

WHEATLAND CHILI CENTRAL SCHOOL DISTRICT

2020-2021

CODE OF CHARACTER, CONDUCT, AND SUPPORT



SUPERINTENDENT'S LETTER

Dear Students, Parents/Guardians, and School and District Staff:

Letter to come.

WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT

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2020-2021 Board of Education

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INTRODUCTION

Why Do We Have a Code of Character, Conduct, and Support?

The goal of the Wheatland-Chili Code of Character, Conduct, and Support is to ensure every student's right to an education in an equitable, safe, civil, caring, and supportive learning environment. It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual. The Code recognizes that schools are public places that must balance individual rights with civic obligations and the responsibilities that make it possible to live in a free, open and democratic society. The Wheatland-Chili Code of Character, Conduct, and Support also supports student understanding and appreciation of cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families.

The Code addresses both development of character and conduct for all in the Wheatland-Chili community. An individual's character reflects her or his attitudes, attributes, and moral convictions which shape her/his conduct. As identified in the District's Core Values (on page 4), development of good character and social and emotional competencies are essential to academic success in school today, and future success in college, career, and life. The Code ensures that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-management and social and emotional efficacy, and enable students to improve and correct inappropriate, unacceptable, and unskillful behaviors.

DISTRICT CORE VALUES

LEARNING: We believe in providing a world class education for each student.

CHARACTER: We expect all adults and students to model behaviors of respect, responsibility, trust-worthiness, fairness, caring, and citizenship.

LEADERSHIP: We believe in developing and maintaining strong leaders.

ENVIRONMENT: We believe it is necessary to have a clean, safe, and healthy environment.

COMMUNICATION: We believe in maintaining open communications with all stakeholders.

COMMUNITY / PARENTAL

ENVIRONMENT: We value the importance of collaborative relationships between the school district and the community.

Goals for the Code

The goal of good conduct is based on the principles of civility, mutual respect, citizenship, tolerance, honesty and integrity. We expect every student at all grade levels, teachers, other district personnel, and parents to engage in positive social behaviors, respectful and caring communication, and responsible decision-making – essential qualities of character that promote this goal.

The Board recognizes the need for Wheatland-Chili schools to:

1. promote healthy social and emotional development and personal accountability for every student at all grade levels,
2. clearly define rules and expectations for acceptable conduct on school property and at school functions that all adults are committed to support and model,
3. identify and implement fair, clear, standardized, and timely consequences when students engage in unskillful, inappropriate, and/or unacceptable behaviors,
4. identify and implement restorative and accountable interventions that support every student to improve behavior and academic performance by strengthening their self-management and social and emotional competencies,
5. increase capacity and accountability of teachers, administrators and student support specialists to promote positive behaviors; prevent inappropriate, unacceptable, and/or unskillful behaviors; and intervene early and effectively when students are struggling with academic, attendance, behavioral, mental health, or family challenges, particularly students who are experiencing multiple barriers to school success, and
6. strive to ensure that no student is subject to harassment, bullying, and/or discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression or sex, language or other reasons, by school employees or students on school property, on a school bus, or at a school function.

This code applies to all students, school personnel, parents and other visitors when on school property, on a school bus, or attending a school function.



Be the "I" in Kind



Core Principles that Guide the Code of Character, Conduct, and Support

The following principles form the foundation for creating safe, civil, caring, supportive and high achieving learning environments.

1. The District's social and emotional learning vision aims to create collaborative school environments built on cultural sensitivity and positive and supportive relationships, where students and staff feel safe, valued, respected, and encouraged to be curious, take risks, and learn from their mistakes. This district will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passions. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to:
 - manage their emotions,
 - set goals,
 - feel and show empathy for others,
 - create positive relationships,
 - make good choices.
2. All students are capable of achieving their personal best, and when necessary improving their behavior with guidance, instruction, support, and coaching.
3. Different students need different kinds and amounts of time, attention, instruction, and supports to behave responsibly and succeed academically.
4. **Clear, fair, standardized, and timely consequences** signal that a student's actions are deemed to be inappropriate, unacceptable, and unskillful. **Restorative interventions** involve the part of the process where students take responsibility for what they have said and done, reflect on the impact of their behavior, self-correct to right themselves, problem solve, make amends to repair the harm, learn new skills, and restore their good standing.
5. Restorative practices including facilitation of classroom and student support circles build community and help adults and students to make things right when the integrity of the community is challenged by harmful behaviors. Responsive listening

and engaged dialogue are fundamental elements of circles, conferences, and other restorative interventions.

6. Students are more likely to behave appropriately when:
 - they understand the positive behaviors that are expected of them,
 - they feel that staff members care about them and will help them learn and grow,
 - all school staff consistently use shared language and practices, and
 - all staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high quality work.
7. Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.
8. Adults – teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:
 - enabling them to discern right from wrong,
 - fostering in them the desire to do what is good, and
 - encouraging them to take responsibility for their words and actions.
9. Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful and equitable. Interactions between and among district and school staff, students, and parents must protect the dignity of each individual and ensure a tone of decency.
10. Every reasonable effort should be made to correct student behavior through guidance interventions that are accountable and restorative. Interventions are essential when inappropriate behavior or infractions of the Code may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

Positive Mindsets Promote School Success

Mindsets are deeply held beliefs and thoughts that make up the mental attitude and inclinations that shape a person's interpretations and responses to events, circumstances, and situations. Mindsets drive behavior and create powerful incentives to sustain prior habits, choices, and preferred ways of doing things. Positive mindsets set the stage for academic engagement and foster social and emotional competence. Self-identification with the values of schooling and the roles of a learner will influence the attitudes and perceptions

a student holds in relation to her/his learning and academic performance. When students feel that school and school work have value, when they feel a sense of belonging in the classroom, and they approach learning tasks with positive expectations, they have a capacity to sustain their effort over time and express their curiosity, enthusiasm, and personal interest in what they are learning. Positive mindsets boost students' confidence about their day-to-day experiences and fire up hope in their future.

POSITIVE STUDENT MINDSETS

- School and school work have value for me.
- I see myself as a learner.
- I belong to an academic community.
- I approach tasks with positive expectations and an open mind.
- I accept challenges, take academic risks, and push myself to excel.
- My ability and competence grow with my effort.
- I express curiosity, enthusiasm, or personal interest in what I am learning.
- I cultivate personal talents, values, and positive qualities of character.
- I have hope in a positive future I can make for myself.
- When I make mistakes, I can correct them.

ADULT MINDSETS THAT SUPPORT STUDENTS

- I make an effort to understand others' thinking and feelings.
- I seek to understand a situation before I make a judgment.
- I care more about the future than the past. I want to move forward.
- I problem solve to reach solutions that meet important needs and interests of everyone involved.
- I depersonalize a student's words and actions before I respond.
- I model the character traits and behaviors that I want to cultivate in students.
- I consider a student's best interests in any decision.

Promoting a Positive School Climate and Culture

The District builds a culture based on high expectations, respect, and co-accountability. At the heart of a healthy school culture is the commitment of all staff to take an active role in the academic, social, and emotional development of students and model the skills, behaviors, and mindsets they seek to cultivate within adults and students. To this end, school staff, teachers, and administrators are encouraged to set high expectations for student success, build positive relationships with students and parents and teach and model for students how to behave successfully in all school settings (classrooms, the cafeteria, hallways, bathrooms) in a culturally responsive manner.

Each building promotes a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Each building develops, posts, teaches, and reinforces universal behavioral and learning expectations. Buildings take a proactive role in nurturing students' pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental skills for life success, including: recognizing and managing emotions; demonstrating empathy; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social-emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults promotes positive behavior. Examples of student engagement include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive student support program of prevention and intervention, provide students with the experiences, strategies, skills and coaching they need to thrive.



Why Knowing the Code Matters

Students: The Wheatland-Chili Code of Character, Conduct, and Support is your guide for behavior at school. Your principal, teachers, and other staff members will support your efforts to be successful in the social and academic behaviors and emotional skills that are expected at school. When you follow the expectations and rules in the Code, you will be demonstrating your good citizenship and character and helping to make your school an equitable, safe, civil, caring, and supportive learning environment for everyone. The Code also describes specific behaviors that are unacceptable at school and explains the consequences and interventions that will be assigned to you when your conduct does not meet expected standards of behavior. This is your guide to understanding your rights and responsibilities.



Parents/Guardians/Caregivers: The Wheatland-Chili Code of Character, Conduct, and Support is your guide for understanding the social and academic behaviors and emotional skills that are expected of your child at school and how school principals, teachers and staff will work with you and your child to help them demonstrate positive behavior and enjoy academic success. The Code also provides you with information about you and your child's rights and responsibilities. It also lists the kinds of behaviors that are not acceptable. Finally the Code explains the interventions and consequences that will be enforced and implemented if your child violates school rules and policies. **Please read the Code with your child** and discuss any questions you have with administrators at your child's school. If you have concerns about your child's safety or behavior, please talk to an administrator at your child's school so that you can resolve any concerns and work with school staff to fully support your child's success.

School Staff: The Wheatland-Chili Code of Character, Conduct, and Support is your guide for supporting positive student behavior at school. It will help you prevent disciplinary problems through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate school rules and policies. If you have concerns about safety or your school's climate, please talk to your school principal so that you and your school administration can work together to maintain a safe and orderly learning and work environment.

School Administrators: The Wheatland-Chili Code of Character, Conduct, and Support is your guide for supporting an equitable, safe, orderly, and productive learning environment. It will help you to promote positive student behavior at school. It provides guidance in supervising and monitoring effective implementation of school-wide expectations, rules, policies, systems, and practices. It will help the school to address students' behaviors and support students to turn around unacceptable behaviors and get back on track to school success through accountable and restorative interventions.

Other District Staff: The Wheatland-Chili Code of Character, Conduct, and Support is your guide for supporting schools in developing a positive school climate that ensures student and staff safety and order. It will minimize unacceptable student behavior, and maximizes students' personal and social efficacy. The Director of Pupil Personnel Services is responsible for monitoring effective implementation of school-wide expectations, rules, policies, systems, and discipline and student support practices. This position assesses and reviews all disciplinary data and school sanctions by race, ethnicity, disability, and gender of students and provides checks and balances to screen for discriminatory practices.

Learning about the Wheatland-Chili Code of Character, Conduct, and Support?

Pursuant to Education Law §280(4) and 8 NYCRR §100.2(l)(2)(iii)(b), the District will ensure that the community is aware of this Code of Character, Conduct, and Support by:

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain language version, at an assembly or class meeting held at the beginning of the school year.
3. Making electronic and hard copies of the Code available to all parents at the beginning of and throughout the school year and ensuring that copies of the Code are available for review by students, parents, and other community members throughout the school year.
4. Providing informational sessions for parents at "open house" and "curriculum" nights.
5. Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
6. Providing all teachers, other staff members, and all new employees with a copy of the Code and a copy of any amendments to the Code after adoption.
7. Ensuring that each school implements an annual plan for discussing and interacting with the Code of Conduct, Character, and Support during new school year orientation, through professional development, and through the delivery of at least three classroom lessons related to the Code during the first two weeks of school every year. The District will provide materials and resources for these activities.
8. The District will make every effort to provide written and audio versions of this Code of Conduct in other languages when the need arises.
9. All district and school staff members and Board of Education members should sign a receipt that they have read, understood, and will abide by the Code of Conduct, Character, and Support at designated opportunities at the beginning the school year.
10. A copy of the "Acknowledgment of Review and Receipt of the Code" for students and their parents to complete is located on the last inside page in the Code booklet.

RIGHTS AND RESPONSIBILITIES OF SCHOOL STAKEHOLDERS

Students, parents, teachers, counselors, principals, the superintendent, and the Board of Education are all essential partners in carrying out the mission of Wheatland-Chili Central School District.

STUDENTS

The district is committed to safeguarding the rights given to all students under State and Federal law. In order to promote an equitable, safe, civil, caring, and supportive learning environment,

Students have the *right* to:

1. Attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from kindergarten through grade 12, as provided by law.
2. Be afforded a sound, quality education from kindergarten through grade 12 in an equitable, safe, civil, caring, and supportive learning environment.
3. Be respected as an individual and treated fairly and with dignity by other students and school staff.
4. Express one's opinions verbally or in writing or with assistance in a respectful manner.
5. Dress in such a way as to express one's personality as long as it does not distract or disrupt the learning environment. See dress code policy on page 43.
6. Take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, gender identity and expression, national origin, ethnic group, political affiliation, age, marital status, or disability.
7. Have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.
8. Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/ gender identity, sexual orientation, or disability, by employees or students on school property or at a school sponsored event, function or activity. The Dignity for All Students Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination by employees or students on school property or at a school function, including but not limited to such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identify or expression), or sex (Education Law 12[1]. Cyberbullying is defined as harassment or bullying which takes place through any form of electronic communication. (Education Law 11[8].
9. Be afforded due process by:
 - being provided with the Code and rules and regulations of the school district: Schools shall ensure that all students and school staff are made aware of and have access to detailed information about school rules, policies, and procedures and State and local laws guaranteeing or 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 through the use of restorative practices and conferencing in matters related to their behavior as it affects their education and well-being in the school;
 - being provided an opportunity to be heard in disciplinary actions for alleged infractions of the Code for which they may be suspended or removed from class by their teachers;
 - being provided opportunities, when appropriate, to earn back privileges, reduce length of exclusionary sanctions, and/ or restore one's good standing through restorative actions completed by the student;
 - 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 and/or representative at conferences and hearings; and
 - being accompanied by a parent in situations where there may be police involvement if the student is under 16. Any student under the age of 16 being questioned by the police has a right to have their parents present. Students may also have a designated staff person or advocate present in situations that may involve police investigation or Child Protective Services interview.
10. To engage in youth opportunities that enable students to:
 - be active learners in the educational process that takes into account student views, teaches students effective leadership and participation skills, and provides explanations to students 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; and
 - form groups that represent their individual and cultural needs and interests.

In this document, the word “parent” means the student’s parent(s), guardian(s), or caregiver(s), any person(s) in a parental or custodial relationship to the student, or the student if he/she is an emancipated minor or has reached 18 years of age.

Where a student is a ward or dependent of the State, identified through processes outlined in Federal or State law, notification regarding educational or disciplinary decisions made by the student’s school shall be provided to the education rights holder, foster parent or legal guardian, student’s counsel or guardian ad litem, and the student’s child welfare social worker or caseworker and, if the student has one, Probation Officer. Under no circumstances, however, shall a student who is a ward or dependent of the State be denied full access to her/his education rights due to an adult caretaker or rights-holder’s inability or refusal to act on behalf of the child.

Parents recognize that the education of their child(ren) is a joint responsibility between parents and the school community and collaborate with the District to optimize their child’s educational opportunities.

Parents have the right to be active and effective participants in the learning process to express their views; and to give input into decisions that affect their children’s lives and education. Parents are vital to the success of the school. They have the responsibility to reinforce the learning process at home, to encourage and model polite, civil behavior, to motivate their children to be interested in school, and to see that their children attend school regularly. They should expect the highest level of achievement that their children

are capable of, as well as teacher performance that can help their child reach this level of achievement. They are welcomed and encouraged to talk to and meet with teachers to find out how their children are progressing. The more parents are involved, the higher the quality of their children’s education becomes.

