shall notify the parent/ guardian/caregiver when a student is absent, tardy, or departs early without prior communication. The staff member will inquire as to the reason for the student's absence. Communication may include, but is not limited to, phone calls, letters, emails and other messages via ParentSquare.

Potential remedial actions

The Gates Chili School District believes that there is a positive correlation between student attendance patterns and academic achievement.

District response to absenteeism and truancy

Unexcused absences, unexcused tardiness, unexcused early departures and truancy will be addressed as described in the Code of Conduct and Support and/or other lawful measures. Remedial actions may include, but are not limited to, the following:

- Warning
- · Parent/guardian/caregiver contact
- · Home visits
- · Improvement plan or contract
- · Building administrator meeting
- · Loss of privileges
- · Referral to Monroe County Family Access and Connection Team (FACT)
- Referral to Child Protective Services (CPS)
- · Referral to other outside agencies and/or resources

Community awareness

Strategies to promote awareness of the Gates Chili Central School District attendance policy shall include, but are not limited to, the following:

- · Copies of Gates Chili Calendar/Handbook provided to parents/guardians/caregivers and staff members.
- Informational announcements made at faculty/ staff meetings, class meetings, open house, letters, newsletters, etc.
- · The policies will be referred to during attendance related parent/guardian/caregiver meetings.
- Provide copies of the policies to outside community agencies upon request.

5.5 STUDENT SEARCHES AND INTERVIEWS ■ 7330

The Board of Education is committed to providing an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district Code of Conduct and Support. Students are not entitled to any sort of Miranda warning before being questioned by school officials, nor are school officials required to contact a student's parent/guardian/caregiver before questioning the student.

However, school officials will tell all students why they are being questioned. In addition, the board authorizes the superintendent, the superintendent's designee, building principals, assistant principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the Code of Conduct and Support.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, so long as the school official has reasonable suspicion for the search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to encourage the student to admit possession of any physical evidence, acknowledge that they violated the law or the Code of Conduct and Support, or voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Student lockers, desks and other school storage

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

Strip searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. Under no circumstances should a school employee conduct a strip search of any student.

If a school official is presented with a situation which in their professional opinion requires a more thorough search of the students' person, the school official should call the police and refer the matter to them for further action.

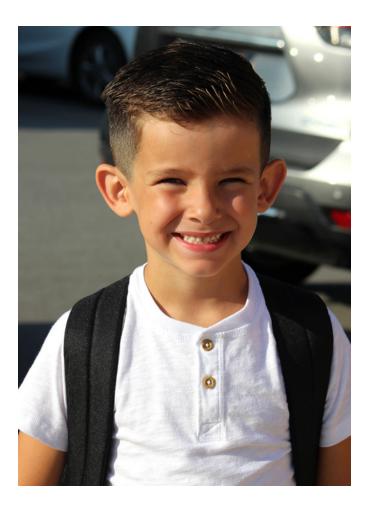


Documentation of searches

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

- · Name, age, and grade of student searched
- Reasons for the search
- Name of any informant(s)
- Purpose of search (that is, what item(s) were being sought)
- Type and scope of search
- Person conducting search and their title or position
- Witness to the search
- Time and location of search
- Results of search (that is, what item(s) were found)
- Disposition of items found
- Time, manner and results of parental notification

The building principal or the principal's designee shall be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal or their designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is turned over to the police. The principal or their designee shall be responsible for personally delivering dangerous or illegal items to police authorities.



Police involvement

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work.

Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

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

Before police officials are permitted to question or search any student, the building principal or their designee shall first try to notify the student's parent/guardian to give the parent the opportunity to be present during the police questioning or search. If the student's parent/guardian/caregiver cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless a crime has been committed on school grounds and exigent circumstances exist. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

- A. They must be informed of their legal rights.
- B. They may remain silent if they so desire.
- C. They may request the presence of an attorney.

Corporal punishment

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

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

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

Emergency interventions

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

- A. Self-protection;
- B. Protection of others;
- C. Protection of property; or
- D. Restraining or removing a disruptive student.

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

Staff who may be called upon to implement emergency interventions will be provided appropriate training in safe and effective restraint procedures. The student's parents/guardians/caregivers will be notified on the same day whenever an emergency intervention is utilized. When the student's parents/guardians/caregivers cannot be contacted on the same day after reasonable attempts are made, the building principal will record the attempts and, when applicable, report the attempts to the Committee on Special Education (CSE).

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

- A. Name and date of birth of student;
- B. Setting and location of the incident;
- C. Name of staff or other persons involved;
- D. Description of the incident and emergency intervention used, including duration;
- E. A statement as to whether the student has a current behavioral intervention plan; and
- F. Details of any injuries sustained by the student or others, including staff, as a result of the incident.

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

Child Protective Services investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services (CPS) when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who have authority to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. All requests by CPS to interview a student on school property shall be made directly to the administrator in charge or their designee. The administrator or their designee shall set the time and place of the interview.

The administrator or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the CPS worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex. A CPS worker may not remove a student from school property without a court order or other demonstrable legal right, unless the worker reasonably believes the student would be subject to danger of abuse. The worker may remove the student without a court order and without the parent/guardian/caregiver's consent if the danger of abuse exists.

5.6 REPORTING STUDENT VIOLATIONS

All students are expected to promptly report violations of the Code of Conduct and Support to a security staff member, teacher, school counselor, the building principal or their designee. Any student observing a student possessing a weapon, alcohol or an illegal substance on school property or at a school function must report this information immediately to a security staff member, teacher, the building principal, the principal's designee or the superintendent. All district staff who are authorized to impose disciplinary actions are required to do so in a prompt, fair and lawful manner.

