



Center for Instruction,
Technology & Innovation
Build Your Future

CODE OF CONDUCT

2025-2026



Center for Instruction,
Technology & Innovation

KEYS TO THE CITI



Is this **SAFE?**

Is this done with **INTEGRITY?**

Is this **KIND?**

Is this **HELPFUL?**

Our Mission

BUILD YOUR FUTURE

Our Core Values

We embrace innovation & creativity. We make student-based decisions with honesty, respect & integrity. We collaborate, focused on quality service, expertise & student success.

Let's stay in touch! Follow us on social!



CiTiBOCES.org

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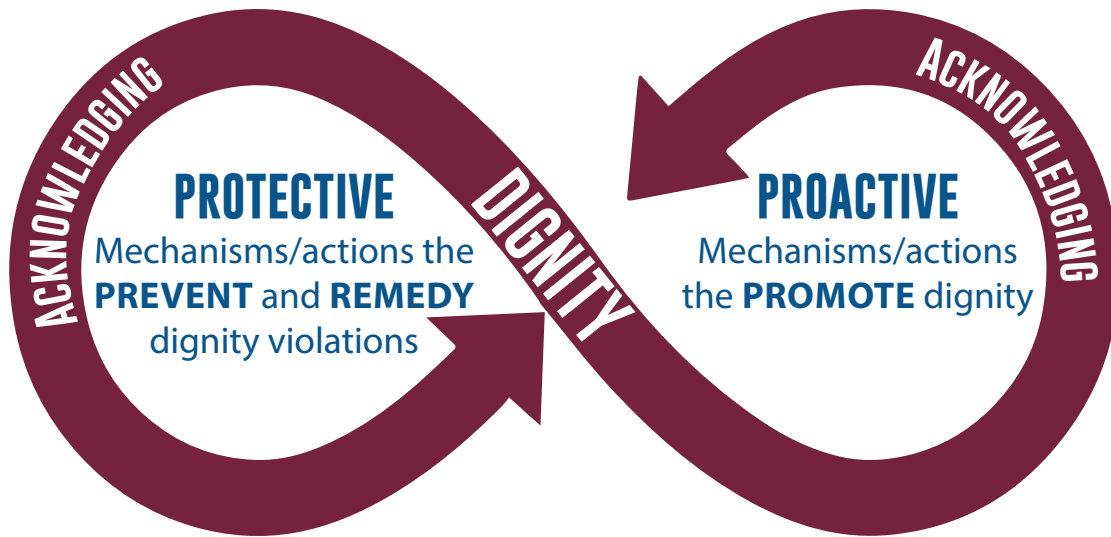
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DIGNITY ECOSYSTEM

10 ESSENTIAL ELEMENTS OF DIGNITY



1. INTRODUCTION AND PURPOSE

The Center for Instruction, Technology & Innovation (CiTi) Code of Conduct is a guiding document that provides a framework throughout our programming for students and all educational partners. The Code of Conduct also outlines and supports equitable school communities that are relationship-

driven, affirming, and culturally responsive. Part of designing a Code of Conduct involves shifting away from disproportionate discipline practices and embracing our shared values and vision. This shift supports putting relationships at the heart of fostering equitable programming.

Why is CiTi's Code of Conduct Important? When We Know Better, We Do Better!

At CiTi, we believe every student should be seen, heard, and known. Historically, codes of conduct in public schools have primarily focused on outlining punishments for students' behavior. However, public education has faced challenges in converting these punitive measures into opportunities for positive transformation. School districts have grappled with achieving equity and excellence for all students. Research has taught us that existing systems intensify disproportionate discipline for students of color, students with disabilities,

students from economically disadvantaged backgrounds, and other marginalized student populations.

CiTi is steadfast in its commitment to cultivating an environment conducive to genuine learning and one that fosters student success for every individual. We aspire that the Code of Conduct will serve as a guiding light towards realizing this vision of educational excellence and equity.



Code of Conduct Philosophy

The CiTi Board of Education provides a welcoming, safe, affirming, and orderly school environment where students may receive, and CiTi personnel may deliver, quality educational services with minimal disruption or interference.

CiTi promotes a preventive, positive approach to discipline rather than focusing exclusively on “punishment.” We respond to misbehavior with interventions and consequences aimed at teaching alternative expected positive behaviors, understanding, and addressing the root causes of the behavior, resolving conflicts, meeting students’ needs, keeping students safe and keeping students in school.

We promote a restorative approach that emphasizes relationships and community coexisting with rules and regulations. This is not a “soft” response to misbehavior, nor does it fail to hold students accountable. Rather, restorative discipline helps students understand the impact of their behavior both on themselves and on others.

Students also learn social and emotional skills to help them respond accordingly in the future.

Using restorative practices, we resolve conflicts, encourage our school community members to take responsibility for their behavior, repair any harm done, restore relationships,

and reintegrate students into the school community. We implement schoolwide discipline policies developed and revised with input from the school community to foster a positive and inclusive school climate for all.

We are committed to applying school discipline policies and practices in a fair and equitable manner so as not to disproportionately impact students of color, students with disabilities, LGBTQ+ students, students with limited English proficiency, or other at-risk students that have been historically marginalized in schools.

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

The CiTi Board of Education recognizes the need to define expectations for conduct on school property and at school functions, to identify the possible interventions and consequences of conduct, and to ensure that interventions and consequences are administered promptly and fairly. To this end, the Board adopts this Code of Conduct (COC).