Students, parents and school personnel all have a role in making schools safe and must work together to achieve this goal. Parents should expect that school staff inform them of their children’s behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call and/or a written communication. As role models, parents should exhibit the behaviors that they would like to see in their children/students.

To ensure that parents become active and involved partners in promoting a safe, civil, caring, and supportive learning environment, they must be familiar with the Code of Conduct, Character, and Support. Parents should expect to be informed about their children’s behavior and be responsible for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss their children with teachers and other school staff by raising issues that may affect student behavior and strategies that might be effective in working with the student.

The District and schools shall establish policies that outline clear grievance procedures that parents can use to file complaints, and establish a clear process of recourse if parents’ or guardians’ grievances are not resolved with due process.

Parents have the *right* to:

1. Be actively involved in their children’s education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Receive timely information about the policies of the Wheatland-Chili Board of Education and procedures that relate to their children’s education through website postings, emails, and other communications.
4. Receive regular reports, written or oral, from school staff regarding their children’s academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. Receive information and prompt notification of persistent disruptive behaviors by their children, serious Level 3 and Level 4 infractions that impact their children and the school community, and any other serious disciplinary actions taken by principals or school staff.
6. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
7. Receive information from school staff about ways to improve their children’s academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs, academic/behavioral support plans, and mental health services within Wheatland-Chili Central School District and the community.

8. Receive information about services for Students with Disabilities and English Language Learners.
9. Receive notification from the principal, principal’s designee, and/or their child’s teachers in the event that their child engages in persistent inappropriate, unacceptable, or unskillful behaviors or commits a Level 3 or Level 4 infraction of the Code.
10. Be contacted immediately and directly when a student is believed to have committed a crime and police are summoned.
11. Request a mediated conference or restorative circle with the parent of a student who has physically harmed her/his child. Such conference or circle will occur with the mutual agreement of involved parties.



Parent Rights cont.

12. Request a mediated conference or restorative circle with the school staff person or other individual who has harmed her/his child. Such conference or circle will occur with the mutual agreement of involved parties.
13. Receive communication through provided translators when necessary.
14. File a complaint when there has been an infraction or misapplication of a written provision of school policy.
15. Participate in decision-making affecting school policies and procedures, including, but not limited to:
 - Informing parents in a timely and clear manner as to when and how they can participate, and ensuring that all parents have equal access to information on opportunities for participation.
 - Ensuring that parents or guardians have concrete opportunities to make recommendations to schools about effective methods for participation.
 - Giving parents or guardians structured opportunities for parents or guardians to give input, get information and help make decisions.
16. Participate in decisions affecting their individual child's education, including but not limited to:
 - Adherence by teachers, administrators and other school staff to an "early warning" system that identifies academic or behavioral challenges as soon as possible and works with parents or guardians to identify solutions.
 - Participation in restorative discipline solutions.
 - Protection of due process rights, including as related to school discipline.

Parents have the *responsibility* to:

1. Give updated contact information to the Wheatland-Chili Central School District Central Office Registrar and their children's individual school.
2. Make sure their children attend school regularly and on time.
3. Let schools know when and why children are absent.
4. Tell school officials about any concerns or complaints.
5. Work with principals and school staff to address any academic or behavioral problems their children may experience.
6. Support Wheatland-Chili Central School District by talking with their children about school and expected behaviors.
7. Read and become familiar with the policies of the Board of Education, administrative regulations and the Wheatland-Chili Code of Conduct, Character, and Support.
8. Encourage and support their children to complete all of their assignments.
9. Be respectful and courteous to staff, other parents, guardians and students while on school premises.
10. Support your children in ways that maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex which will strengthen the children's confidence and promote learning in accordance with the Dignity for All Students Act.

☞ SCHOOL STAFF ☞

District employees have the *right* to:

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff.
3. Communicate concerns, suggestions and complaints to Wheatland-Chili District office.
4. Receive supportive professional learning and training on the Code of Character, Conduct, and Support.
5. Modify instruction consistent with the policies and priorities of the Wheatland-Chili Board of Education and with State and Federal regulations.
6. Receive the necessary resources to deliver quality instruction, coaching, support, and/or supervision of staff.



Teachers have the *responsibility* to:

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn every day.
2. Be prepared to teach every day.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain confidentiality in accordance with Federal and State law.
6. Communicate to students and parents:
 - a. Course objectives and requirement
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Address personal and cultural biases that may prevent equitable treatment of all students and adults in the school or classroom setting.
11. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or DASA coordinator (Dignity for All Students Act) in a timely manner.
12. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.
13. Teach culturally responsive coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.



School Counselors/School Social Workers/School Psychologists have the *responsibility* to:

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn every day.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate or support teacher/student/counselor conferences and parent/teacher/student/counselor conferences as necessary, as a way to resolve problems and proactively set expectations moving forward.
4. Meet with students and parents to regularly review their educational progress and career plans, as appropriate for their grade level and provide information to assist students with career planning.
5. Maintain confidentiality in accordance with Federal and State law.
6. Encourage students to engage in extracurricular programs outside of the classroom.
7. Provide resources and information for students and families that can assist in meeting their needs within the community.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom setting.
11. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.
12. Assist with culturally responsive coping strategies, as needed, to foster positive and prosocial skills needed for academic and social-emotional success.
13. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to the counselors', social workers', and psychologists' attention to the building administrator and/or DASA (Dignity for All Students Act) coordinator in a timely manner.

Other School Personnel have the *responsibility to:*

1. Foster and maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting which will strengthen student's self-image and promote confidence to learn every day.
2. Maintain confidentiality in accordance with Federal and State law.
3. Help children understand the district's expectations for maintaining an equitable, safe, civil, caring, and supportive learning environment.
4. Participate in school-wide efforts to provide adequate supervision in all school spaces.
5. Address issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawful on school property or at a school function.
6. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom setting.
7. Report incidents of discrimination, bullying, and/or harassment that are witnessed or otherwise brought to a teacher's or individual's attention to the building administrator and/or DASA (Dignity for All Students Act) coordinator in a timely manner.
8. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.

Other School Teams and Individuals Who Are Responsible for Implementing the Code of Character, Conduct, and Support

To support a restorative and accountable orientation and the effective implementation of the Wheatland-Chili Code of Character, Conduct, and Support, each school will establish the following teams.

Social and Emotional Learning Team: The team is composed of administrators, student support team members, special education staff, teachers, parents, students and non-certified staff members who hold the vision for an equitable, safe, civil, and respectful school climate and culture, assess the status and progress of major school climate initiative, present data to the entire staff, and coordinate and organize activities and events that support a positive school climate and positive student behavior.

Student Support Team: The team includes all student support staff (administrators, counselors, social workers, special education case managers, etc.) who work collaboratively as one coherent team-sharing data, using the same common language, committing to the same goals and approach to discipline and student support, and engaging in the same set of practices that support personal, social, and academic efficacy and improved student behavior. They also review student cases on a weekly basis to ensure that all students have equitable access to services and interventions that they need. The Student Support Team uses student data and "early warning" criteria (see glossary) to identify students at greatest risk in order to implement targeted behavioral and mental health interventions that are timely and predictable.

To support a restorative and accountable orientation and the effective implementation of the Wheatland-Chili Code of Character, Conduct, and Support, each school will ensure that administrators and student support team members are identified to serve in these roles.

Administrators: The principal and administrators serve as champions of all discipline and student support activities and supervise the work of the teams essential to an integrated system of schoolwide discipline and student support.

Student Support Coach: A student support team member (counselor, social worker, psychologist, student behavior assistant, case manager, or SPED collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who need an on-going intervention and close progress monitoring.

Transition Coach: A student support team member (counselor, social worker, psychologist, student behavior assistant, youth advocate, youth development specialist, case manager, or SPED collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who are returning from a short-term or long-term suspension, alternative program, or juvenile facility.



Dignity for All Students Act (DASA) Coordinator(s) have the *responsibility* to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn every day.
 2. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention program in conjunction with the building administration.
 3. Investigate issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
 4. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in the school or classroom setting.
 5. Facilitate mediation or restorative circles as appropriate and when all parties agree to engage in the restorative practice.
 6. Comply with all regulations in accordance with NYS Dignity for All Students Act.
 7. Maintain documentation of DASA investigations, outcomes, and follow up.
- The DASA coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, and sex. The DASA coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity for All Students Act.

SCHOOL ADMINISTRATORS

School Administrators have the *responsibility* to:

1. Promote a safe, civil, caring, and supportive learning environment, supporting active teaching and learning for all students, in a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn everyday.
 2. Ensure that students and staff have the opportunity to communicate regularly with principal/administrators and have access to the principal/administrators for redress of grievances.
 3. Maintain confidentiality in accordance with Federal and State law.
 4. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
 5. Support the development of and student participation in appropriate extracurricular activities.
 6. Support the development of prosocial skills, social emotional learning, and career and college readiness skills in a culturally responsive manner.
 7. Contribute actively to the ongoing revisions of the Code of Character, Conduct, and Support; disseminate and review the Code with all staff; and reinforce and support the Code ensuring that all cases are resolved promptly and fairly.
 8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
 9. Investigate issues of discrimination, bullying, and/or harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
 10. Be aware of and actively counter personal biases that may prevent equitable treatment of all students and adults in all school and District settings.
 11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the administrator's attention to the DASA coordinator (Dignity for All Students Act) in a timely manner and address incidents based upon the outcome of the investigation by the DASA coordinator.
 12. Collect and report data on the implementation of the district code of conduct including but not limited to data on the use of in-school and out-of-school suspension by student demographic characteristics.
 13. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.
 14. Teach culturally responsive coping strategies, as needed, to foster positive and prosocial skills needed for academic and social emotional success.
- The School Administrator, in collaboration with the Student Support Team, will ensure that requests and opportunities for the use of restorative conferences are met in a timely manner.

District Administrators have the *responsibility* to:

1. Create and implement policies and procedures that encourage an equitable, safe, civil, caring, and supportive learning environment for all students, school staff and building administrators in a culturally responsive manner.
2. Protect the legal rights of school staff, building administrators, students and parents.
3. Be courteous, respectful and equitable with students, parents, school staff and building administrators.
4. Ensure a broad-based and culturally diverse curriculum to meet individual student needs.
5. Inform the community, students, parents, school staff and building administrators about policies of the Board of Education.
6. Ensure the protection of legal rights of students with disabilities.
7. Provide staff who are trained to meet the diverse needs of students.
8. Provide support and professional development training to principals and school staff to help them support students academically, socially, and emotionally, and provide appropriate academic and behavioral interventions to ensure student success in school.
9. Educate and support building administrators and school staff in the fulfillment of their responsibilities as defined by Wheatland-Chili Code of Character, Conduct, and Support.
10. Contact and involve parents on disciplinary issues.
11. Monitor and analyze data on the implementation of the District Code, including but not limited to data on the use of in and out-of-school suspensions by student demographic characteristics.
12. Address personal and cultural biases that may prevent equitable treatment of all students and adults in all school and District settings.
13. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.
14. Facilitate the teaching of appropriate coping strategies, as needed, to foster positive and prosocial skills needed for academic and social emotional success.
15. Report incidents of discrimination, bullying, and/or harassment to the building administrator and/or DASA coordinator (Dignity for All Students Act) in a timely manner.

The District Superintendent also has the *responsibility* to:

1. Promote an equitable, safe, civil, caring, and supportive learning environment and active teaching and learning for every student in a culturally responsive environment, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-concept and promote confidence to learn.
2. Inform the Board of Education about educational and social/emotional trends relating to student discipline.
3. Review the policies of the Board of Education and State and Federal laws relating to school operations and management with district administrators.
4. Maintain confidentiality in accordance with Federal and State law.
5. Collaborate to create instructional programs that are culturally responsive and meet the diverse needs of students, staff, and teachers.
6. Work with district administrators in support of the Code of Character, Conduct, and Support and ensure all cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of discrimination and harassment or any situation that threatens the emotional, mental, or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
9. Address personal and cultural biases that may prevent equitable treatment of all students and adults in all school and District settings.
10. Report or ensure the reporting of incidents of harassment, bullying and/or discrimination that are witnessed or otherwise brought to the Superintendent's attention to the Dignity for All Students Act (DASA) Coordinators in a timely manner.
11. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; and supporting and facilitating restorative interventions.
12. Teach appropriate culturally responsive coping strategies, as needed, to foster positive and prosocial skills needed for academic and social emotional success.

The Board of Education has the *responsibility* to:

1. Promote an equitable, safe, civil, caring, and supportive learning environment and active teaching and learning for every student in a culturally responsive environment, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity and expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-concept and promote confidence to learn.
2. Maintain confidentiality in accordance with Federal and State law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Character, Conduct, and Support and the school's mission.
4. Collaborate with student, teacher, administrator, parent organizations, school safety personnel, and other school personnel to develop a culturally responsive Code of Character, Conduct, and Support that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
5. Adopt and review at least annually the District's Code of Character, Conduct, and Support to evaluate the code's effectiveness and equitable implementation.
6. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
7. Address personal and cultural biases that may prevent equitable treatment of all students and adults in all school and District settings.
8. Appoint a DASA Coordinator in each school building.
9. Support all students' social and emotional development by building positive relationships with all students within the building; modeling, teaching, practicing, and assessing social and emotional competencies; supporting and facilitating restorative interventions; and facilitating culturally responsive initiatives.



GETTING HELP WITH A PROBLEM

When a problem arises, students should arrange to speak privately with an adult they trust. Student may bring another student along for support. All school staff know how important it is for students to get help when they need it.

✂ SCHOOL PROBLEMS ✂

SEE BOARD OF EDUCATION POLICIES:

Non-Discrimination and Anti-Harassment in the School District (#3420)
Sexual Harassment of Students (#7551)
Bullying: Peer Abuse in the Schools (#7552)
Dignity for All Students (#7555)

If students have a problem related to discipline, security, personal safety or welfare, or vandalism, the student should:

1. Tell the nearest teacher, adult staff member, or trusted adult to talk to the principal and assistant principal right away. Tell her/him exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand — such as teacher, school counselor, school psychologist, social worker, or an adult mentor. Ask to talk to a school counselor, school psychologist, or social worker who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with similar problems in the future.
3. In addition to alerting school personnel, a student should tell his/her parents about the problem.

A student may also contact the Student Safety Hotline by visiting www.safeschoolhelpline.com, calling 1-800-418-6423, extension 359 or text 66746 and then type “TIPS”.

It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep the information and identity confidential.

Bullying, Cyberbullying, Harassment, Intimidation, Hazing, and Bias Behavior

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Character, Conduct, and Support. If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Harassment, or Intimidation Reporting Form, available in the Parent Handbook, the school website or in the main office or the counseling office of your school. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

If You are Being Bullied...

- Calmly tell the student to stop...or say nothing and walk away
- Tell someone — a parent, a teacher, a counselor

If You Know Someone who is Being Bullied...