District staff who are not authorized to impose disciplinary actions are required to promptly report violations of the Code of Conduct and Support to their supervisor, who shall in turn impose an appropriate disciplinary action, if so authorized, or refer the matter to a staff member who is authorized to take appropriate action. Any weapon, alcohol or illegal substance found shall be confiscated immediately. Notification to the parent/guardian/caregiver of the student involved will be made, and appropriate disciplinary action will be taken if warranted, which may include a referral to local law enforcement. The building principal or their designee must notify the appropriate local law enforcement agency of those code violations that may constitute a crime and substantially affect the order or security of a school, as soon as practical. The superintendent may release, at their discretion, such records.



5.7 REFERRAL TO OUTSIDE AGENCIES

Counseling

Counseling services could be provided by in District mental health staff and/or outside resources/services, where appropriate and where consent is provided.

Family Access and Connection Team (FACT)

The District may submit a referral for this strength - based assessment and referral program designed to support families experiencing difficulties with their children under the age of 18 exhibiting a pattern of the following behaviors:

- Behaving in a way that is dangerous or out of control (e.g., violence in the home/destruction of property, verbally and/or physically aggressive, including injury to others or pets/animals, self-harming behavior)
- · Stealing, theft from family/residence
- · Drug/alcohol abuse
- · Leaving home without permission, curfew violations
- Truancy missing full days/illegal absences
 - Parents/guardians/caregivers can call the Family Access and Connection Team at 585-753-2639.

Juvenile justice programs

The superintendent is required to refer the following students to the Regional Youth Justice Team for a juvenile delinquency proceeding before the family court:

- Any student under the age of 16 who is found to have brought a weapon to school, or
- Any student who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42)

The superintendent is required to refer students ages 16 and older or any student who qualifies for juvenile offender status to the appropriate law enforcement authorities



6.1 STUDENT RIGHTS

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

- A. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, gender identity, disability and/or other status protected by law.
- B. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty.
- C. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
- D. Exercise freedom within established guidelines and demonstrate responsibility for their behavior.
- E. Receive guidance in the understanding and development of self-discipline and responsibility.
- F. Expect an orderly school environment which includes:
 - a. Personal safety
 - b. An atmosphere in which learning can take place
 - c. An atmosphere which promotes emotional security
- G. Expect that school regulations will comply with federal, state, and local educational law.
- H. Expect that school personnel will act and make decisions based on each student's best interests.

- I. Expect due process procedures which include:
 - a. The right to be informed of all school rules
 - The right to expect fair, appropriate and consistent enforcement of rules
 - c. The right to expect communication and cooperation between school and home



6.2 BEHAVIORAL RESPONSES

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

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

- · The student's age
- The nature of the offense and the circumstances which led to the offense
- · The student's prior disciplinary record

- The effectiveness of other forms of discipline
- Information from parents, teachers and/or others, as appropriate
- Other extenuating circumstances

As a general rule, discipline will be progressive utilizing the tiered approach as outlined in Section 4.1, Tiers of Behavior, Interventions and Responses. There may be extenuating circumstances, however, as determined by an administrator, that may warrant a higher level of discipline and not adhering to the tiered approach.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education (CSE). Discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct and Support for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

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

RESPONSE	STAFF AUTHORIZED TO IMPOSE THAT RESPONSE, CONSISTENT WITH THE STUDENT'S RIGHT TO DUE PROCESS		
Oral discussion and/or warning	Any member of the district staff		
Written warning	All district employees such as, but not limited to secretaries, aides, security and custodial and school supervisory personnel		
Written notification to parent	Athletic director, transportation supervisor and other designated personnel (i.e., coaches, school counselors, teachers, assistant principal, principal, superintendent)		
Written student behavioral contract/agreement	Any member of the district staff		
Detention	Teachers, assistant principal, principal, superintendent		
Restorative practices	Teachers, mental health staff, assistant principal, principal, superintendent		
Suspension from transportation	Assistant principal, principal, superintendent, following consultation with the supervisor of transportation		
Suspension from athletic participation and/or attendance	Coaches, assistant principal, principal, superintendent and athletic director		
Suspension from social or extracurricular activities	Assistant principal, principal, superintendent		
Suspension of other privileges	Assistant principal, principal, superintendent		
In-school suspension	Assistant principal, principal, superintendent		
Removal from classroom	Teachers, assistant principal, principal		
Short-term suspension from school (five days or fewer)	Principal, superintendent, board of education (at-home learning)		
Long-term suspension from school (more than five days)	Superintendent, board of education (at-home learning)		
Permanent suspension from school	Superintendent, board of education (at-home learning)		

6.3 PROCEDURES

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

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

Detention

Teachers, assistant principals, principals and the superintendent may use detention as a penalty for student misconduct. Detention will be imposed as a penalty only after the student's parent/guardian/caregiver has been notified.

Suspension from transportation

If a student does not conduct themselves properly on a bus and/or a designated bus stop, the bus driver is required to bring such misconduct to the school administration's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the assistant principal, principal, director of transportation or the superintendent or their designees. Repeated failure to comply with these protocols could lead to suspension of the student from school and/or from district transportation. In such cases, the student's parent/ guardian/caregiver will become responsible for seeing that their student gets to and from school safely. Should the suspension from transportation amount to an inability to attend, the district will make appropriate arrangements to provide for the student's education, as determined by the district.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with an opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

Suspension from athletic participation, co-curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian/caregiver will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved. Suspensions longer than two days from such events and/or activities will require authorization by the director of athletics. Suspensions longer than one week will require the approval of the superintendent.

In-school suspension

The board recognizes that schools must balance the needs of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes assistant principals, principals, and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct and Support violation into in-school suspension. Within this setting, a modified educational programming and activities will be provided. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

Teacher removal of student from the classroom

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 address student behavior by using intentional and restorative classroom management techniques to support the student's reengagement.

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 their composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- A. Short-term break in a classroom or in an administrator's office; or a designated supervised location.
- B. Sending a student to an administrator's office or a designated supervised location for the remainder of the class time only; or
- C. Sending a student to a school counselor or other District staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct and Support, 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 requirements.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately to go to the office or designated supervised location. The teacher must, however, explain to the student and the parent/guardian/caregiver why they were removed from the classroom and give the student a chance to present their version of the relevant events within 24 hours. A parent/guardian/caregiver may request an informal conference with the teacher and building administrator. The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- A. The charges against the student are not supported by substantial evidence.
- B. The student's removal is otherwise in violation of law, including the Code of Conduct and Support.
- C. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until they are permitted to return to the classroom.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from their class until they have verified with the principal or the chairperson of the Committee on Special Education (CSE) that the removal will not violate the student's rights under state or federal law or regulation. For further clarification see Section 7, Procedures for Students with Disabilities

Suspension from school

Suspension from school is a severe penalty which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

All staff members must immediately report and refer a student who has behaved violently to the principal or the superintendent for a violation of the Code of Conduct and Support. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

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



Short-term suspension from school (five days or fewer)

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or fewer pursuant to Education Law §3214(3), the suspending authority must immediately notify the student verbally. If the student denies the misconduct, the suspending authority must provide an explanation to the student of the basis for the proposed suspension. The suspending authority must also notify the student's parents/ guardians/caregivers in writing that the student may be suspended from school prior to the actual suspension. Notification must be provided by telephone, followed by a written notice delivered by means reasonably calculated to assure receipt within 24 hours. Oral notification is not a substitute for the required written notification.

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

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

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



Long-term suspension from school (more than five days)

When the superintendent determines that a suspension for more than five days may be warranted, they shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against them and the right to present witnesses and other evidence on their behalf.

The superintendent shall personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations to the superintendent as to the appropriate measure of discipline. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that 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 parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the commissioner within 30 days of the decision.

Permanent suspension

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

Alternative education

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





Periods of suspension

Periods of suspension are determined by several factors including but not limited to the severity of the behavior, age and the specific needs as outlined in Section 4.1, Tiers of Behavior, Interventions and Responses. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for up to one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214.

The superintendent has the authority to determine the length of the suspension on a case-by-case basis. In deciding the penalty, the superintendent may consider the following:

- · The student's age
- The student's grade in school
- · The student's prior disciplinary record
- The superintendent's belief that other forms of discipline may be more effective
- Input from parents/guardians/caregivers, teachers and/or others
- Other extenuating circumstances

The superintendent may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The superintendent retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.



Students who commit violent acts other than bringing a weapon to school

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the penalty is the minimum five-day suspension, the student and the student's parents/guardians/caregivers will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension.

If the proposed penalty exceeds the minimum fiveday suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-bycase basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered for possessing a weapon.

Students who exhibit significant or persistent disruptive behaviors

Any student, other than a student with a disability, who significantly or persistently exhibits disruptive behavior may be suspended from school for up to five 5 days.

If the proposed penalty results in a suspension from school, the student and the student's parent/guardian/ caregiver will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension.

If the recommended penalty exceeds a five-day suspension, the student and the student's parent/ guardian/caregiver will be given the same notice and opportunity for a hearing given to all students subject to a long term suspension. The superintendent has the authority to modify the suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered for possessing a weapon.

Students who possess, sell or are under the influence of drugs or alcohol

Students found guilty of possessing, selling, or being under the influence of drugs may be subject to a long-term suspension from school. In addition, law enforcement authorities will be contacted whenever students possess, sell or are under the influence of drugs or alcohol.

Involvement of law enforcement

Students who engage in conduct or behavior that impacts the safety of other students, negatively affects our school environment or constitutes a crime will be subject to the involvement of law enforcement as appropriate up to the fullest extent of the law.



7.1 INTRODUCTION

The Gates Chili Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities possess certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to verifying that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

For purposes of this section of the Code of Conduct and Support, and consistent with applicable law and regulations, the following definitions apply:

- A. Behavioral Intervention Plan (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
- B. **Suspension** means a suspension pursuant to New York's Education Law § 3214.
- C. Removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an Interim Alternative Educational Setting (IAES) ordered by an impartial hearing officer because the student is at risk of harming themselves or others or by the Superintendent due to misconduct involving serious bodily injury, weapons, illegal drugs or controlled substances.
- D. Interim Alternative Educational Setting (IAES) means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
- E. Weapon means a weapon, device instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury.
- F. Controlled substance means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
- G. Illegal drugs means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

- H. **Disciplinary change in placement** means a suspension or removal from a student's current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
- Manifestation review means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement and conducted in accordance with requirements set forth later in this policy.
- J. Manifestation team means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent/guardian/ caregiver and the district.
- K. School day means any day, including a partial day that students are in attendance at school for instructional purposes.
- L. Serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
- M. Student presumed to have a disability for discipline purposes means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.

7.2 AUTHORIZED SUSPENSIONS OR REMOVALS

School personnel may order the suspension or removal of a student with a disability from their current educational placement as follows:

The Board, the BOCES Superintendent, the District Superintendent or a building principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

The superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension.

The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

The superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student's behavior is a manifestation of the student's disability and if the student either:

- carries or possesses a weapon to school or to a school function,
- knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the school's jurisdiction,
- has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the school's jurisdiction.

The superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.





7.3 PROCEDURES FOR THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES BY SCHOOL PERSONNEL

In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or fewer, the student's parents/guardians/caregivers will be notified of the suspension in writing and given an opportunity for an informal conference in accordance with the same procedures that apply to such short-term suspensions of non-disabled students.

The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the superintendent, or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, if the superintendent or the designated hearing officer intends to suspend beyond 10 school days, they will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of their disability. The penalty phase of the hearing may proceed after receipt of that notification.

If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that they will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the student may not be suspended beyond 10 school days, unless the behavior involved weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES for up to 45 school days (but not longer than the length of suspension had no manifestation been found).

Limitation on authority of school personnel to suspend or remove students with disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals in excess of 10 school days as set forth in the Definitions section of this policy, unless:

- A. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
- B. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the Code of Conduct and Support.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Communication of a disciplinary change of placement

The district will provide parents/guardians/ caregivers with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the Code of Conduct and Support. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an impartial hearing officer to remove a student with a disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if they determine that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.