- If you feel safe, be an “Upstander”
 - Tell the person bullying to stop by saying, “We don’t do that at this school.” Or “That’s not right to treat someone like that.”
 - Say words of support to the student being bullied — Be a friend!
 - Don’t encourage the bullying by laughing, smiling, or joining in.
 - Tell other bystanders how to help stop the bullying.
- If you don’t feel safe....
 - Tell an adult, and
 - Encourage the bullied student to talk to someone.

If a building administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, student behavioral assistant, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.



Personal Problems

For help with personal problems which may affect a student's school life or activities the school has several options:

1. If possible, the student should discuss the problem with parents.
2. If a student and her/his parents cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.
3. School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources he/she may not be aware of.
4. The assistant principal and the principal will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.
5. If it is a personal problem not affecting school activities consider seeking out a counselor or social worker for resources that meet the student's needs.

Confidentiality in Counseling

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to take action to ensure the safety of the student or other students. This action will include sharing of information with the building administrator, parents, and may include other outside agencies.

No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against the student in any proceedings.

Academic Problems

Solving an academic problem requires the student's help, along with the help from teachers and sometimes parents, school counselor, and other school professionals. For help with an academic problem, the student should follow these steps:

1. See the teacher who teaches the subject. Students may seek out the teachers on an individual basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her parents/guardians.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student can get further help from the school counselor.
3. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or assistant principal. Parents may wish to join the student in discussions with the principal.

Extracurricular Problems

For help with problems involving extracurricular activities, the student should follow these steps:

1. See the activity advisor or athletic coach assigned to the activity at a time when he/she can give you her/his undivided attention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics, see the athletic coach, then the Athletic Director.
3. If the student does not know who is assigned as advisor to the activity, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents and with the building administrator. Parents may wish to join the student in discussions with the principal.

Group Problems

For help with a group problem related to discipline, security, personal safety, or welfare: If a group of students feels it shares a common problem, the best way to seek assistance is for the group to send two or three representatives to the teacher or building administrator involved and present the group's point of view on the matter. Communication between one or two people and a large group is extremely difficult and is an ineffective approach to problem solving. The most effective approach is one that involves communication between representatives of the groups involved.





✂ COMPLAINT PROCEDURES ✂

SEE BOARD POLICY:

Questions and/or Concerns (#3230)

Each school will accept and consider individual and group complaints. A complaint is a claim that there has been an infraction or misapplication of a written provision of school policy. If formal legal advice is considered to be necessary by either party [parent or school] or if the case alleges an infraction of law that may lead to litigation/law suit, the complaint will proceed immediately to the Superintendent.

Making an Informal Complaint

A student or parent with a complaint will first discuss the problem with the school personnel who made the decision which the parent or student believes to be in error. If the student or parent is not satisfied, or does not receive a decision within ten school days, a conference should be arranged between the student and/or the parent(s) and the school administrator. The conference shall take place within ten school days. If the student or parent is dissatisfied with the decision made at the informal level, the person may file a formal written complaint to the principal. Neither the Board, nor any member of the administration or faculty, will make reprisals affecting any party because he or she participated in the complaint procedure.

Making a Formal Complaint

There are three steps involved in making a formal complaint.

Step 1

If the student or parent is dissatisfied with the decision reached at the informal level of the complaint procedure, the student or parent will, **within ten school days after receiving the decision**, file a formal written complaint to the school administrator, indicating the specific policy violated. When the school administrator receives the formal written complaint, he or she will meet with the student or parent, and submit a written report, including specific recommendations, within ten school days.

Step 2

If the student or parent is not satisfied with the decision made at Step 1, or if the decision is not made within the next ten school days, the student or parent will refer the complaint to the Superintendent within the next ten school days. Such complaints and appropriate records will be forwarded through the principal's office.

Step 3

If the student or parent is dissatisfied with the decision made at Step 2, or if no decision is made within 15 school days, the person will refer the complaint to the Board within 30 school days. A hearing examiner may be appointed by the Board of Education to hear the appeal. It is recommended that the Board make every effort to render a decision at its next regularly scheduled meeting, unless there is a mutually agreed upon extension.

LEVELS OF BEHAVIOR CONCERNS, INFRACTIONS, CONSEQUENCES, AND INTERVENTIONS

Determining Disciplinary Responses

Building administrators and school faculty must consult this document when determining which disciplinary interventions and consequences to implement. In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following facts **must** be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and developmental stage of maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)
- the disciplinary consequences and interventions applied in prior behavior infractions
- the nature, severity and scope of the inappropriate, unskillful, or unacceptable behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable
- the student's response to intervention

Differentiated responses to disciplinary problems are embedded within four levels of just and equitable practices under which all students are treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to ability, talent, age, gender, gender identity and expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.



In practical terms, this means that

- All Level 1 responses and Level 2, 3, and 4 interventions must be accessible to every student, including Students with Disabilities.
- Based on State and Federal guidelines, the amount of **due process** a student is entitled to receive before an intervention and/or consequence is assigned depends on the severity and impact of the incident. In all cases, regardless of the consequence implemented, the school personnel authorized to implement the consequence 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 who assign the disciplinary consequence.
- Consequences and interventions at Levels 2 through 4 must be clear, equitable, standardized and timely across all groups of students with fidelity and integrity.
- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Where and When the Code Applies

The Wheatland-Chili Code of Character, Conduct, and Support applies to incidents that occur as follows:

- in school and on school property during school hours,
- before and after school, while on school property,
- while traveling in vehicles funded by the Wheatland-Chili Central School District,
- at all school-sponsored events regardless of the location,
- outside of school and/or off of school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community, and
- when misconduct involves communication, gestures or expressive behavior, the behavior infraction applies to oral, written or electronic communications, including but not limited to texting, emailing, and social networking.

Levels of Behavior Concerns, Infractions, Interventions, and Consequences

Level 1 incorporates universal school-wide and classroom practices that promote healthy well-being and social and emotional learning. Through observation and immediate responses, teachers aim to prevent low-impact discipline problems from becoming major disciplinary incidents.

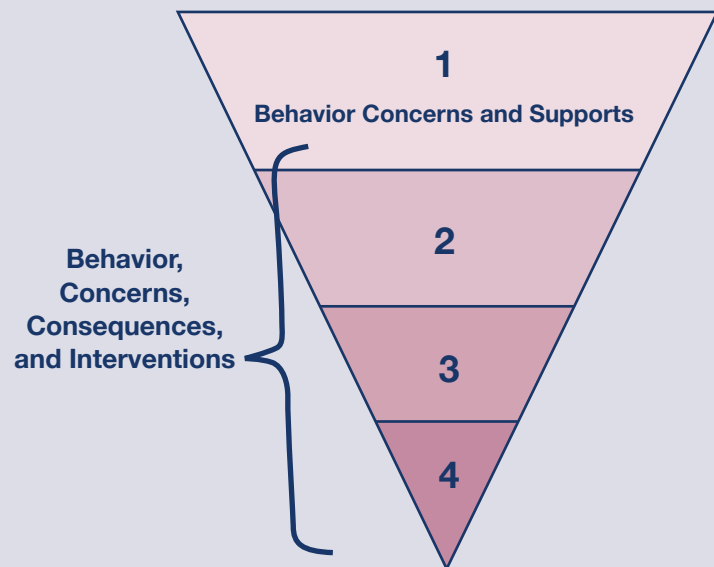
Level 2 involves restorative interventions and assigned consequences when Level 1 behaviors persist or when a student's behavior warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Assigned supports and interventions include assignment to the Student Support Center.

Levels 3 and 4 involve more restorative and accountable interventions that are individualized to meet the social and emotional learning and culturally responsive needs of the student when 1) Level 2 behaviors persist; 2) violent or dangerous behavior infractions seriously jeopardize school and classroom safety and order; and/or 3) students are experiencing multiple behavioral, academic, and physical and mental health concerns. Level 3 and 4 consequences are determined by the Principal or Building Administrator.

Consequences and interventions associated with Levels 1, 2, 3, and 4 apply to all students, K – 12, including all students with IEPs and 504 plans. Multiple incidents or chronic infractions of the same behavior will warrant more intensive interventions and more serious consequences. Please see Glossary for more detailed behavior descriptions.

Parents of any K-12 student who has engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success.

The supports, interventions and consequences that are aligned to each level represent a menu of responses. Teachers and administrators can select one or more responses in each level. Administrators, teachers, and student support team member are not expected to select and use all interventions in each level. Administrators, teachers, and student support team members may also use a lower level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive, while being the most effective. Interventions will be progress monitored and adjusted based on student response.



K – 2 Considerations for Levels 3 and 4

The principal will consult with the Student Support Team to engage in “Go-To Protocol” in order to respond immediately to K-2 Level 3 and 4 incidents and determine the most appropriate consequences.

When a K-2 student is involved in a Level 3 or Level 4 incident, parents can expect that these actions will take place:

- A staff person will temporarily remove the child who has engaged in the violent act immediately from the environment to help the child regain a sense of calm so that the staff member can speak with the child about the incident.
- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of either child involved in the incident will be contacted and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future.
- Parents of either children involved in the incident can request a mediated conference with the other parent.

In addition, if a student engages in pervasive or egregious aggressive acts that threaten children's safety in the classroom, the Principal can request a Student Support Team consultation to determine the most appropriate interventions. Parents of students who have engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success.

LEVELS OF BEHAVIOR CONCERNS AND INFRACTIONS

LEVEL 1

Immediate teacher response to re-engage student

Behavior concerns requires teachers to use prevention strategies to address low-impact behaviors and may involve consultation with student support team member. Persistent behavior concerns are documented.

LEVEL 2

Assigned consequences not including suspension

These behavior concerns (including persistent Level 1 concerns) require submission of referral and may include student “send-out” from classroom and student or family conference with an administrator.

LEVEL 3

Assigned consequences including in-school and short term suspension

These behavior concerns present a risk to the safety, health, or welfare of adults and students and will involve in-school suspensions (partial to full day) or short-term suspensions from 1 to 5 days based on severity and frequency of behavior, occurrences; will include student or family conference with administrator.

LEVEL 4

Assigned consequences including request for long term suspension

These behavior concerns present a severe risk to the safety, health, or welfare of adults and students and may involve a request for long-term suspension of more than five days, up to and including a full-year suspension or expulsion from school. Request for long-term suspension is made through a recommendation for a Superintendent’s hearing.

NOTE: Lowest level concerns are noted below; however, a behavior may be assigned a higher level of consequence depending on circumstances and whether the act is pre-planned or intentional. In situations where a behavior continues and becomes persistent (occurs three to five times within a week), or there have been multiple instances of different misbehaviors, the behavior may also be assigned a higher level of consequence. For illegal activity, the involvement of law enforcement is required.

Behavior Concerns	Level 1	Level 2	Level 3	Level 4
Absences				
• Missing school without permission		■		
• Missing class/intervention service without permission		■		
• Leaving school without permission			■	
• Leaving class without permission		■		
• Lateness for school without permission	■			
• Lateness for class without permission	■			
Academic Dishonesty				
• Plagiarism		■		
• Cheating		■		
• Copying	■			
• Altering records (does not refer to records in student management system)		■		
• Assisting another student in any of the above actions		■		
Alcohol				
• Possessing on school property or at a school function			■	
• Consuming or otherwise under the influence on school property or at a school function			■	
• Selling or attempting to sell on school property or at a school function			■	
• Distributing or exchanging on school property or at a school function			■	
Altercations – Physical				
• Committing an act of violence (such as hitting, kicking, shoving, punching, and scratching) upon a student resulting in no injury or a minor injury. The level will be determined, in part, by the severity of the incident and the student’s age, history, and developmental maturity, particularly for K-2 students.			■	■
• Committing an act of violence (such as hitting, kicking, shoving, punching, and scratching) upon a teacher, administrator or other school employee resulting in no injury or a minor injury. The level will be determined, in part, by the severity of the incident and the student’s age, history, and developmental maturity, particularly for K-2 students.			■	■
• Committing an act of violence (such as hitting, kicking, pushing, punching, and scratching) upon a student or attempting to do so resulting in serious bodily injury.				■

Behavior Concerns	Level 1	Level 2	Level 3	Level 4
Altercations – Physical cont.				
• Committing an act of violence (such as hitting, kicking, pushing, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so resulting in serious bodily injury.				■
Arson				
• Starting a fire			■	
• Starting a fire causing destruction of property				■
Bomb Threat				
• Making threats or providing false information about the presence of explosive materials or devices on school property				■
Bullying – Verbal, Physical, Electronic				
• Unwanted, aggressive behavior with intent to harm that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students.		■	■	■
• Unwanted, aggressive behavior as noted above which occurs through any form of electronic communication. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students.		■	■	■
Classroom Low-Impact Behavior Concerns				
• Makes distracting or disruptive movements or noises • Does not follow directions • Does not comply with classroom rules, routines, and procedures • Exhibits difficulty maintaining focus on the task at hand • Plays around and goofs off with others during work time • Does not work silently as required or independently without bothering others • Engages in demands, argumentative or adversarial speech, confrontations or back-talk • Initiates or joins in “side bar” conversations, interrupts, and blurts out • Engages in deliberate acts to annoy, provoke, or bother peers • Demonstrates difficulty working cooperatively in small and/or large groups • Does not bring necessary materials to class • Does not attempt or complete assigned work	■			
Damage to Personal or School Property				
• Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti		■	■	
• Intentionally damaging or destroying school district property		■	■	
Dress Code Infractions	■			
Drugs				
• Possessing illegal and/or controlled substances, counterfeit and designer drugs, “look-alike drugs,” substances such as dietary supplements, weight loss pills, or paraphernalia for use of such drugs, including vaping devices			■	■
• Consuming or otherwise under the influence on school property or at a school function				■
• Selling or attempting to sell on school property or at a school function				■
• Distributing or exchanging on school property or at a school function				■
• Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription drugs				■
• Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging over-the-counter drugs for purposes other than intended use			■	
Endangerment Any offense that endangers the health, safety, or well-being of others or recklessly creates a risk thereof.		■	■	■
Inappropriate Use of Electronic Devices Cell phones or other telecommunication devices, like all other personal items brought by a student into a school zone, may be subject to search. The outcome of that search may result in school sanction and/or a criminal investigation by the police.				
• Students shall not use a cell phone or other telecommunication device with phone, IM, and/or text messaging, or other capabilities nor shall they use any electronic games, viewing or listening devices (iPods, iPads, headphones, cameras, camcorders, etc.) at school or on school grounds during the instructional day unless prior permission has been obtained from the Principal or teacher. Without such permission, teachers may collect the items and turn them in to the Principal's office where the device will be returned only to the student's parent or legal guardian.	■			
• Record the voice or image of another without the prior consent of the individuals being recorded or in any way that disrupts the educational environment or invades the privacy of others.		■		