Manifestation review

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

- The superintendent to change the placement of a student to an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances;
- 2. An impartial hearing officer to place a student in an IAES due to dangerousness; or
- The board, the superintendent, or building principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

- Caused by or had a direct or substantial relationship to the student's disability, or
- 2. The direct result of the district's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review of all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents/guardians/caregivers..

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

- Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.
- 2. Return the student to the placement from which they were removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

Services for students with disabilities during periods of suspension or removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

- 1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
- 2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the District will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement. In addition, during such periods of suspension or removal the District will also provide students with disabilities services necessary for them to receive. as appropriate, a functional behavioral assessment. If applicable, upon return, behavioral intervention services and modifications designed to address the behavior violation will be implemented.
- 3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur. In such an instance, the committee on special education will determine the appropriate services to be provided.

Students presumed to have a disability for discipline purposes

The parent/guardian/caregiver of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the superintendent, building principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

- The student's parent/guardian/caregiver expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
- 2. The student's parent/guardian/caregiver has requested an evaluation of the student; or
- A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's assistant superintendent for student support services or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability.

- 1. The student's parent/guardian/caregiver has not allowed an evaluation of the student; or
- 2. The student's parent/guardian/caregiver has refused services; or
- 3. The district conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations.

Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

An expedited evaluation shall be completed no later than 15 school days after receipt of parent/guardian/caregiver consent for the evaluation. The CSE shall make a determination of eligibility of such student in a meeting held no later than five school days after completion of the expedited evaluation.

If, as a result of an expedited evaluation, a student is determined to be a student with a disability, the district shall provide special education to the student and the protections related to disciplining students with disabilities shall apply.

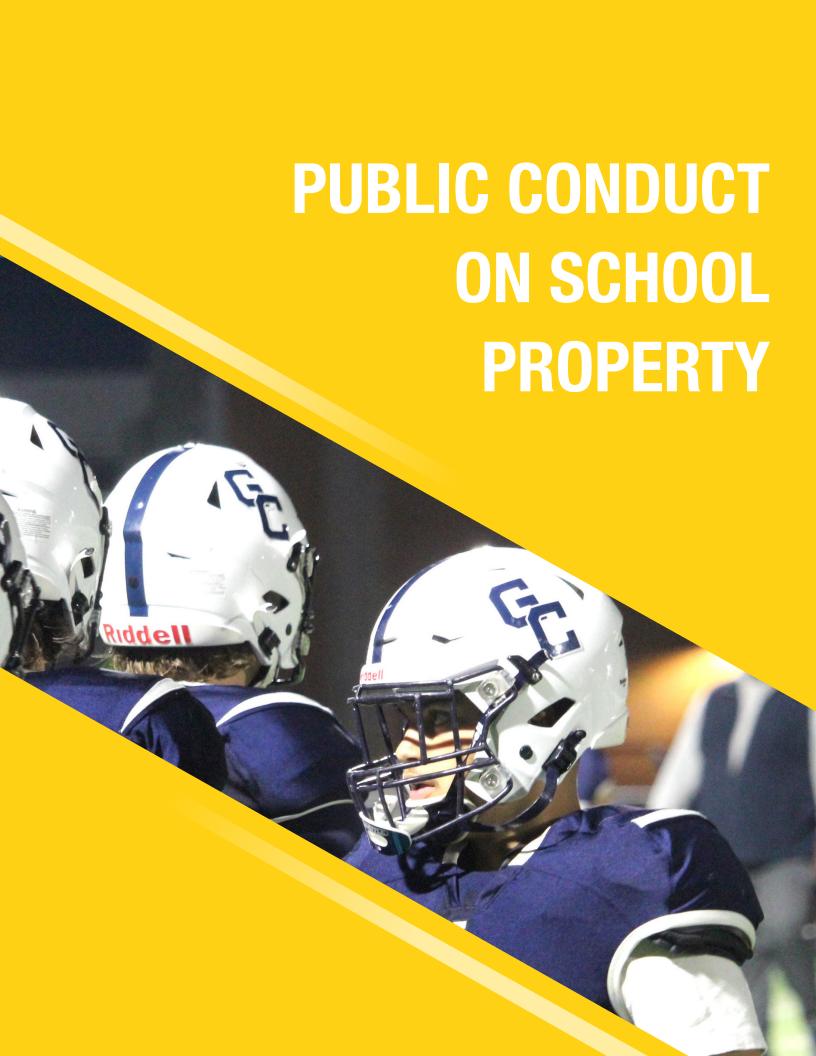
Expedited due process hearings

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

- The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their current educational placement;
- The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings;
- The student's parent/guardian/caregiver regarding a determination that the student's behavior was not a manifestation of the student's disability; or
- The student's parent/guardian/caregiver relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

Referral to law enforcement and judicial authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, the superintendent will verify that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).



The district is committed to providing an orderly and respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code of Conduct and Support, "public" shall mean all persons when on school property or attending a school function including, but not limited to students, teachers and district personnel.

The restrictions on public conduct on school property and at school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property must be properly attired.

8.1 PROHIBITED CONDUCT

No person, either alone or with others, shall:

- 1. Intentionally or recklessly injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person on school property.
- 3. Disrupt the orderly conduct of classes, school programs or other school activities.
- 4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex or other protected category.
- 6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- 7. Steal the property of others on school property or while attending a school function.
- 8. Obstruct the free movement of any person in any place to which this code applies.
- 9. Violate the traffic laws, parking regulations or other restrictions on vehicles.
- 10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function. In addition, the use of tobacco products, e-cigarettes and vaping devices are prohibited.

- 11. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- 12. Loiter on or about school property.
- 13. Gamble on school property or at school functions.
- 14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- 15. Willfully incite others to commit any of the acts prohibited by this code.
- 16. Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.