Behavior Concerns	Level 1	Level 2	Level 3	Level 4
False Activation				
• Making false accusations or perpetrate hoaxes regarding safety			■	
• Misuse of 911			■	
• Discharging a fire extinguisher			■	
• Opening AED boxes			■	
Gambling or Trading		■		
Harassment (See definitions for description of identified groups)				
• Creation of a hostile environment by conduct or by verbal, physical, or electronic 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, based on the student's real or perceived identification with an identified group. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.		■		
• Conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for her/his physical safety, based on the student's real or perceived identification with an identified group. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.			■	
• Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.). DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.			■	
• Public speech that expresses hate or encourages violence or exclusion towards a person or group based on something such as race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. This can include the posting or publishing of video, audio recording, or pictures (written material, cell phones, Internet, YouTube, etc.). DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.			■	
Inciting or Participating in Disturbance				
• Using language or gestures that are profane, lewd, vulgar or abusive, intimidating, or that incite others	■			
• Engaging in any willful act, which disrupts the normal operation of the school community		■		
• Trespassing – students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building			■	
• Instigating or encouraging another person to violate this Code of Conduct		■		
Non-Compliance				
• Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students in a timely manner	■			
• Skipping detention or other assigned consequence		■		
Off-campus Misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function Examples of such misconduct include, but are not limited to:				
• Cyberbullying (i.e., inflicting willful and repeated harm through the use of electronic text). DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.		■		
• Threatening or harassing students or school personnel over the phone or other electronic medium. DASA investigation may be warranted and the level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity.			■	
Physical Conflict/Contact				
• Inappropriate or unwanted physical contact. The level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students.	■	■		
• Engaging in excessive horseplay, tussle, or physical confrontation.		■		
• Throwing objects that cause bodily injury or property damage. The level will be determined, in part, by the severity of the incident and the student's age, history, and developmental maturity, particularly for K-2 students.		■	■	
Public Space Misbehavior				
• Public display of affection	■			
• Running, making excessive noise; loitering, or unauthorized hall-walking	■			
• Obstructing pedestrian traffic		■		
• Obstructing vehicular traffic			■	

Behavior Concerns	Level 1	Level 2	Level 3	Level 4
School Bus Misconduct It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers, and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. The following behaviors will not be tolerated:				
• Excessive horseplay	■			
• Excessive noise, pushing, shoving		■		
• Fighting, harassment, and discrimination			■	
Sexual Offenses				
• Sexual misconduct			■	
• Selling, using or possessing obscene material			■	
• Exposing private parts of the body		■		
• Indecent exposure (exposing the private parts of the body in a lewd or indecent manner)			■	
Technology Acceptable Use Policy Infraction Students shall not:				
• Violate policies, rules, or agreements signed by the student or the student's parents regarding the use of technology resources.	■			
• Attempt to access or circumvent passwords or other security-related information of the district, students, or employees, or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.			■	
• Attempt to alter, destroy, disable district technology resources including but not limited to computers and related equipment, including off school property if the conduct causes substantial disruption to the educational environment.			■	
• Attempt to alter, destroy, disable district technology resources including but not limited to district data, the data of others, or other networks connected to the district's system, including off school property if the conduct causes substantial disruption to the educational environment				■
• Use of Internet or other electronic communications to threaten district students, employees or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment.			■	
• Send, post, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal including cyberbullying and "sexting" either on or off school property, if the conduct causes a substantial disruption to the educational environment.			■	
• Use email or websites to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment.			■	
Theft Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.	■	■		
Tobacco				
• Possessing tobacco or tobacco products on school property or at a school function		■		
• Consuming on school property or at a school function			■	
• Selling or attempting to sell on school property or at a school function			■	
• Distributing or exchanging on school property or at a school function			■	
Vaping				
• Possessing vaping devices or paraphernalia on school property or at a school function.			■	
• Using vaping device on school property or at a school event.			■	
• Selling or attempting to sell vaping devices or paraphernalia on school property or at a school function.			■	
• Distributing or exchanging vaping devices or paraphernalia on school property or at a school function.			■	
Verbal Aggression				
• Lying to school personnel.	■			
• Using vulgar or abusive language, cursing or swearing.	■			
• Using vulgar or abusive language, cursing or swearing against school personnel.		■	■	
• Yelling, shouting, or screaming at a volume that can be heard outside the classroom door for longer than one minute.		■		
Weapons, Firearms, Explosives				
• Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.				■

Behavior Concerns	Level 1	Level 2	Level 3	Level 4
Weapons, Firearms, Explosives cont.				
• Displaying what appears to be a weapon			■	
• Threatening to use any weapon			■	
• Possession of instrument or objects used as weapons with intent to cause injury			■	
• Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive materials or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm).				■

Aligned Supports and Interventions

The supports and interventions that are aligned to each level represent a menu of responses. Teachers and administrators can select one or more responses in each level. Staff may also use a lower level intervention when it is appropriate. Staff will strive to match students with interventions that are the least intensive, while being the most effective. Interventions will be monitored and adjusted based on the student's response. For more detailed explanations, please refer to Promotion, Prevention, and Intervention Toolbox and the Glossary.

Level 1 Behavior Supports	Level 2 Assigned Consequences	Level 2 Interventions
Promotion Morning Meeting / Classroom Circle Personal Touch Points Monitor to assess use of desired target behaviors Model, Teach, Practice, and Assess Social and Emotional Competencies Prevention First Response including: prompts, cues, proximity, reminders, positive directives that invite cooperation and self-correction; Interruption of negative, inappropriate speech and support to self-correct; prevention and de-escalation of confrontations Behavior Check-ins and Restorative Question Conferences during class time to solve a problem, make a choice, and self-correct Developmentally appropriate, sensory, motor, and space modifications that match behavior and root causes to appropriate modifications Restorative Questions Helping Students Who Are Easily Triggered or Emotionally Charged Submission of Observation notes with no removal from classroom or other location to track possible persistent low-impact behaviors Collegial Consultation with Student Support team member to observe student and generate possible strategies to reduce unwanted behaviors and list of leadership or helping opportunities, and practice desired target behaviors Blue-Note Time Out Classroom Buddies	Submission of Behavior Referral when: 1) Behavior infractions require documentation, but do not require the immediate send-out of student from the location of the incident. 2) Behavior infractions require immediate attention including student send-out from the location of the incident. <ul style="list-style-type: none"> parent notification via phone, email, text message or letter by staff member and/or teacher, conference with teacher, student support coach and student and/or parent, assignment to Student Support Center for interventions that match student's needs (No in-school or out-of-school suspension), send-out from classroom or other location with Behavior Referral to Student Support Center, conference with administrator, parent, student (may include student advocate or student support team member), incident Investigation (Due Process), and assignment of Detention. 	Teacher Facilitated Level 1 Behavior Supports PLUS Academic and Behavior Problem Solving and Planning Conference Assignment of owed time Restorative Actions Re-Set PASS to meet with Student Support Team member before minor problem becomes major disciplinary incident Classroom Quiet Corner / Peace Place for grades K - 5 Grade level team case conferencing Student Support Facilitated Interventions Classroom check-in Student Check-in / Check-out (CICO) Mobile triage Problem solving circles and restorative group conferences Student-student and student-teacher mediation Individual and small group counseling 1:1 and small group behavior replacement interventions, SEL skill building programs, and conflict resolution Assessment of function based thinking Assignment of student support coach Six week student success plan Reflection, Repair, and Re-Connect after student send-out Individualized case management for students with IEPs and 504 plans Life Space Interview DASA Interventions Child / Team family meetings
Level 3 Assigned Consequences	Level 4 Assigned Consequences	Level 3 and Level 4 Interventions
Level 2 Consequences PLUS Immediate student send-out from classroom or other location that results in temporary assignment to Student Support Center or In-School Suspension. Parent notification and conference with administrator, student and parent. Partial in-school suspension (ISS) during the day, one day ISS, or two day ISS One to five day out-of-school suspension Violence Reduction Plan	Level 2 and Level 3 Consequences PLUS Recommendation for long-term suspension of more than five days through Superintendent's Hearing For illegal activity, the involvement of law enforcement is required.	Level 2 Interventions PLUS Intensive Crisis Management Plan (ICMP) Therapeutic Crisis Intervention (TCI) (with proper certification of provider) Referral and coordination as appropriate with community-based supports and agencies Comprehensive student success plan Alternative placement intervention and plan

➤ Student Send-Out from Classroom

➤ In-School Suspension

➤ Long-Term Suspension

➤ Detention

➤ Short-Term Suspension

Student Send-Out from Classroom (Level 2)

When a student engages in:

- ☐ Intentional and non-stop disruption of learning through excessive movements, noises, or yelling
- ☐ Repeated teasing, taunting, or name calling
- ☐ Low-impact physical or verbal aggression towards another (loud fussing, pushing, shoving)
- ☐ Emotional distress

Immediate Goal and Steps:

Provide student with space and assistance of a Student Support team member to cool down, reflect on what happened and the impact on others, and rehearse what to say and do when student re-enters the classroom.

1. Name what you see and hear that requires a send-out and name that this is unacceptable in the classroom. *"You are _____ and that is unacceptable in our classroom."*
2. Say, *"I'm going to ask _____ to take you to the office so that you can have time to think about what happened and come back ready to learn."*
3. Complete send-out slip that accompanies student.
4. When the student support team member arrives, say, *"Thank you for cooperating. I'm confident that your day will get better."*

After Student Is Sent Out:

- Student is escorted to the Student Support Center.
- The student follows in-take procedures, completes a Reflect, Repair, and Re-Connect form, engages in problem solving and rehearsal with a Student Support staff member, and remains in Student Support Center no longer than 45 minutes for grades K – 5 or until the end of the period for grades 6 – 12.
- Within 24 hours of send out, the referring teacher will complete behavior referral in the student management system.
- By the end of the day, the referring teacher will call the parent/guardian to discuss the Student Send Out.
- Within 24 hours of notification, a parent can request a phone or in-person conference with the teacher and/or administrator.
- For grades K – 5, the student re-connects with the referring teacher through a brief conference the same day as the send-out. For grades 6 – 12, the student re-connects with the referring teacher and a restorative re-entry with the class occurs within 24 hours of the send-out.
- Student Support staff member will contact administrator if there is a need for a due process investigation. Administrator will contact teacher and parents regarding findings of due process investigation.

Student Send-Out from Classroom (Levels 3 and 4)

When a student engages in:

- ☐ Emotionally explosive behaviors
- ☐ Highly aggressive physical or emotional behaviors
- ☐ Dangerous or reckless behaviors that seriously jeopardize safety of students and adults

Immediate Goal and Steps: Remove the student to a more private space and keep other students safe.

1. Say, *"Stop. This is not safe. Walk with me now. I want to help you."*
2. Walk with the student to a space outside the classroom door.
3. Say, *"Thank you for making a good choice."*
4. Signal an administrator or student support team member to escort the student to the office.
5. *"I'm going to ask _____ to take you to the office so you can have some space to collect yourself and cool down."*
6. Complete send-out slip that accompanies student.

☐ When two students are physically fighting...

Immediate Goal and Steps: Separate the two students and keep other students safe.

1. Say, *"Stop. Separate now. This is not safe."*
2. Call Main Office
3. Direct one student to sit and direct the other student to walk with you to the classroom door / hallway.

Steps 3, 4, 5, and 6 are the same as above.

☐ When a student will not accompany teacher to the hallway

☐ When a student's out-of-control behavior escalates

Immediate Goal and Steps: Keep other students safe while another adult defuses and calms the explosive student.

1. Signal an administrator or student support team member to come assist the student inside the classroom.
2. **Only as a last resort**, escort all other students out of the classroom, by saying, *"I want to make sure everyone is safe. While _____ helps _____ inside the classroom, the rest of us are going to step out of the classroom for a few minutes. Thank you for moving quickly and quietly."*

After Student Is Sent Out:

- Student is escorted to an appropriate location for de-escalation.
- Administrator is contacted to complete a due process investigation.
- By the end of the day, Administrator contacts parent/guardian to discuss the student send-out and to inform parent/guardian regarding applied consequences.
- By the end of the day, the referring teacher completes behavior referral in student management system.
- In-School Suspension, Short-Term Suspension, or Long-Term Out-Of-School Suspension may be applied.

Detention

Detention is the supervised retention of students during the school day or after school.

Goals:

- Increase students' self-awareness/reflection, self-management, and social skills.
- Help students understand the impact of their behavior, re-teach Wildcat Ways, provide real-time opportunities to correct behavior, and set goals to improve behavior and restore relationships.

Steps:

Administrative or school staff may assign a detention to students who engage in Level 2 infractions. If school staff are unable to supervise detention during assigned time, the administrator may assign the location. Detention may occur at lunch time, during recess, or after school when an administrator, designated detention supervisor, or teacher is available to supervise the detention.

The administrator, designated detention supervisor, or teacher engages in a brief restorative conversation with students and provides opportunities for self-correction, rehearsal, and social and emotional skill building within a 48-hour period of time (not including weekends or holidays).

- Staff who recommend a detention must submit a behavioral referral in the student data management system that accompanies assignment of detention.
- In grades K-5, students serve after-school detention from the close of the school day until 3:50 p.m.
- In grades 6-12, students serve after-school detention from the close of the school day until 2:55 p.m. Students may be assigned extended detention from the close of the school day until 4:30 p.m.
- Parents must be notified by administrator before students serve an after-school detention at the K-5 level and an extended detention at the 6-12 level.

In-School Suspension

Administrators may assign In-School Suspension (ISS) for a partial day to up to two days for Level 3 concerns and infractions.

Goals:

- Address underlying behavioral issues by explicitly reflecting on what happened, re-teaching Wildcat Ways and learning and practicing replacement behaviors/strategies.
- Re-connect students to the school community through restorative practices.
- Avoid further lost instructional time by facilitating work completion and re-entry into the classroom.
- Maintain safety and order in the school building and intervene to address behavioral issues without excluding students from school. Effective implementation is critical to avoid further disconnecting students from the regular classroom.

Steps:

1. After a student is assigned ISS, he/she will complete a Reflect, Repair, and Re-Connect form, and may engage in further interventions with members of the Student Support team.
2. When a student is assigned an ISS, they are expected to complete academic work that teachers have assigned.
3. During a due process investigation of the incident, the administrator may determine that the infraction warrants an out-of-school suspension.
4. By end-of-day, the administrator is expected to notify the student's parent of the infraction and subsequent ISS through multiple means.
5. A student assigned ISS is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent can request a phone or in-person conference with referring staff member, a building administrator, and/or District official (with authority to assign ISS) to discuss the infraction and assigned consequences and interventions.
6. The student re-connects with the referring staff member through a brief conversation when the ISS is completed. Student's progress and use of desired replacement behaviors, agreed upon between teacher and student, will be monitored in applicable settings for at least 3 weeks within student support and monitoring structures.
7. The Student Support team may implement more intensive interventions when a student's behavior results in multiple assignments of ISS.



Short-Term Suspension

Administrators may assign short term Out-of-School Suspension (OSS) for one to five days for Level 3 and Level 4 infractions. OSS shall be assigned in accordance with the requirements of applicable law and this Code. A student's suspension may be reduced in some situations when a student agrees to complete restorative actions to restore her/his good standing.

OSS is a serious consequence, which may only be assigned for students who engage in serious acts of violence or students whose conduct otherwise endangers the safety, moral character, physical or mental health, or welfare of others. The Board places primary responsibility for the suspension of students with the Superintendent and the principals.

Staff members will submit a behavior referral reporting a level 3 offense. All referrals of level 3 offenses shall be made in writing unless the conditions underlying the referral warrant immediate attention. In such cases, a written report is to be prepared by end of day by the staff member reporting the offense.

The Superintendent or principal, upon receiving a written referral of a level 3 offense, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Goals:

Temporary removal of student from the school community to ensure that the:

- Student has time away from the day-to-day experience of school to seriously reflect on the impact of her/his actions before returning to the school community.
- Student Support team has time to develop an intervention and re-entry plan in preparation for student's return to regular classes.
- School community has time to reflect on and recover from very serious incidents.

Steps:

1. An administrator completes due process investigation of the incident and all other required documentation to determine the length of the suspension.
2. An administrator notifies the student's parent by phone and in writing.
3. The parent and student are expected to participate in a phone or in-person conference with an administrator before student returns to regular classes.
4. The Student Support team develops an intervention plan and facilitates a re-entry conference and restorative circle or mediation, if appropriate, before student returns to regular classes. Student's progress and use of desired replacement behaviors, agreed upon between teacher and student, will be monitored in applicable settings for at least 3 weeks through student support and progress monitoring structures.
5. Parent can file a written appeal to the Superintendent within five business days of the suspension. The Superintendent issues a written decision regarding the appeal within ten business days of receiving the appeal.
6. Appeals of the Superintendent's written decision can be made by the parent to the Commissioner of Education of the State of New York.

Long-Term Suspension

The Superintendent or building principal may request a long-term suspension for more than five days through a Superintendent's Hearing.

Goals:

The Superintendent's Hearing ensures that:

- The student and the student's parent are afforded due process.
- The District considers all options for the length of a long-term suspension, possible interventions while student is serving long-term suspension, and a re-entry plan that may include accommodations to the regular school program when the student returns.

Steps:

1. The student and the student's parent shall be given reasonable notice of their right to a fair hearing. Written notice must include time, date, and location of Superintendent's Hearing; description of alleged behavior infraction, and description of incident and student's actions; and parent's and student's right to be represented by counsel, present evidence, and question witnesses.
2. The Superintendent shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before her/him. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A digital recording shall be deemed a satisfactory record.
3. The hearing officer shall make findings of fact and recommendations as to the appropriate consequences and interventions to the Superintendent.
4. The report of the hearing officer shall be advisory only, and the Superintendent shall make the final determination.
5. An appeal of the decision of the Superintendent may be made to the Board which will make its decision solely upon the record before it. All appeals to the Board must be in writing and submitted to the District clerk within thirty (30) days of the date of the Superintendent's decision, unless the parents can show extraordinary circumstances precluded them from doing so.
6. The Board may adopt the decision of the Superintendent in part or in whole.
7. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

While we understand the limitations of suspension as a means of changing behavior, we accept that it may be necessary in certain cases. We consider the consequences of disproportionality and the importance of equity as we assign short- and long-term suspensions.

PROMOTION, PREVENTION, AND INTERVENTION TOOLBOX

The Code of Character, Conduct, and Student Support is an opportunity to standardize best practices across all classrooms and among all Student Support Team members. The following strategies facilitated by teachers, teacher aides, and teaching assistants, and Student Support team members help create equitable, safe, civil, caring, supportive, and high achieving learning environments.

~ LEVEL I ~

Level 1 **Promotion** Strategies Facilitated by Teacher, Teacher Aide, and Teaching Assistant

Morning Meeting / Classroom Circle:

The teacher facilitates informal circles in the classroom to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns.

Personal Touch Points

Personal touch-points (Robert Pianta, UVA) are small, but very powerful acts that teachers engage in to get to know every student; affirm each student's value; provide encouragement and build confidence.

During Meet and Greet or independent work time or closing, check in and take **special notice of something about the student**.

During Meet and Greet or independent work time or closing, let the student know **how glad you are to see him/her** today.

During Meet and Greet or independent work time or closing, ask a question that **invites students to rate their day or share a high and low of the day so far**.

Give the student a value-added feedback card that offers the student specific feedback about the internal qualities/assets they used when completing something successfully. The teacher: a) provides a specific, concrete description of what the student did, and b) names the asset or personal quality that enabled the student to do it. **Examples:**

- "I noticed how you sat in the circle during story time and asked questions about the story. You were focused and had good attention."
- "I noticed how you completed your last three labs. You tackled every part of each lab. That showed real perseverance."

- "I saw that you were frustrated today when you were working on your math problem. You took a break and asked for help. This showed an ability to take care of yourself so you could learn something you found difficult."

Make a personal encouragement call or text to (if appropriate) a student in the evening.

Make a "Wildcat Ways call" to the student's parent/adult ally about something they have done well in class, a skill they have improved, or something they have done to contribute positively to the classroom community.

Seek a student out at lunch or before or after school with the aim of getting to know the student better; finding out more about their likes, dislikes, and interests or finding out more about their perceptions of the class.

Engage in an academic check-in with the aim of closing anticipated learning gaps or supporting the student to complete work one step at a time.

Arrange to meet the student on a planning period to engage in an **academic problem-solving and planning conference** to begin to close learning gaps and engage in behaviors that support academic improvement.

Ask questions or comment about **activities that the student is doing outside of your class**: sports, extra-curricular activities/specials, and other events and projects inside and outside of school.

Invite the student to help you do something in the classroom.

Use specific affirmative statements to **acknowledge students' contributions** to class. ("I appreciate you asking that.")



Model, Teach, Practice, and Assess Social and Emotional Competencies

To reduce and prevent low-impact behavior concerns (See page 24), model, teach, practice, and assess desired SEL target behaviors.

Low-Impact Behavior Concerns	Desired SEL Target Behaviors
Self-Control and Impulse Control <ol style="list-style-type: none"> Does not follow directions Does not comply with classroom rules, routines, and procedures Exhibits difficulty maintaining focus on the task at hand Plays around or goofs off with others during work time Does not work silently when required or independently without bothering others Makes distracting or disruptive movements or noises Engages in demands, argumentative and adversarial speech, confrontations, or back-talk Demonstrates difficulty accepting correction and feedback without a fuss 	Self-Control and Impulse Control <p><i>I know when it is important to follow rules and norms of acceptable behavior.</i></p> <p><i>I follow rules, routines, instructions, and procedures.</i></p> <p><i>I sustain my focus and pay attention throughout the activity or task.</i></p> <p><i>I work silently without bothering others.</i></p> <p><i>I accept help, feedback, correction, or consequences with good will.</i></p> <p><i>I take responsibility for my words and actions and can identify the impact of my behavior on others.</i></p>
Communicating Effectively <ol style="list-style-type: none"> Engages in rude, uncivil, or offensive speech, gesturing, or posturing toward peers Engages in rude, unfriendly, provocative, or disrespectful verbal responses, gestures, and posturing directed at an adult Initiates or joins in “side bar” conversations, interrupts, and blurts out 	Communicating Effectively <p><i>I know when it is important to follow rules and norms of acceptable behavior.</i></p> <p><i>I use school-appropriate language and present myself to others in a civil manner.</i></p> <p><i>I make an effort to understand the words and actions of others.</i></p> <p><i>I listen respectfully and paraphrase/summarize or question before speaking.</i></p> <p><i>I resolve conflicts in ways that meet important needs and interests of individuals or the group.</i></p> <p><i>I take responsibility for my words and actions and can identify the impact of my behavior on others.</i></p>
Healthy Relationships <ol style="list-style-type: none"> Engages in deliberate acts to annoy, provoke, or bother peers 	Healthy Relationships <p><i>I am friendly, helpful, courteous, and good humored with others.</i></p> <p><i>I greet people in a friendly manner when they say ‘hello’ to me.</i></p> <p><i>I focus my attention on people who are speaking to me.</i></p> <p><i>I say ‘please’ and ‘thank you’ as a common courtesy.</i></p>
Cooperation and Participation <ol style="list-style-type: none"> Demonstrates difficulty working cooperatively in small and large groups 	Cooperation and Participation <p><i>I work cooperatively with others and do my fair share of the work.</i></p> <p><i>I actively participate, share, and work for high performance in small and large groups.</i></p> <p><i>I put the goals of the group ahead of my own needs and don’t let others distract me.</i></p> <p><i>I work effectively with different students.</i></p>
Academic Efficacy <ol style="list-style-type: none"> Does not bring necessary materials to class Does not attempt or complete assigned work 	Academic Efficacy <p><i>I manage my materials and organize myself so I’m ready to learn from the start of class to the end of class.</i></p> <p><i>I complete quality work regularly: in-class and at home.</i></p>



Key Benefits

- Increases student self-awareness, self-management, and social efficacy
- Nurtures a sense of belonging in the classroom
- Fosters positive social relationships
- Reduces disciplinary problems and reduces learning anxieties when desired target behaviors are concrete and explicitly taught
- Boosts academic performance

What it Looks Like

Introducing A Desired Target Behavior

A discussion that builds awareness and knowledge about a desired target behavior is the first step toward learning it and using it regularly. One discussion option is presenting a hypothetical learning task and inviting students to identify specific behaviors that will enable them to complete the task successfully. A second option is posting a desired target behavior and using any of the question prompts below to extend student's understanding of the behavior and its value.

- What does this behavior sound like and look like to you?
- What are the benefits and interests behind getting good at this behavior? How does this behavior make it easier to _____?
- In what learning situations, is this a good behavior to use?
- In what ways can it help me grow as a learner, be successful in school and in my life?
- When is this easy to do? Hard to do?
- How would you rate your use of this behavior in the classroom? (3→I do this all the time when I need to without prompting; 2→I do some of the time when I need to; 1→I don't do this very often and usually need prompting; 0→I don't do this.

Teaching and Practicing Desired Target Behaviors

- In daily lessons, identify desired target behaviors that students will use to complete a learning task. (See sidebar on page 32)
- If appropriate, personally model or have one or two students model the behavior.
- Incorporate a step-by-step guided practice / rehearsal the first time students are expected to use the behavior. Allow time to breakdown the behavior into component parts of appropriate, pause and review what students are doing, and provide immediate correction and feedback.
- Before students engage in the learning task in which they will be demonstrating this behavior, share the “look-fors” that you will observe and students will monitor for themselves.
- Posting important desired target behaviors and even inviting students to create a brief mantra or acronym for the behavior encourages teachers and students to use positive verbal and non-verbal reminders to help students self-correct.
- While students are engaged in a learning task and practicing a target behavior, move around the room to 1) provide individual encouragement and coaching; and 2) record what you see and hear that demonstrate effective use of the behavior so you can share your observations with students after the task is completed.

Assessing Target Behaviors

- After students complete the learning task, invite them to reflect on how the target behavior helped them engage in the task and experience success.
- Provide value-added feedback with examples of what you saw and heard to leverage the group's strength and effort to support future commitment. (See page for 31 for more on value-added feedback.)
- Have students assess their individual and/or group use of the target behavior through written or oral reflection.
- Analyze the data from the teacher observations, the students' self-assessments, and the class's reflections to calibrate how you will continue to practice this target behavior in other learning experience.

Considerations

The most transparent way to make social and emotional competencies a vital component of daily instruction is to include a second outcome for daily lessons.

- The more traditional **learning outcome** focuses on the “what” – the content task, performance, or demonstration that students are expected to do during the lesson. (Example: Students will create and solve word problems using the designated formula.)
- A focus on the “how” – the **desired SEL target behavior** and the learning strategy that enable students to accomplish the learning outcome. (Example: SEL target behavior→work cooperatively and do your fair share of the work. Learning strategy→Each of you will create one problem. Your partners will solve your problem and provide feedback for making the problem more challenging or more interesting.



First Response to Behavior Concerns

Key Benefits

- Prevents many low-impact behavior concerns from becoming major disciplinary incidents
- Preserves instructional time
- Supports students' sense of agency by inviting students to correct themselves

What it Looks Like

When a Behavior Concern Arises...

1. Name the concern to yourself (See descriptors on pages 22-27) so you can focus clearly on what you are observing and match the appropriate response to the behavior you see.
2. For most low-impact behavior concerns, the goal is to re-engage the student in learning.
3. Try one or more "in the moment" responses:

Proximity and Physical Prompts: Try proximity first as 90 percent of off-task behaviors stop when a teacher moves closer to the student(s) who are misbehaving. Pivot toward the student(s); square up and stand straight, or lean in slightly at an angle; make eye contact and put on your "flat face" (relaxed but showing no emotion); freeze and focus your attention for a few seconds. This sequence signals to an individual student or small group that they need to think about what they are doing and self-correct.

Visual Prompts and Cues: Point to the behavioral expectations, directions, process steps, reminders, time messages, etc. posted around the room or on the board.

Supportive Reminders: "Take a look at the steps posted on the board and figure out what you should be doing now." "Okay, group, what do we need to finish today before you leave class?" "Let's remind each other – what should we see and hear when we work in small groups?" "Two more minutes before we gather back as a whole group and share."

Positive Directives: "Let's all lower our voices as we enter the classroom. Thank you." "Eyes front, please" "Please take your assigned seat, put your notebook and text on the top of your desk, and begin working on the do now. Thank you." "Thanks for putting your backpack under your seat so no one steps on it."

Invite Choice Making or Problem Solving: "You have a choice here. You're welcome to sit at this table or the round table. Take 30 seconds to think about it and you decide." OR "It looks like you two are having some trouble getting started. Take 30 seconds and decide on a next step."

Postpone and Revisit: "You seem too upset to focus right now. Take a minute to re-group and I'll check back in with you in a moment."

Considerations

- When a student or group self-corrects or re-engages, provide positive reinforcement – a thank-you, words of encouragement, or positive concrete feedback.

Behavior Check-ins

Key Benefits

- Strengthen student-teacher relationships
- Identify reasons behind the students' off-task behavior
- Help students assess their needs and concerns and build personal agency through problem solving
- Provide opportunities to give and get feedback
- Normalize mistakes and missteps through the use of routines in the classroom
- Draw attention to academic issues that may be disguised as "discipline" issues

Behavior Check-in Protocol

1. Quietly and discretely observe the student's behavior. Move closer to the student.
2. Approach the student for a one-to-one conversation by moving to their side, positioning yourself at the same level as the student, and greeting the student by name.

When the misbehavior looks like a temporary distraction from the task at hand...

1. Ask an open-ended question that will enable the student to do something immediately to re-engage and get back on task.
2. Paraphrase the student's suggestion.
3. Thank the student for self-correcting and re-focusing.

Sample Situations and Responses:

- When a student is goofing off with another student → "Hey, Jackson and Arturo. What can you do right now to get back on track and stay focused on this assignment?"
- When a student is not following a classroom procedure → "Tell me what you think the procedure is for _____."
- When the student is engaging in sidebar conversations during silent independent work time → "So tell me the reasons it's important to work by yourself during independent work time."

When the source of the misbehavior is not clear...

1. Share what you are observing and ask an open-ended question to suss out the problem.
2. Paraphrase what the student said and follow up with another question if the source of the problem remains unclear.
3. Assess and summarize what is impeding student learning: Task mismatch? Confusion about what to do? Skill gap? Negative feelings (dislike) about a particular task?
4. Ask the student to identify one thing she can do right now to re-engage.
5. Thank the student for problem solving and making a good choice for what to do.