8.2 PENALTIES

Persons who violate this Code of Conduct and Support shall be subject to the following penalties:

- A. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- B. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- C. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- D. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- E. **Staff members other than those described above.** They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

8.3 ENFORCEMENT

An administrator of the district or their designee shall be responsible for enforcing the conduct required by this Code of Conduct and Support.

When a district administrator or their designee see an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the administrator or their designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop.

The administrator or their designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the administrator or their designee shall have the individual removed immediately from school property or the school function.

If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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



Appendices



APPENDIX A: GLOSSARY OF TERMS FOR THE SCHOOL SAFETY AND EDUCATIONAL CLIMATE (SSEC) REPORTING SYSTEM

This glossary was effective beginning on July 1, 2021 and may be found on the NYSED website at gateschili.org/SSEC.

Violent or disruptive incident-related terms -

Violent or disruptive incident: an incident that occurs on school property of the school district, board of cooperative educational services, charter school or county vocational education and extension board, and falls under one of these categories:

- 1. Homicide: any intentional violent conduct that results in the death of another person.
- Sexual offense: Any act committed by a person 10 years of age or older which would constitute a felony under Article 130 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.
- 3. **Assault:** Any act committed by a person 10 years of age or older which would constitute a felony under Article 120 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.
- 4. **Weapons possession:** An act committed by a person 10 years of age or older which would constitute a felony under Article 265.00 of the Penal Law taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act.
- Material incidents of discrimination, harassment and bullying (excluding cyberbullying)
 - a. Material incidents of discrimination, harassment and bullying (excluding cyberbullying) A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/ or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

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

 Bullying is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.

Please note the following "elements of bullying" do not solely determine whether an incident is material.

- 1. **Imbalance of power:** An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.
- 2. **Repetition:** Bullying typically repeated, occurring more than once or having the potential to occur more than once.
- 3. Intent to harm: The person bullying has the goal to cause harm. Bullying is not accidental.

- ii. Discrimination not specifically defined in the Dignity Act. However, it would include any form of discrimination against students prohibited by state or federal law such as, for example, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex. It should be noted that Educational Law §3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, and sex.
- b. **Cyberbullying:** is defined as harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.(See definition of harassment or bullying as defined in 5a. and Commissioner's regulation 100.2(kk)(1)(viii))
- 6. **Bomb threat:** a telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.
- 7. **False alarm:** causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.
- 8. Threat of school violence (other than bomb threat or false alarm) a verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.
- 9. Use, possession or sale of drugs: illegally using, possessing, or being under the influence of a controlled substance or marijuana, on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana, on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property.
- 10. **Use, possession or sale of alcohol:** illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.

Bias-Related Terms

- 1. **Biased-related conduct:** behavior that is motivated by a target/victim's race, color, creed, national origin, gender (including gender identity), sexual orientation, age, marital or partnership status, family status, disability, alienage, or citizenship status.
- 2. **Race:** the groups to which individuals belong, identify with, or belong in the eyes of the community. This includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Protective hairstyles shall include, but not be limited to, such hairstyles as braids, locks, and twists. (Education Law §11[9] and [10]).
- 3. **Ethnic group (ethnicity):** an affiliation with a particular group, country, or area of origin (distinct from citizenship or country of legal nationality), race, color, language, religion, customs of dress or eating, tribe or various combinations of these characteristics.
- 4. **National origin:** is an individual's country of birth, country of origin, or the country of origin of an individual's family or spouse.
- 5. **Color:** complexion tint or skin pigmentation. Color discrimination can occur within the same racial or ethnic group.
- 6. **Religion:** religious or spiritual belief of preference, regardless of whether this belief is represented by an organized group or affiliation having religious or spiritual tenets.
- 7. **Religious practices:** religious observances or practices that may include attending worship services, praying, wearing garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, and/or refraining from certain activities.

- 8. **Disability:** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or a record of such an impairment or (b) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[3] and Executive Law §292[21]).
- 9. **Gender:** means a person's actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).
- 10. **Sexual orientation:** means actual or perceived heterosexuality, homosexuality or bisexuality (Education Law §11[5]).
- 11. Sex: is the biological and physiological characteristics that define men and women.
- 12. **Other:** can include, but is not limited to, physical characteristics age, socio-economic status, health condition, housing, domestic relationships, social/academic status, etc.

Other Related Terms -

- 1. **Gang-related:** when an incident involves one or more than one offender, known to be a member of an organized group, or gang, which is characterized by turf concerns, symbols, special dress, and/or colors that engages students in delinquent or illegal activity.
- 2. **Group-related:** an incident is group-related if it is several individuals that assemble for the purpose of engaging in or contributing to actions that occur during the incident.
- 3. **School property:** shall mean in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus. (Education Law §11(1) and Vehicle and Traffic Law §142, 8 NYCRR 100.2(gg)(1)(i))
- 4. **School function:** means a school-sponsored or school-authorized extracurricular event or activity, regardless of where such activity takes place, including any event or activity that may take place in another state. (Education Law §11(2), 8 NYCRR 100.2(gg)(1)(ii) and (kk) (1)(ii))
- 5. **School bus:** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, teachers, and other person acting in a supervisory capacity, to or from school or school activities (Education Law §11(1) and Vehicle and Traffic Law §142).
- 6. **Target:** refers to a person who has been mistreated and/or injured, or the individual affected by the incident. The target can be identified as a student, staff or other.
- 7. **Victim:** see the definition of target.
- 8. Other: refers to a target/victim or offender who is unknown, or neither a student, nor a staff member
- 9. **Offender:** refers to a person who has mistreated and/or injured another person, or the individual who caused an incident. The offender can be identified as a student, staff (such as teacher or other school staff), or other (e.g., school safety officer, student intruder, visitor, unknown).