Sample Situations and Responses:

- When a student appears anxious or frustrated→ “You look _____. What’s going on for you?” OR “Are you okay?”
- When a student is stuck→ “What can I do to help?”
- When a student is glazed over and doing nothing→ “So what are some things getting in the way of completing this assignment?”
- When a student appears confused→ “So tell me what you think the task is right now.”
- When a student is unable to name a next step→ “Here are a couple of options to choose from.” Provide options and say, “Which one might work for you?”
- When a student is not positively contributing in a small group task→ “What might be something you can do to reconnect with your group?”

Restorative Questions

When an interpersonal conflict, concern, or problem arises, use these questions:

1. What happened? What was your role in what happened? *(This question encourages students to take responsibility and own their behavior.)*
2. What were you thinking and feeling at the time? *(This question supports students to identify thoughts and feelings that may have triggered their behavior.)*
3. Who else was affected by this? How? *(This question supports flexible thinking and helps students take the perspective of the other and reflect on the impact of their behavior.)*
4. What are you thinking/feeling now? *(This question encourages students to reflect on the incident after the emotional charge has dissipated and the student is in a calmer emotional state that enables him to think.)*
5. What do you want to do to make things right? *(This question encourages the student to take action that shows or expresses regret or remorse or decide on a solution that meets important needs of everyone involved.)*
6. What can I (others) do to support you? *(This question reassures the student that you and others want to support a successful resolution to the problem.)*
7. When a situation like this comes up again, what actions might you take next time? *(This question encourages students to take what they have learned and apply it to similar situations in the future.)*

Helping Students Who Are Easily Triggered or Emotionally Charged

Key Benefits

- Lowers stress and agitation for the student.
- Prevents power struggles that disrupt the learning environment.
- Builds relational trust, especially with students who struggle.
- Enables students who are emotionally charged to cool down and regain their equilibrium.

What Prevention Looks Like

Acknowledge a student’s desire for control in the moment and provide an alternative choice from acceptable options. Choices can incorporate:

- Minor modifications to the process of completing a task: “So choose whether you want to do this in your notebook or on index cards.” “You can decide whether you want to work at this table or at the round table.” “Try out one of these pens –you pick.”
- Options for completing an alternative task that meets the same learning goal. “You need to meet this learning goal, so let’s figure out a way to get it done that works for you. Instead of _____, you can do _____ or _____. You choose.”

Provide positive attention.

- Give students who are resistant or reluctant a private, personal “heads up”. “I want to let you know in advance that we are _____. Are we good? Thanks.” Or say, “Thanks in advance for _____.”
- Prepare the student for positive feedback by saying something like, “I’d like to tell you something good that you did. Want to hear it?” If student says “No,” respect the response and try again another time.
- Use preemptive/preventative notes to remind and encourage students to follow directions and complete a task.
- Notice when the student is doing the right thing. In a private whisper or in a note, tell the student what you noticed and appreciated.

What Intervention Looks Like

When students appear to be upset, angry, agitated, or frustrated...

Immediate Goal: Defuse the student’s upset feelings so the student can cool down, regain equilibrium, and re-engage.

1. Call the student by name and reflect/acknowledge the emotion you think you see or hear or check out student’s emotional state. “Hey, Josh. You look pretty upset. What’s going on for you?” Or simply ask, “Josh, are you okay?”
2. Pause, paraphrase, and question to discover the cause(s) of the elevated emotional state. “What’s not working for you right now?” “Is there anything else bothering you?” “What else might help me understand?”



3. Ask the student what he needs to get himself into a better space or offer a suggestion or options for what a student can do. *"What would help you cool down right now?" "Take a moment to settle yourself." "Take the PASS and go get a drink." "You can _____ or _____. You choose."*
4. Thank the student for getting it together. *"Thanks for managing yourself. I know your day will get better."*

When a student is verbally argumentative or confrontational...

Immediate Goal: De-escalate the confrontation/power struggle.

1. Reflect/acknowledge the emotion you think you see or hear and make one brief statement that respectfully communicates that you will not argue with student. This validates the student's emotional state, while signaling that you will not pick up the rope. *"You seem frustrated right now, am I reading that right? I'd like to talk with you about that later."* OR *"You seem angry about this. I've heard what you said and I will need to think about it."* OR *"I can see this is bothering you and I'm not going to argue about it now."*
2. Move on. Your job in the moment is to de-escalate the power struggle and exit. Physically stepping away allows students time and space to cool down and regain equilibrium.
3. Later, you can always follow up with a behavior check-in or problem-solving and planning conference to discuss what triggered the student and what you can do to help the student get back on track.

Considerations

ALWAYS...Depersonalize to get ready. De-couple the behavior from anything to do with you. Use a self-talk mantra that helps you shift to a more neutral stance. ("This is not about me." "I'm the skillful one here." "I'm not taking this personally." "I want to help you re-engage.") **Approach the student for a semi-private conversation** by moving to their side, but not too close; position yourself at the same level as the student. **Use a calm, middle-pitch, middle-volume, and credible teacher voice.**

NEVER..."Pick up the rope" and directly confront the student. When a student is already agitated, a confrontation is likely to increase a student's emotional intensity and aggressive and hostile behaviors. So, do not argue with the student. Do not yell. Do not explain yourself or lecture. Do not answer questions. Do not draw the student into a conversation. Do not discuss statements that challenge your authority. The longer you sustain the interaction, the more likely you will get upset, lose focus, and make the situation worse.

Level 1 Classroom Observation Notes

Classroom observation notes are submitted when a student's behavior raises concerns and warrants documentation within the school's disciplinary data base. Observation notes enable adults to share information about a student and provide data that may reveal behavior patterns and trends that need to be addressed. They are not submitted to the District.

Blue Note Time Out

When you need a quick break to regain your equilibrium and the student's needs a quick walk to cool down or de-stress, give the student a sealed blue envelope to deliver to a teacher or other staff member who knows that the intention of the note is to provide a non-intrusive time out for the student.

Classroom Buddies

Buddy up with another teacher in a nearby classroom to provide a safe space for one of your students or one of the other teacher's students to take a 10 to 15- minute time out in each other's classrooms.



Level 2 Intervention Strategies Facilitated by Teacher and Teaching Assistants

Re-Set Pass to Student Support Team Member

A RE-SET PASS system enables teachers to prevent problematic behaviors from becoming major incidents. If a student is experiencing challenges that are making it difficult to engage in classroom learning, the teacher may contact a designated student support team member or the student's coach to escort student out of the classroom for a brief period to reflect on the situation, regain emotional balance, and strategize how to re-enter class back on track. Students may ask for a RE-SET PASS to check in with their student support coach or assigned counselor.

Restorative Actions

Consider these options for repairing harm, mending relationships, or restoring one's good standing.

- A sincere verbal or written apology that expresses regret or remorse and expresses a commitment to change how the student will treat the other person or group in the future.
- An apology of action that is a gesture of kindness and good will intended to put the past behind and repair the relationship. This can be any action from bringing in a snack, to offering to do something nice for the other person, to an action that helps a teacher or makes the classroom a better place.
- Restitution or replacement when something has been damaged.
- A reading and/or video and written response that highlights how students have experienced a similar incident to foster empathy and perspective taking.



Problem Solving and Planning Conference

Key Benefits

- Names specific behavioral gaps and pinpoints specific actions that will improve academic performance
- Strengthens students' self-management and social efficacy
- Strengthens students' identity as a learner and their sense of agency
- Supports students' capacity to think meta-cognitively
- Builds relational trust
- Provides invaluable information that deepens what you know about a student and guides your approach to supporting individual students

What It Looks Like: The Protocol

- Thank the student for meeting with you and express your commitment to problem solving together.
- Share data (what behavioral concerns you have notices and the frequency, intensity, duration of the behaviors)
- Ask the student to share her/his perspective and pause to give the student time to respond.
- Paraphrase the student's response.
- Ask the student to reflect on the impact of the behavior on the student, others and/or the classroom.
- Collaborate with the student to identify a desired target behavior and discuss how this behavior can help improve her/his academic performance.
- Make a plan and agree on how you will monitor student's progress.
- Explain that you will contact student's parent to share the plan.
- Share appreciation. Thank the student for focusing on the problem and developing a good plan. Convey your confidence that the student's plan will help them improve their performance in class.



Teacher Removal Of Disruptive Student From 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 control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain her/his composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- sending a student into the hallway briefly;
- sending a student to the principal's office for the remainder of the class time only; and/or,
- sending a student to a counselor or other district staff member for counseling.

(If a student is sent to an administrator or counselor, the teacher will contact the respective office to alert them of the student's impending arrival.)

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, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain her/his version of the relevant events before the student is removed. Only after the

informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must explain to the student why he or she was removed from the classroom and give the student a chance to present her/his version of the relevant events within 24-hours. The teacher must complete a district established disciplinary removal form and meet with the principal or her/his designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, by telephone and in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal. The principal may require the teacher who ordered the removal to attend the informal conference, which must be held within 48-hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal. The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence; and/or
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or her/his designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference.



Minimum Periods Of Suspension

Students who bring a weapon to school

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

The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

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

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

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

Any student* 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 up to five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

Any student* who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, may be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during any interval of 90 school days (approximately the length of one twenty-week semester).

Pins Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- Engaging in an ongoing or continual course of conduct that makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school.
- Knowingly and unlawfully possesses marijuana in violation of §221.05. A single violation will be a sufficient basis for filing a PINS petition.

Juvenile Delinquents And Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney 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 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20.

The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

Alternative Instruction

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.

Discipline Of Students With Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from her/his current placement because maintaining the student in that placement is substantially likely to result in injury to the student or continued disruption to the school environment. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law have certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain circumstances those protections extend, as well, to students not currently deemed to be a student with a disability but may be presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

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

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

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; and/or
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

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

Student Searches And Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct.

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 get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.



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

Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them and the contents located therein. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent. In addition, cars parked on school grounds may be subject to search as well.

Visitors To The Schools

The Board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or her/his designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the reception window upon arrival at the school, and they will be required to sign the visitor's register, and be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the reception window before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the building principal, so that class disruption is kept to a minimum.
5. Any unauthorized person on school property will be reported to the principal or her/his designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

Public Conduct On School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly dressed for the purpose they are on school property.

POLICY 7110: COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

School attendance is both a right and a responsibility. The School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Parent in the context of this policy refers to a student's biological, adoptive, or foster parent(s), guardian(s), or caregiver(s) or any person(s) in a parental or custodial relationship to the student, or the student if he/she is an emancipated minor or has reached 18 years of age.

Because the School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for various purposes.

Description of Strategies to Meet Objectives

The Superintendent of Schools will be responsible for developing and implementing administrative regulations and procedures which will achieve the above objectives and are consistent with State Law and Commissioner's Regulations.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards.

Excused Absences: An excused absence includes absences due to personal illness, disability, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required presence in court, remedial or ongoing health care or treatment, a doctor's appointment, field trips, approved college visits, approved cooperative work programs, military obligations, or other such excused reasons as determined by the District. Days that a student is suspended, out of school (OSS) or in school (ISS), from school are considered excused if they take advantage of alternative instruction during the period of suspension. Any absence due to reasons other than those listed will be deemed unexcused even when accompanied by a parent's note.

Unexcused Absences: Unexcused absences are those reasons that are not included in the "Excused Absences" section above.

Planned Family Absence: The District encourages families to plan vacations concurrent with school vacations to avoid disruption in the educational program. Planned family absences are considered "Unexcused" and will be recorded as such. In order to apply for planned family absence credit, parents must notify the Principal in writing prior to the planned family absence.

Student Attendance Record Keeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

- a) For students in non-departmentalized kindergarten through grade eight (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from lunch.
- b) For students in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph "a" above.
- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d) In the event that a student at any instructional level from kindergarten through grade 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member shall notify by telephone the parent to a student who is absent, tardy or departs early without proper excuse. If the parent cannot be reached by telephone, the staff member will provide such notification by email. Further, the District's Attendance Policy will be mailed to the parent to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent, a school conference shall be scheduled between the parent and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Disciplinary Consequences

Unexcused absences, tardiness and early departures may result in disciplinary sanctions. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent.

Intervention Strategy Process

The goal of the District's intervention process is to improve student presence in class by identifying causes for absences and intervene to improve attendance and encourage students to complete the academic requirements of the course. Administrative regulations will include specific intervention strategies and school staff will be instructed in their use. Interventions will always include frequent contact between school officials and the student's parent/ person in parental relation.



Appeal Process

Students may appeal to the Principal in writing if they feel their attendance record is not accurate. The appeal must be made within ten (10) days of the disputed absence. Further appeals may be made to the superintendent.

Discretion and Interpretation of the Attendance Policy

The building Principal has authority to waive aspects of this policy in special cases where it is determined that circumstances require such action, if such action complies with New York State Education Law.

Policy Evaluation

The effects of the implementation of this policy should be evaluated annually.

Building Review of Attendance Records

The building principal will work in conjunction with designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

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

Community Awareness and Notice

Effective implementation of this policy requires all participants to be informed and to fully understand its purpose, procedures and the consequences of non-compliance. To ensure that students, parents, teachers, counselors and administrators are notified of and understand this policy, the following forms of notification will be utilized.

Student Notification: The school attendance policy will be included in the student handbook and the teacher will provide each student with a written copy of the class attendance and make up policies. The teacher will inform each student who reaches any of the prescribed levels of intervention.

Parent Notification: The school attendance policy will be included in the student handbook, posted on the school web site, and available for review in the High School Main Office. Parents will also be notified through letters that will be sent at the various levels as stated later in the policy.

Community Notification: The school attendance policy will be available to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213
8 New York Code of Rules and Regulations (NYCRR) Sections 104.1, 109.2 and 175.6
Adopted: 7/27/04
Revised: 5/7/18

POLICY 7312: STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. School is a workplace and student attire should be appropriate for a workplace. Student attire should be a reflection of an atmosphere of mutual respect; dress code expectations are intended to promote an emotionally safe environment for all. Students and their parents have the primary responsibility for acceptable student dress and appearance. However, teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

- Be safe, appropriate and not disrupt or interfere with the educational process. Clothing that reveals breasts or buttocks, exposes undergarments, or promotes illegal substance use or sexual activity is not appropriate for school. Examples of prohibited attire may include, but are not limited to:
 - o Inappropriate brief, tight, revealing, or see-through garments;
 - o Clothing that allows undergarments, bras, boxer shorts, or bare midriffs, chest, or torso (both front or back) to be exposed;
 - o Strapless tops.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Exclude the wearing of any head or face coverings (hats, visors, head gear, bandanas, costume wigs, or sunglasses) in the school building except for a medical, cultural, or religious purpose. All such items should be stored throughout the day. Rolled bandanas or headbands worn for the purpose of pulling one's hair back are permitted.

- Exclude items that are vulgar, obscene and libelous, have sexual references or innuendo, or denigrate others on account of race, color, weight, body type, national origin, ethnic group, religion, religious practice, gender, gender identity, sexual orientation, sex, or disability.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
- Exclude any items that have been identified as having a gang, hate group, or group identity that may become disruptive, insensitive, negative, or intimidating.
- Exclude the wearing of outdoor coats during the school day.