- 10. **Disciplinary or referral action:** for purposes of reporting, a consequence assigned based on the violation of the school's code of conduct and reported under one of the following:
 - Counseling or treatment programs: For purposes of reporting, referrals to counseling or treatment
 programs are formal multi-session interventions, provided by certified or licensed professionals, aimed at
 reducing risk factors linked to the identified problem area(s) (i.e., drug/alcohol rehabilitation programs, anger
 management programs, etc.)
 - **Teacher removal:** is the removal of a disruptive student from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a).
 - **In-school suspension:** is a removal from instruction and/or activities in the same setting as class/age peers as a disciplinary purpose but remains under the direct supervision of school personnel.
 - Out-of-school suspension: a student is suspended from attending classes or being on school property. The student must receive his/her instruction during the period of suspension, in an alternate setting, separate from the school which his/her class/age peers attend.
 - Involuntary transfer to an alternative placement: is the removal from instruction within the same school building as class/age peers as a disciplinary measure, and assignment to an alternate setting to receive instructional services. This could also include alternate (i.e., condensed) hours.
 - Community service: when a school/district determines work that is assigned without pay to help a community.
 - Juvenile justice or criminal justice system: when the school is aware that a student, under the supervision of juvenile justice of the criminal justice system, engages in an incident that may rise to the level of a criminal offense, the school reports the incident to the juvenile justice system for intervention.
 - Law enforcement: when a student engages in an incident, that occurs on school grounds, during schoolrelated events, or while on school transportation, and the incident may rise to the level of a criminal offense,
 the school reports the incident to any law enforcement agency or official, according to law enforcement
 procedures.
- 11. **School-related arrests:** refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral to law enforcement by any school official.
- 12. **Sexting:** is described as the sending, receiving, or forwarding of sexually suggestive nude or nearly nude photos through text messages or email.
- 13. **Controlled substance:** According to Title 21 United States Code (USC) Controlled Substances Act, Subchapter 1, Part A, §802 (6), "The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of part B of this subchapter. The term does not include distilled spirits, wine, malt beverages, or tobacco, as those terms are defined or used in subtitle E of the Internal Revenue Code of 1986."

APPENDIX B: GLOSSARY OF TERMS

The terms and definitions provided here are intended for informational purposes. Our definitions are carefully crafted to be as accurate as possible but may not be inclusive of all available variations.

Ableism: Discrimination or prejudice against individuals with disabilities.

Academic dishonesty: Refers to various unethical behaviors related to academic work. It includes actions such as cheating, plagiarism, fabrication of data, and other forms of deception intended to gain unfair academic advantage.

Accountability: Account for one's behavior- an obligation or willingness to accept responsibility or to account for one's actions

Alleged violations: Refers to an accusation or claim that an individual has broken a law, rule, regulation or expectation.

Appropriate behavior: Involves kindness, respect, and self-control. It includes treating others well, following instructions, and using appropriate language.

Asset-based perspective: A transformational perspective that leverages students' cultural knowledge, experiences, and perspectives as strengths, creating inclusive learning environments that challenge stereotypes and value social, cultural, and linguistic diversity.

Behaviors: The ways in which one acts or conducts oneself.

Bystander: One who is present but not taking part in a situation; a person who witnesses bullying but does nothing to try to stop it.

Classism: A belief that a person's social or economic station in society determines their value in that society.

Collaborative: A situation where multiple people work together towards a common goal, sharing their skills and resources.

Comprehensive: Extensive, inclusive of large scope.

Counseling: Support and guidance tailored to addressing personal challenges and individual needs.

CROWN Act: The CROWN Act is a law that forbids discrimination based on hair texture and hair styles. CROWN stands for: "Create a Respectful and Open Workplace for Natural Hair."

Culturally responsive: An approach that enhances student achievement by recognizing and integrating diverse cultures, perspectives, identities, and experiences into the learning process, reflecting, validating, and connecting students' cultural backgrounds with their education.

Culture: The shared customs, beliefs, values, practices and behaviors of a particular group of people at a particular time.

Dignity for All Students Act (DASA or The Dignity Act): Act that seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying (including cyberbullying) on school property, a school bus and/or at a school function.

Defacing property: Willingly damaging the surface or appearance of property.

Deficit-based perspective: Implies that students are flawed or deficient and that the school's role is to fix them, focusing on their weaknesses rather than their strengths and attributing their failures to perceived deficits within the student, their family, community, or culture.

Demographic characteristics: Variables within a population, such as age, gender, socioeconomic status, grade, ability, etc.

Developmentally appropriate: Ensuring that goals and experiences are suited to individual student's learning and development and challenging enough to promote progress and engagement.

Dignity Act Coordinator: An employee designated by the Board who is responsible for full compliance with the Dignity for All Students Act and also refers to designated Dignity Act Coordinators in every school who coordinate and manage all written documentation, processing, school actions and interventions involved in enforcing the Dignity for All Students Act.

Disaggregated data: Data that has been separated into smaller, more specific categories to reveal underlying trends; data can be broken down by gender, race, socioeconomic status, grade, ability, etc.

Discipline: A system of rules of conduct, training, practice, instruction, and responses that supports and sustains positive behaviors and self-discipline.

Discriminatory and harmful language: Language that causes pain and trauma to individuals to whom it is directed.

Disproportionality: When a group is overrepresented or underrepresented in a system or program, or when the percentage of people of a particular race or ethnicity in a population differs from the percentage of people of the same group in a reference population.

Disruption: Behavior causing an interruption that interferes with the educational process of others.

Distribution: To transfer possession of banned or illegal substances to another person with or without an exchange of money.

Diversity: A representation of the unique differences, and cultural and lived experiences that make up our school community. These differences can exist along dimensions of race, ethnicity, gender, language heritage, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

Due process: Standards for fair treatment.

Electronic device: All existing and emerging technology devices that can take photographs; record or play audio or video; input text; upload and download media; connect to or receive information from the internet, intranet or other networks; and transmit or receive messages, telephone calls or images. Examples of personal electronic devices include, but are not limited to, cell phones, smart watches, iPods, iPads, Nooks, Kindles, other tablet PCs, laptops, headphones, AirPods, and any device with similar capabilities. Unacceptable devices shall include, but are not limited to, gaming devices or consoles, laser pointers, signal blockers, or other devices causing computer or network interference.

Employee: Any person receiving compensation from a school District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the New York State Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §11 (4) and §1125(3)).

Equitable: Dealing fairly, justly and equitably with all concerned, "equity" refers to fairness and justice and recognizes that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures.

Equity: The state, quality, or ideal of being just, impartial, and fair. The concept of equity is synonymous with fairness and justice. To be achieved and sustained, equity needs to be thought of as a structural and systemic concept, and not as idealistic. Equity is a robust system and dynamic process that reinforces and replicates equitable ideas, power, resources, strategies, conditions, habits, and outcomes.

Expectations: An expression of a strong belief of what people are capable of doing and achieving. Expectations are normative and aspirational. They provide enduring guidelines for how we should present and express ourselves, how we should behave, how we learn and what we should achieve. Positive language should always be used to craft expectations.

Fighting: Displaying or engaging in violence, combat or aggression.

Gender expression: The way in which we each express gender identity to others through behavior, clothing, haircut, voice and other forms of presentation.

Gender identity: The way in which people self-identify and present their masculinity and femininity to the world. Gender identity is an individual's sense of being a man, a woman, a boy, or a girl, or sometimes outside of these binaries. Gender identity is internal and is not necessarily visible to others.

Harassment: The creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for their physical safety. Conduct, verbal and non-verbal threats, intimidation or abuse are considered to be acts of harassment when these actions are based on a person's actual or perceived race, color, class, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/ gender identity/ gender expression or sex (Educational Law §11(7)). The Code applies to acts of harassment:

- (a) On school property;
- (b) At a school function;
- (c) Off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

As used in this definition, the term "threats, intimidation, or abuse" includes verbal and non-verbal actions and the term "emotional harm" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

Acts of harassment and bullying include, but are not limited to, acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Hate speech: Abusive or threatening speech or writing that expresses prejudice on the basis of ethnicity, religion, sexual orientation, or similar grounds.

Hazing: The use of humiliating and sometimes dangerous initiation rituals to be accepted into a group.

Heterosexism: Discrimination or prejudice against non-heterosexual people based on the belief that heterosexuality is the only normal and natural expression of sexuality.

Homophobic language: Words, phrases, or expressions that demean, insult, or discriminate against individuals based on their sexual orientation, rooted in homophobia, which encompasses negative attitudes and feelings such as fear, aversion, contempt, prejudice, hatred, violence, or anger towards people identified or perceived as being lesbian, gay, or bisexual.

Illegal substances: Include, but are not limited to: inhalants, marijuana/cannabis, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, controlled substances, any substances commonly referred to as designer drugs or synthetic drugs, look-alikes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs when possession is unauthorized or such are inappropriately used or shared with others, and any product which, when misused, may result in an impaired or altered state. Illegal substances also include any paraphernalia related to these substances.

Inappropriate use of electronic devices: Any unauthorized or inappropriate use of electronic devices, including the Internet, specific programs or hacking (i.e., sharing of obscene, pornographic- including transmission of child pornography, lewd or illegal images or photographs, unauthorized use of computers, software, or Internet/intranet accounts, accessing inappropriate websites). Any situations in which a student or students deliberately tamper with, damage, alter, access, crash, or corrupt the computer or communications system for a class, school or the District, resulting in the loss or corruption of information, or the ability of the system to operate, or in any way disrupts or degrades the school or District's technology infrastructure.

Inclusive/inclusion: Involves authentic and empowered participation and a true sense of belonging. In an inclusive school, the social and instructional space is designed such that all students have access to the curriculum and there are many opportunities for students to be successful.

Innately: Connected with a quality or ability that someone is born with, not one that is learned.

Insubordination: A deliberate and willful refusal to adhere to rules, often involving defiance or disrespect, characterized by behaviors such as arguing, talking back, or openly challenging orders with the intent to challenge or undermine authority, such as a student refusing to leave the classroom when asked by a teacher or using disrespectful language towards staff.

Interpersonal skills: Ability to communicate, interact and work with people and groups effectively.

Interventions: Specific programs, strategies, restorative conferencing protocols, skill-building sessions, and individual and group counseling activities that enable students to reflect on their behavior, attitudes, needs and feelings; learn replacement behaviors and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to promote school success.

Intimidation: To frighten or threaten someone, usually in order to persuade them to do something you want them to do.

Material incident: Means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function.

Misuse of electronic devices: Unauthorized use of electronic devices during instructional time as indicated by the Digital Citizenship Policy.

Multi-Tiered Systems of Support: An educational framework designed to provide targeted support to struggling students. MTSS aims to improve educational outcomes for all students by integrating various levels of support based on their needs.

Multi-Tiered Systems of Support (MTSS) Team: The team that includes staff who support students (teachers, administrators, counselors, social workers, psychologists, interventionists, etc.) who work collaboratively to support personal, social, and academic efficacy and improved student behavior.

Neurological: Of or related to the nervous system.

Non-compliance: The failure or refusal to follow rules, instructions, or requirements, often characterized by behaviors such as not completing assignments, ignoring instructions, or violating policies, which can stem from forgetfulness, lack of understanding or skill, or passive resistance.

Nurture: The process of caring for and encouraging the growth or development of someone or something.

Obscene/obscenity: Offensive, vulgar, profane, or indecent.

Parents/guardians/caregivers: The biological parent, adoptive parent, foster parent or person in custodial relationship to the student.

Perpetuates: Makes something, typically an undesirable situation or unfounded belief, continue indefinitely or over a long period of time.

Persistent: Repeated over days after interventions have been implemented and given ample time to be effective.

Physical aggression: Behavior causing or threatening physical harm towards others, including hitting, kicking, biting, and shoving.

Plagiarism: The practice or act of taking someone else's another person's language, thoughts, ideas, or expressions as one's own original work.

Prejudice: An adverse opinion or learning formed without just ground or without sufficient knowledge or information.

Principle: Fundamental truth or proposition that serves as the foundation for a system of belief or behavior.