Each building principal or designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and for any revisions made to the dress code during the school year. Students in violation of the student dress code may be required to modify their appearance by covering or removing the offending item or by replacing it with an acceptable item.

Following the dress code is not optional. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Students who repeatedly fail to comply with the dress code shall be subject to further discipline, up to and including out of school suspension. Building administration has final discretion in matters pertaining to the dress code.

This policy does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student shall not be prevented from attending school or a school function, or otherwise be discriminated against, so long as his/her dress and appearance meet the above requirements.

Adopted: 7/27/04
Revised: 5/7/18



POLICY 7315: STUDENT USE OF PERSONAL TECHNOLOGY

The Board of Education seeks to maintain a safe and secure environment for students and staff. Advances in technology have made it possible to expand the learning environment beyond traditional classroom boundaries. Using personal electronic devices during instructional time can enable students to explore new concepts, personalize their learning experience, and expand their global learning opportunities. Additionally, the use of personal technology devices is ubiquitous in today's society and standards for student use during non-instructional time should adapt to this change. This policy defines the use of personal technology during instructional and non-instructional times and reinforces the standard that all use, regardless of its purpose, must follow the guidelines outlined in Student Use of Computerized Resources (the Policy 7314), hereinafter referred to as the Student Acceptable Use Policy (AUP), the District's Code of Conduct, and the Dignity for All Students Act.

Personal technology includes all existing and emerging technology devices, including but not limited to devices that can take photographs; record audio or video; input text; upload and download media; and transmit or receive messages or images. Unacceptable devices shall include, but are not limited to, gaming devices or consoles, laser pointers, and modems or routers.

Instructional purposes include, but are not limited to, approved classroom activities, research, college admissions activities, career development, communication with experts, homework and other activities as deemed appropriate by school staff.

Personal technology use by students is permitted during the school day for education purposes and/or at approved times and approved locations only. Teachers will indicate when and if classroom use is acceptable. Students are expected to act responsibly and thoughtfully when using technology resources. Students bear the burden of responsibility to inquire with school administrators and/or teachers when they are unsure of the permissibility of a particular use of technology prior to engaging in such use.

Appropriate use of personal technology during non-instructional time is also allowed if students follow the guidelines in the AUP and Code

of Conduct, as well as school-based expectations. Non-instructional use includes texting, calling and otherwise communicating with others in common areas of the school building/grounds such as the hallways, cafeteria, foyer, and buses. Other non-instructional uses may include, but are not limited to, such things as Internet searches, reading, listening to music, and watching videos. This use during non-instructional time must be conducted in a safe and unobtrusive manner. Devices must be in silent mode to avoid disrupting others.

The District shall not be liable for the loss, damage, misuse, or theft of any personal technology brought to School. The District reserves the right to monitor, inspect, and/or confiscate personal technology when administration has reasonable suspicion to believe that a violation of school policy or criminal law has occurred.

The District expressly prohibits use of personal technology in locker rooms, restrooms, Health Offices, and any other areas where a person would reasonably expect some degree of personal privacy.

Students will not be permitted to use personal technology devices in school or at school functions until they have reviewed the AUP, the applicable sections of the Code of Conduct, and associated technology guidelines, and signed the Student Use of Personal Technology Permission Form with their parents. The District reserves the right to restrict student use of District-owned technologies and personal technology on school property or at school-sponsored events, at the discretion of the administration.

Students must follow the guidelines for use set out in the District's Code of Conduct and the Student Use of Computerized Resources Policy at all times. Consequences for misuse will follow guidelines in the District's Code of Conduct. The District will develop regulations for the implementation of this policy that shall include, but are not limited to, instructional use, non-instructional use, liability, bullying and cyberbullying, and privacy issues.

NOTE: Refer also to Policies
#7314 -- Student Use of Computerized Resources
#7555 -- Dignity for All Students
#7552 -- Bullying in the Schools
#8270 -- Internet Safety/Internet Content Filtering Policy
Adoption Date: 4/13/15



Academic Dishonesty: Includes plagiarism; copying another's work; altering records and cheating by providing, receiving or viewing answers to quiz or test items or independent assignments, using texts, documents, notes, or notebooks during tests without permission from a staff member.

Attack on Student: A student or students set upon another student in a forceful, hostile or aggressive way with or without provocation.

Behavioral and Academic Problem Solving and Planning

Conference: A teacher, student support team member, or administrator engages the student in a conference and action plan when unproductive and ineffective behaviors or mindsets are impeding academic success and high functioning in the classroom.

Behavior Infractions: Student behaviors that are inappropriate (not appropriate in school setting), unacceptable (not unacceptable in any setting), or unskillful (behavior not yet learned or demonstrated skillfully) that warrant clear, fair, timely, and standardized consequences and interventions.

Behavior Referral: Written documentation of 1) Level 2 and some Level 3 behavior infractions that do not require the immediate send-out of student from the location of the incident or 2) Level 2, 3, and 4 behavior infractions that require immediate attention including student send-out from the location of the incident.

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

Bullying, Harassment, Discrimination, and Intimidation refer to any material incident of harassment, bullying, and/or discrimination including 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, at a school function, or off-school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. All definitions related to bullying, harassment, and intimidation and the Dignity for All Students Act are included in this section for easy reference.

Bullying: Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying can occur before and after school hours, in a school building or places like a playground or bus, while a child is traveling to or from school or on the Internet. Bullying generally involves repeated intentional acts done willfully, knowingly and with deliberation, by individuals or an individual, that target and harm another person physically or emotionally. Bullying is characterized by an imbalance of power between two students. If two students are equally engaged in an altercation, this is not a bullying situation, but instead considered a "conflict" between the two students. Because the act of bullying involves repeated actions intended to target, intimidate, or harm an individual, it is different than a one-time "Attack on Student".

Cyberbullying: Harassment or bullying which occurs through any form of electronic communication. The regulation of harassment in the form of cyberbullying may involve free speech, including constitutional matters regarding the ability of a school district, BOCES, or charter school to restrict these forms of speech and expression and to discipline individuals for engaging in them.

Discrimination: Unfavorable treatment or action taken against any person based on the protected group, class, or category to which a person belongs. This includes a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other protected class.



Electronic Bullying or Harassment: The use of information and communication technologies- e-mail, cell phones, pagers, chat rooms, text messages, instant message, personal website or blogs, personal pulling sites or a combination of these or any other electronic means – to support deliberate, repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating and/or harming others. Electronic bullying or harassment includes, but is not limited to the following misuses of technology:

- harassing, teasing, intimidating, threatening, or terrorizing another student by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs).
- sending mean, vulgar or threatening messages or images;
- posting sensitive, private information about another person;
- pretending to be someone else in order to make that person look bad.

Electronic bullying or harassment involving District students may occur on School Property, or off School Property. It may involve student use of the District internet system, or student use of personal digital services including, but not limited to: cell phones, digital cameras, personal computers and electronic tools.

Incidents considered to be electronic bullying or harassment can have any of these effects:

- Causing physical, social/relational, emotional or mental harm to a student;
- Placing a student in reasonable fear of physical, emotional or mental harm;
- Placing a student in reasonable fear of damage to, or loss of, personal property; and/or
- Interfering with a student's educational performance and/or denying or limiting a student's ability to participate in or to receive benefits, services or opportunities in District programs.

Emotional Harm: In the context of **Harassment** or **Bullying** means harm to a student's emotional well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

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

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 his or her physical safety. Such conduct, verbal threats, intimidation or abuse, includes, but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived:

Color: Refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race

Disability: (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of District Policy dealing with employment, the term must be limited to disabilities which, under the provision of reasonable accommodation, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held. Education Law §11(4) and Executive Law §292(21)

Ethnic Group: A group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry

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

National Origin: A person's country of birth or ancestor's country of birth

Race: A group of persons related by a common descent or heredity; For purposes of enumeration, the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos", etc. to describe and classify the inhabitants of the United States.

Religion: Either religious or spiritual belief or preference, regardless of whether this belief is represented by an organized group or affiliation with an organized group having specific religious or spiritual tenets.

Religious Practice: Attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, or refraining from certain activities. Determining whether a practice is religious turns not on the nature of the activity, but on the person's motivation.

Sex: The biological and physiological characteristics that define men and women (Male and Female denotes "sex")

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

Weight: Refers to a person's size

Hazing: A specific form of harassment among students defined as any humiliating or dangerous activity expected of a student in order to join a group or be accepted by a formal or informal group, regardless of the student's willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule, or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur. Hazing behaviors include, but are not limited to, the following general categories:

- (a) Humiliation: socially offensive, isolating or uncooperative behaviors;
- (b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs;
- (c) Dangerous hazing: hurtful, aggressive, destructive and disruptive behaviors.

The term "hazing" includes, but is not limited to: any activity that intimidates or threatens a student with ostracism, or adversely affects the health or safety of the student; or any activity that cause or requires the student to perform a task or act that is an infraction of State or Federal law or District policies/regulations.



Offensive Touching: Any unwanted physical contact, including grabbing or pinching, that is perceived as offensive or harmful to the person being touched.

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

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

Sexual Offenses:

- **Inappropriate Sexual Behavior,** which includes, but is not limited to, physical touching of intimate body parts of another or one's self. Consensual acts of intimacy are not appropriate in an educational setting and are prohibited.
- **Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures or auditory recordings or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others. The sexual harassment offender suggests, solicits, requests, commands, demands or otherwise attempts to induce another individual to have sexual contact or sexual intercourse or unlawful sexual penetration knowing that it is likely to cause annoyance, offense or alarm to that individual.
- **Sexual Assault:** Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.
- **Rape or Attempted Rape:** which includes forced or attempted forced sexual contact without the consent of the victim.

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

Upstander: A person who speaks or acts in support of an individual or cause that advocates for human dignity and often refers to someone who intervenes on behalf of a person being attacked, stereotyped, ridiculed, harassed or bullied.

Child Protective Services (CPS): The local governmental agency responsible for providing child protection, which includes responding to reports of child abuse or neglect.

Circle: A process that brings together individuals in a circle format where everyone can be seen and hear. Teachers facilitate circles informal circles in the classroom to build community, trust, and class cohesiveness or share perspectives about relevant issues or concerns. Student support team members and administrators facilitate circles to bring conflicting parties together to resolve conflicts, repair harm, heal relationships and provide support to address serious concerns.

Clear, Fair, Timely, and Standardized Consequences: These attributes support the consistent application of consequences as much as is possible given that individual factors must be considered in determining all disciplinary responses.

Community Service: An unpaid service for the benefit of the public that is performed as part (or all) of the intervention associated with a specific behavior infraction.

Consequence: A result that follows from an action or condition.

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

Criminal Behavior: Any behavior that is considered an infraction against municipal, State, or Federal laws.

Cutting Class: Unauthorized absence from a mandatory class or school activity or function.

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

Denial of Bus Transportation: The temporary or permanent withholding of bus transportation. During the period of denial of school bus transportation, parents or legal guardians are responsible for transporting the student to and from school.

Denial of Driving Privileges: The removal of permission to drive on school property for a specified period of time.

Detention: The supervised retention of students during the school day or after school for the purposes of increasing student's self-awareness, self-management, and social skills and helping the student to understand the impact of their behavior, re-teach Wild Cat Ways, provide real-time opportunities to correct behavior, and set goals to improve behavior and restore relationships.

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

Disruptive, Disorderly, Disobedient, Disrespectful, Defiant, Insubordinate, or Violent Student: The revised Code discourages the use of these descriptors to label students because they are open to wide interpretation by individual staff members. These descriptors do not provide useful data that can help determine the right consequences and interventions that match a specific behavior. The revised Code encourages all staff to use the most precise language possible to describe specific behavior concerns and infractions. These terms may be used, as necessary, for compliance with procedures under the Education Law.

Due Process: Due process is a fundamental, constitutional guarantee of basic fairness, particularly in regard to disciplinary proceedings. Due process ensures that students will be afforded notice of the proceedings; an investigation that solicits information from all parties involved, an opportunity to be heard in a meaningful way in a timely manner, and an evidence-based decision that is reasonable and proportional to the incident.

Early Warning Criteria: The student support team will assess a combination behavior incidents, attendance issues, and grades (BAG check) to determine early insights into student growth.

Electronic Devices: Include cell phones or other telecommunication devices with phone, IM, and/or text messaging; electronic games; or other viewing or listening devices (iPods, iPads, headphones, cameras, camcorders, etc.)

Employee: Any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of the article five of the 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)).

Equity: Refers to the principle of providing student access to fair, appropriate and necessary (but not necessarily equal) programs, resources, and strategies to ensure that all students can succeed in school and achieve equitable outcomes.

Expectations: An expression of a strong beliefs 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 is always used to craft expectations.

Extortion: Theft using coercion, which includes obtaining money or property from another student through coercion, intimidation or threat of physical harm.

Go-To Protocol: In situations where K – 2 students have been involved in Tier 3 and Tier 4 infractions, the principal will consult with the “Go-to” team comprised of student support staff to carry out immediate next steps that provide support and care for children involved in the incident and determine the most appropriate follow-up consequences and interventions given the child’s age, developmental stage of maturity, prior history, and other individual factors.

Hallway and Public Space Misconduct: Willful acts that impede normal operations and navigation on school grounds outside of buildings and in public spaces within any school building including

but not limited to hallways, stairwells, cafeteria, library, auditorium, all offices, and all spaces not designated as classrooms. Public space misconduct includes, but is not limited to:

- bringing in unauthorized pets or animals,
- shoving, horseplay, play-fighting,
- clustering in groups in ways that impede the movement of students from one place to another,
- making unreasonable and excessive noise,
- obstructing vehicular traffic or pedestrian movement,
- running in hallways,
- running away when school staff member is asking a direct question or making a direct request to a student, and
- unauthorized presence in any prohibited school area.

IEP (Individualized Education Program): A legal written document required for children who are eligible to receive special education services. The members of the IEP team provide detailed information on children’s performance, offer direct support and services to students, set annual goals, and evaluate student’s progress on a regular basis.

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

Illegal Substances: Substances, including, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as “designer drugs.”

Instigating: Behavior which is likely to incite or produce aggressive or physical conflict between two or more individuals.

Intake: The procedures a student is expected to follow when a student arrives to the Student support Center after being removed from a classroom or other location.

Intentional Destruction to Personal or School Property or Vandalism: Damage, destruction or defacement of property belonging to the school or any individual person.

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 get back on track for school success.



Leveled Consequences and Interventions: Leveled consequences and interventions communicate an increasing sense of urgency and seriousness to the student and the parent by:

- increasing the degree of involvement and communication for the student and parent as consequences and interventions intensify,
- involving other teachers, student support team member, and/or administrators in behavioral conferences and contracts with student and parent, and
- increasing the levels of adult supervision and monitoring of the student through daily check-ins, progress reports, and teacher feedback.

Leveled consequences and interventions move from teacher responses to behavior concerns to more intense and comprehensive interventions and consequences when a) the same behavior becomes chronic; or b) the intensity, frequency, or severity of cumulative behaviors and incidents continues to escalate or c) a single incident warrants Level 2, Level 3, or Level 4 consequence.