Proactive: Acting in anticipation of future needs or changes, taking action intended to cause change and/or prevent unexpected behaviors.

Property of others: Belongings that are not yours.

Protective hairstyles: Hairstyles including, but not limited to, braids, locks, and twists; hair texture per the CROWN Act.

Punitive: It describes actions or measures intended to inflict punishment or to penalize someone for wrongdoing.

Racism: A complex system of racial hierarchies and inequities. At the micro level of racism, or individual level, are internalized and interpersonal systems of ingrained bias. At the macro level of racism, we focus beyond individuals to the broader dynamics, including symbolic, ideological, institutional, and structural systems of racial hierarchies and inequities.

Relationship: The way in which concepts, objects or people are connected; the way in which people regard and behave towards each other.

Religious intolerance or harassment: Involves actions or attitudes that disrespect or mistreat individuals based on their religious beliefs, including discrimination, verbal abuse, physical harassment, vandalism, and bullying, creating a hostile environment.

Restorative practices: Focus on strengthening relationships and connections between individuals, it is an approach that works to include all parties involved in resolving conflict, addressing harm or responding to unexpected behaviors that focuses on impact and repairing relationships.

Retaliation: The act of hurting someone or doing something harmful to someone because they have done or said something harmful to you.

Rules: An explicit set of enforceable regulations or principles that govern or guide conduct.

School climate: Quality and character of a school, based on the experiences of students, families and staff.

School community: People involved with the school, including students, families, staff members and visitors.

Self-awareness: The ability to tune in to your feelings, thoughts and actions; your ability to perceive and understand the things that make you who you are as an individual, including your identity, personality, values, beliefs, emotions, thoughts and actions.

Serious bodily injury: A serious physical injury which requires hospitalization or treatment in an emergency room or physician's office and includes, but is not limited to, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving a risk of death or disfigurement.

Sexism: Prejudice, stereotyping, or discrimination on the basis of sex.

Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures, the understanding of systems and structures that impact people differently.

Social-Emotional Learning (SEL): Is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Socioeconomic status: The social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, as well as issues related to privilege, power, and control.

Spartan Way Values: Respect, Responsibility, Compassion and Hard Work.

Stakeholder: Students, staff, community members, and any individual with an interest in an educational system's success. This can include those who are directly involved in the educational system (such as parents/guardians/caregivers, staff, and students) and those indirectly impacted (such as government officials, local business leaders, and volunteers).

Standards-based: Using predetermined standards to plan instruction, assess student progress and grade students.

Student Support Services: Includes special education teachers, mental health and related service providers, who promote school improvement by focusing on social and emotional development and learning through programs, services, and activities.

Tardiness: Arriving late to school or class.

Theft: Taking or attempting to take property of another person or institution without permission or knowledge of the owner, with or without the use of physical force or violence, with the intent to deprive the owner of its use.

Tobacco and tobacco-related product: Any vaping or nicotine-containing devices and accessories to such devices and any other tobacco- or nicotine-containing product in any form, as well as matches, lighters and other related paraphernalia. This also includes any simulated tobacco products that imitate or mimic tobacco products, and smokeless tobacco in any form.

Transphobic language: Refers to words or expressions that convey negative attitudes, discrimination, or hostility towards transgender individuals, often reinforcing harmful stereotypes and social gender norms.

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

Under the influence: Altered physical and/or mental state after consuming banned or illegal substances.

Unexpected behaviors: Actions that are inappropriate (not appropriate in school setting), unacceptable (not acceptable in any setting), or unskillful (behavior not yet learned or behavior demonstrated unskillfully) that warrant predictable and timely interventions and responses.

Upstander: A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

Vandalism: Actions involving deliberate destruction of or damage to public or private property.

Weapon: A firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, sandbag or sand club, loaded or blank cartridges, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death.

Weight: Reference to a person's size.

APPENDIX C: CODE OF CONDUCT DISSEMINATION AND REVIEW

The Board of Education will work to verify that the community is aware of this Code of Conduct by:

- A. Making copies of the code available to all parents/guardians/caregivers and students at the beginning of the school year.
- B. Mailing a summary of the Code of Conduct and Support written in plain language to all parents/guardians/caregivers of District students before the beginning of the school year and making a summary of the code available later upon request.
- C. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
- D. Providing all new employees with a copy of the current Code of Conduct and Support when they are first hired.
- E. Making copies of the code available at school offices, libraries and on the district website for review by students, parents/guardians/caregivers, and other community members.

The Board of Education will sponsor an in-service education program for all district staff members to verify the effective implementation of the Code of Conduct and Support. The superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in- service programs pertaining to the management and discipline of students.

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

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

Before adopting any revisions to the code, the Board of Education will hold at least one public hearing at which school personnel, parents/guardians/caregivers, students, and any other interested party may participate.

The Code of Conduct and Support and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

Footnotes

- 1. Education Law §2802, 8 NYCRR §100.2(gg)
- 2. For additional information and resources, please see August 2016 Memo RE: Dignity for All Students Act: Results of Statewide School District Survey and Guidance on Implementation and The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty
- 3. Education Law §11(7), 8 NYCRR §100.2(kk)
- 4. Dignity for All Students Act Requirements for Schools (Tool for training school employees)
- 5. These terms are consistent with those found in the publication entitled, The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty, Appendix A, Further descriptions and examples of these definitions are available in this document.
- 6. For further explanation refer to Guidance to School Districts for Creating a Safe and Supportive School Environment For Transgender and Gender Nonconforming Students and The New York City Department of Education's Transgender and Gender Nonconforming Student Guidelines
- 7. Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a referral to a counseling or treatment program or teacher removal.
- 8. Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq., (Public Law 114-95, title 1, section 8532, 129 STAT. 1802); Education Law §2802(7).
- 9. For additional cyberbullying-related terms, refer to Appendix A in The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty.



The Gates Chili Central School District is dedicated to fostering curiosity, growth and diversity within our school community. The district celebrates and embraces differences and strives to dismantle exclusion, bias, racism and prejudice of all forms.