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



Material Incident of Harassment, Bullying, and/or Discrimination:

A single verified incident or a series of related verified incidents where a student is subject 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. A Material Incident of Harassment, Bullying and/or Discrimination is the subject of a written or oral complaint to the Superintendent, principal or their designee, or other school employees. 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, sex or any other legally protected status.

Non-Authorized or Inappropriate Use and Misuse of School Equipment, School Materials, and Electronic Devices: This includes:

- **Misuse of Technology:** 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, the ability of the system to operate, or in any way disrupts or degrades the school or District's technology infrastructure.
- **Computer Misuse:** Any unauthorized or inappropriate use of computers, including the Internet, specific programs or hacking (i.e. sharing of obscene, pornographic, lewd or illegal images or photographs, unauthorized use of computers, software, or internet/intranet accounts, accessing inappropriate web sites).
- **Non-Authorized Use and Misuse of Electronic and Other Devices:** This includes the non-authorized use of any of the following on school premises during the school hours of any school day: electronic communication devices, cellular phones, pocket pages, laser pointers, personal music devices (walkmans, MP3 players, etc.), electronic games and other materials designated by staff as disruptive or potentially disruptive. Misuse includes, but is not limited to, texting, sexting, blogging, verbal comments, graphic and symbolic communication, written communication via email, instant messaging, blogging, and posting in web sites. Students may not engage in electronic communication which demeans or ridicules on the bases of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or any other legally protected status (electronic bullying).

Parent: Refers to student's biological, adoptive, or foster parent(s), guardian(s), or caregiver(s) or any person(s) in a parental or custodial relationship to the student, or the student if he/she is an emancipated minor or has reached 18 years of age.

Persistent: When the same behavior is repeated three to five times or more within a week.

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

Positive Behavioral Interventions & Supports (PBIS): Positive Behavioral Interventions and Supports is a school-wide four leveled framework of universal expectations, shared language, and common policies and practices that support a safe, civil, caring, and supportive learning environment and positive student behavior through the PROMOTION of social and emotional competence and PREVENTION of inappropriate, unacceptable, and unskillful behaviors (Level 1); targeted INTERVENTIONS for students who meet specific criteria and conditions associated with specific interventions (Level 2); and more intensive and individualized INTERVENTIONS for students with high needs who are at greatest risk for healthy development and school success (Level 3 and 4).

Progress Monitoring: Progress monitoring involves the assessment of a student's regular use of desired target behaviors that support improved behavior and academic performance. The process usually lasts for three to six weeks during which the teacher and the student use a tool with a easily measured rating scale to reflect on the

students' performance and use of specific behaviors from day to day and week to week.

Reckless Endangerment: Conduct that creates a substantial risk of serious physical injury or death to another person.

Reflection, Repair, and Re-Connect: When a student is sent out of the classroom or other location to the Student Support Center, a student engages in a process of Reflect (completion of a reflection form), Repair (problem solving to makes things right), and Re-Connect (brief conference with the teacher upon return to the classroom to share strategies that will enable student to get back on track).

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

Re-Set Pass: When a student is experiencing challenges that are making it difficult to engage in classroom learning, the teacher may contact a designated student support team member or the student's coach to escort student out of the classroom for a brief period to reflect on the situation, regain emotional balance, and strategize how to re-enter class back on track. Students may ask for a RE-SET PASS to check in with their student support coach or assigned counselor.

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

Restorative Group Conference: Process in which offending student or group meets with all parties affected by a high-impact incident in order to share their perspectives, to acknowledge the act and its impact on others, and to agree on a resolution that will promote healing, repair harm, and restore relationships.

Rules: An explicit set of enforceable regulations or principles that govern or guide conduct. They provide specific instructions about what to do and not to do in specific contexts; thus, rules are stated using either positive or negative language. Typical school rules provide direction for personal deportment: What you may wear; what you may bring to school; where you can go and when you can go there. Rules foster a sense of order, calm, and purposefulness, prerequisites for establishing a learning-focused culture.

Safe, Civil, Caring, and Supportive Learning Environment: This phrase is used throughout the Code to name the critical qualities of a learning environment that enable every students to behavior responsibly and succeed academically.

School Bus: Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities. Education Law §(1) and Vehicle and Traffic Law §142.

School Function: Any school-sponsored extra-curricular event or activity. This includes any event, occurring on or off school property, sanctioned or approved by the District, including, but not limited to, off-site athletic events, school dances, plays, musical productions, field trips or other District-sponsored trips. Education Law § 11(2).

School Intervention Team: The school team that reviews student cases on a weekly basis to ensure that all students have equitable access to services and interventions that they need. The school intervention team uses student data and "early warning" criteria to identify students at greatest risk in order to implement targeted behavioral and mental health interventions that are timely and predictable.

School Property: Outside grounds, all structures, and any space 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.

School Resource Officer (SRO): The primary duty of the SRO is to promote an atmosphere where students, teachers, and staff feel safe, and to build positive relationships within the community. The SRO may assist in the investigation of suspected criminal activity. This assistance shall be provided in consultation with school administrators, in accordance with New York State Law and District policy. As an educator working with classroom teachers and other District personnel, the SRO may present information and answer questions on a variety of topics, such as the law, drugs, safety, crime prevention, and violence prevention, concepts of safety, traffic laws, general law, and crime prevention techniques. The goal of the presentations is to increase student, staff, and community awareness and understanding of laws and personal safety. The SRO shall also perform such other security and/or law enforcement services as may be reasonably assigned in consultation with the Sheriff, as appropriate.

School-wide: Rules, policies, practices, procedures, and routines that involve very student and every staff member during every period of every day.



Serious Bodily Injury: Bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. Serious bodily injury will be verified by the school nurse.

Social and Emotional Learning (SEL): The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and management emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Stakeholder: A committed member of the Wheatland-Chili School community that includes students, families, all District and school employees, community partners, and invested citizens who reside in the Wheatland-Chili Central School District.

Student Send-Out: A staff member may send out a student from the classroom or other location when a student behaves in a way that seriously jeopardizes her/his own safety or the safety of others. Students are not sent out of the classroom for Level 1 behavior concerns.

Student Support Center: The Student Support Center (SSC) provided behavioral support, resources, skill building, and crisis prevention and intervention under the supervision of the school social worker.

Student-Student Mediation: An adult, a student and adult, or student co-mediators facilitate a mediation to resolve conflicts between two students or a group or groups of students who have engaged in a verbal or physical inter-personal or inter-group conflict with each other.

Student Support Team: The team includes all student support staff (administrators, counselors, social workers, special education case managers, student behavioral assistants, etc.) who work collaboratively as one coherent team—sharing data, using the same common language, committing to the same goals and approach to discipline and student support, and engaging in the same set of practices that support personal, social, and academic efficacy and improved student behavior.

Student-Teacher Mediated Conference: An adult third party facilitates a conference that will enable the student and teacher involved in a protracted conflict to come to a resolution that involves positive words and actions that repair the relationship, and promote positive student behaviors and supportive adult behaviors.



Student Support Coach: A student support team member (counselor, social worker, psychologist, student behavior specialist, youth advocate, youth development specialist, case manager, or SPED collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who need an on-going intervention and close progress monitoring.

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 the intent to deprive the owner of its use; Robbery, which includes obtaining or attempting to obtain money, goods, services or information from another by physical force or violence, coordinated violence, or intimidation using a dangerous instrument or weapon; Theft/possession/transfer of stolen goods, which includes the act of possessing or transferring the property of another without the consent of the owner.

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

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

Unskillful: Unskillful describes some unwanted behaviors that are the result of a student not yet knowing how and when to use desired behavior competently because of developmental delays or lack of practice.

Violent Student: A student under the age of 21 who:

- commits an act of violence upon a school employee, or attempts to do so,
- commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so,
- possesses, while on school property or at a school function, a weapon,
- displays, while on school property or at a school function, what appears to be a weapon,
- threatens, while on school property or at a school function, to use a weapon,
- knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property, or at a function,
- knowingly and intentionally damages or destroys school district 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, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, sandbag or sandclub, loaded or blank cartridges, throwing 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.

SCHOOL DIRECTORY

Central Offices – 13 Beckwith Avenue, Scottsville, NY 14546

Lynda Quick, Esq., Superintendent	889-6246
Diane Stocking, District Clerk/Superintendent's Administrative Assistant	889-6247
Jennifer Sinsebox, Ed.D., Executive Director of Curriculum	889-6212
Katie Doherty, Central Office Secretary/Registrar	889-6813
Meghan Fox, HR Manager	889-6282
Jessica Jackson, School Business Official	889-6244
Donna Longhini, District Treasurer/Purchasing Agent	889-6225
Mark Stocking, Personnel Clerk	889-6250
Jennifer Adrian, Office Account Clerk/Tax Receiver	889-6268
Dana Boldt, Food Service Director	889-6257

T. J. Connor Elementary School (Grades PreK-5) –

13 Beckwith Avenue, Scottsville, NY 14546

Daniel Murray, Ed.D., Principal	889-6299
Danielle Hoch, PreK-12 Assistant Principal	889-6933
Paula Clement, Secretary	889-6236
Bonnie Casagrande, School Nurse	889-6238
Andrea Compo, School Counselor	889-6953
Dalit Spindel, School Psychologist	889-6291
Tracy Pasquantonio, School Social Worker	889-6261

Middle School (Grades 6-8) / High School (Grades 9-12) –

940 North Road, Scottsville, NY 14546

Eric Windover, Secondary Principal	889-6245
Danielle Hoch, PreK-12 Assistant Principal	889-6254
Cynthia Rhoda, Secretary	889-6227
Office Clerk	889-6235
Shellie Hess, School Nurse	889-6221
Andrea House, School Counselor	889-6240
Kara Hiltz, School Counselor	889-6226
Donna Hartley, School Counseling Secretary	889-6232
Todd Grimes, Athletic Director	889-6224
Mary Vito, PPS Director/CSE Chair	889-6259
Linda Ratajczak, PPS/CSE and Food Service Secretary	889-6249
Karen Adams, School Psychologist	889-6241
Lyndsay Keipper, School Social Worker	889-6234

Transportation & Facilities – 940 North Road, Scottsville, NY 14546

Cynthia Kwiatkowski, Transportation Director	889-6243
Steve Farrell, Facilities Supervisor	889-6231
Jamerson Morris, Transportation/Facilities Assistant	889-6271

RESOURCE DIRECTORY

Your child's pediatrician is your first contact for questions or concerns regarding your child's health, well-being, or development.

We are fortunate that our Greater Rochester Community offers a wealth of resources to families. Here are a few resources:

Child Development

The Family Autism Center: <http://www.familyautismcenter.com/>

Rochester Regional Health – Developmental-Behavioral Pediatrics Program: <https://www.rochesterregional.org/services/behavioral-health/children-and-adolescents/behavioral-pediatrics-program/>

University of Rochester Medical Center (URMC) – Developmental and Behavioral Pediatrics: <https://www.urmc.rochester.edu/childrens-hospital/developmental-disabilities.aspx>

Family and Community Resources

The Arc Of Monroe County: <https://arcmonroe.org/>

Health, Family, and Child Resources – Kids Thrive: <http://kidsthive585.org/>

Netsmartz Internet Safety: <http://origin.www.netsmartz.org/Home>

The Out Alliance of Rochester: <http://www.gayalliance.org/>

Rochester Regional Health, Chemical Dependence: <https://www.rochesterregional.org/services/behavioral-health/chemical-dependency/>

Starbridge Advocacy Center: <http://www.starbridgeinc.org/>

Willow Domestic Violence Center: <https://willowcenterny.org/>

Health, Wellness, and Nutrition

Comprehensive Care Center for Eating Disorders: <http://www.nyeatingdisorders.org/>

FoodLink: <http://foodlinkny.org/>

Greater Rochester Health Foundation: <http://www.thegrhf.org/about/mission/>

Health Insurance: <https://nystateofhealth.ny.gov>

University of Rochester Medical Center Pediatric Nutrition: <https://www.urmc.rochester.edu/childrens-hospital/nutrition.aspx>

National Sleep Foundation – Sleep Hygiene: <https://sleepfoundation.org/sleep-topics/sleep-hygiene>

Mental Health Resources

**FOR MENTAL HEALTH EMERGENCIES CALL LIFELINE
(585) 275-5151**

Hillside Family of Agencies:

www.hillside.com

(585) 256-7500

University Avenue Clinic

1100 University Ave

Rochester NY 14607

The Mental Health Association

Family Support Services:

<https://www.mharochester.org/services/family-support/>

320 North Goodman Street

Suite 202

Rochester, NY 14607

(585) 325-3145

Mental Health Association of

Genesee and Orleans County:

www.mhago.org

Genesee County

25 Liberty Street, Suite 1

Batavia, NY 14020

(585) 344-2611

Crisis Hotline: (844) 345-4400

Monroe County Office of Mental

Health – Children and Youth Single

Point of Access (SPOA):

<https://www2.monroecounty.gov/mh-CYSPOANew>

Miranda DeVecchio, MSW

Child and Youth SPOA Facilitator

1099 Jay Street, Building J, Suite

203a

Rochester, NY 14611

Office: (585) 753-2680

Fax: (585) 324-4322

Rochester Regional Health:

<https://www.rochesterregional.org/locations/rochester/genesee-mental-health-center/>

224 Alexander Street

Rochester 14607

(585) 922-7770

University of Rochester Medical

Center – Medicine/Pediatric

Behavioral Health & Wellness: <https://www.rochesterregional.org/services/behavioral-health/children-and-adolescents/behavioral-pediatrics-program/>

Child and Adolescent Outpatient

315 Science Parkway

Rochester, NY 14620

(585) 279-7800

Acknowledgment of Reviewing the Code

Please review the Students' Rights and Responsibilities (page 8) and Levels of Behavior Concerns and Infractions, Interventions, and Consequences (pages 21-28) with your child. These sections will also be discussed in school at the beginning of the new school year. These policies are an important part of daily student life, supporting a safe, civil, caring and supportive learning environment and your child's academic success and social and emotional development.

It is essential that the school and family work together to assure that all students meet the high expectations for behavior established in the Wheatland-Chili Code of Character, Conduct, and Support. This enables students to succeed in school and the community. Your support is vital in this process.

After you have reviewed these sections with your child, please sign and return the signed form to your child's teacher in elementary school or your child's first period teacher in middle or high school. If you do not understand or need help, please call your school principal. Additional copies of this Acknowledgment will be provided to you in the back-to-school communication from your principal(s) for families with children in more than one grade level and/or school.

I understand that the Code of Character, Conduct, and Support and the policies and regulations it references apply to all students at all times on all district property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or Board-sponsored activities, including 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.

I have read, understood, and will abide by the Wheatland-Chili Central School District Code of Character, Conduct, and Support with my child. I understand my parent/guardian rights and responsibilities. My child understands her/his rights and responsibilities.

Parent's/Guardian's Name _____ Date _____

Student's Name _____ Date _____



Wheatland-Chili Central School District

13 Beckwith Avenue
Scottsville, NY 14546
585.889.6247

Board of Education (2020-2021)

James Musshafen, President
Shanna Fraser, Vice President
Gregory Berl
Cindy Dawson
Beth Nolan
Courtney Panek
Kim Snyder

Superintendent

Lynda Quick, Esq.

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