2. RIGHTS AND RESPONSIBILITIES OF STUDENTS & ESSENTIAL PARTNERS

All persons should conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other people, and for the care of school facilities and equipment.

Self-awareness and self-regulation are essential keys to assuming and accepting responsibility for our behaviors and the impact of our behaviors on others.

Disciplinary action should not be the first resort for many behaviors, rather, emphasis should be placed on people's ability to grow in self-regulation.

Those who violate the expectations of the COC will be subject to an array of behavioral strategies including interventions and consequences for their conduct. Interventions may consist of

actions that are done to offenders, strategies that are done with the offender and strategies that are done by the offender.

The procedures and responses are designed to provide a "map" for how teachers, faculty, staff, and students should correct misbehavior, address harm done, and provide an opportunity for offenders to be reincorporated into the school community. All are advised to use their discretion in each individual instance as being dignified and appropriate. This code of conduct should be used as a guide to decision-making and to the organization's rules.

All CiTi Employees regardless of location or assignment will:

- Set the stage for lifelong learning.
- Lead by example, conducting themselves in a professional, dignified, respectful, and courteous manner.
- Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- Demonstrate interest in and concern for student achievement.

Safe Environments Require Civility

In our school, we all play a part in making sure everyone feels safe, included, and ready to learn. This means students, teachers, and all staff need to work together.

Respect: We'll be kind and listen to each other. No one will talk over someone else or interrupt.

Dignity: Remember that each of us has the same value and worth; no one is better than another.

Inclusivity: Our school is for everyone. No matter who you are or where you come from, you're a CiTi Spark!

Responsibility: We'll do what we say we'll do, like finishing classwork and being ready for learning.

Safety: Everyone's safety is super important. We'll act in ways that keep us all safe, both in person and in our feelings.

Honesty: We'll always tell the truth and do our own work without copying.

Courtesy: We will use kind words, thoughtful actions and good manners towards each other.

Active Listening: We will pay attention and show interest in what others say.

Cooperation: We'll work as a team with our classmates and teachers, even if we have different ideas.

Conflict Resolution: If we have a problem, we'll talk it out calmly and find a solution together.

Digital Citizenship: We'll use the internet and our devices the right way, without being mean or causing trouble online.

Attendance and Punctuality: Coming to school every day and on time helps us all learn better.

Following School Rules to the Best of our Ability: We'll learn the school rules the best we can and follow them to keep our school a great place for everyone.

2. RIGHTS AND RESPONSIBILITIES OF STUDENTS & ESSENTIAL PARTNERS CONTINUED

STAKEHOLDER	RIGHTS	RESPONSIBILITIES
STUDENTS	SAFE ENVIRONMENT: Students have the right to attend school in a safe environment free from harassment, bullying, and discrimination.	FOLLOWING SCHOOL RULES & REPORTING: Students should know and follow the rules and policies of the school and report any dangerous behaviors to an adult.
	DIGNITY & RESPECT: Students are entitled to be treated with dignity and respect	DIGNITY & RESPECT: Students must treat peers, staff, and property with dignity and respect.
	EDUCATION: Students have the right to receive and participate in a free and appropriate public education and school activities.	ATTENDANCE & EFFORT: Students need to attend school and complete assignments regularly, on time and to the best of their ability.
	DUE PROCESS: Students are entitled to fair procedures when they are accused of violating school rules.	DUE PROCESS: Students need to engage honestly and constructively in due process procedures to ensure a fair outcome.
	EXPRESSION: Students have a right to express their opinions.	EXPRESSION: Students must express themselves in a manner that is not disruptive, dangerous, harassing, obscene, or discriminatory.
PARENTS/ CAREGIVERS (P/C)	PARTICIPATION: P/C can participate in school functions and decision-making processes.	PARTICIPATION: P/C have a duty to assist the school in enforcing standards of student conduct and attendance.
	INFORMATION/COMMUNICATION: P/C have the right to be informed about their child's academic progress, physical and mental health and school activities. FERPA gives P/C certain rights with respect to their children's education records.	INFORMATION/COMMUNICATION: P/C should keep the school informed of any behaviors/situations at home that could impact their child's academics or physical and or mental health. Educators and administrators have a responsibility to maintain open communication with P/C.
	SUPPORT SERVICES: P/C have rights to advocate for appropriate support services for their children.	SUPPORT SERVICES: P/C have a responsibility to attend meetings, provide input, and follow through on recommended services.

STAKEHOLDER	RIGHTS	RESPONSIBILITIES
EDUCATORS	SAFETY: Educators have the right to work in a safe environment that is free from violence, harassment and discrimination.	SAFETY: Educators are responsible for having a working knowledge of the code of conduct; explain and enforce it and report any student or staff who violate it.
	SUPPORT: Educators have the right to support from school administration in enforcing school rules.	SUPPORT: Educators are responsible for using multi-tiered systems of support and other strategies in maintaining healthy, safe and orderly school spaces.
	DIGNITY & RESPECT: Educators are entitled to be treated with dignity and respect by peers, students and parents/caregivers.	DIGNITY & RESPECT: Educators must treat peers, students and parents/caregivers with dignity and respect.
	TEACHING: Educators have a right to the materials and supplies necessary to implement a 21st century curriculum.	TEACHING: Educators have a responsibility to be well-versed in effectively implementing a 21st century curriculum.
	PROFESSIONAL DEVELOPMENT: All educators have a right to professional development that will enhance their role in the school.	PROFESSIONAL DEVELOPMENT: All educators are responsible for attending professional development opportunities and implementing the strategies taught.
ADMINISTRATORS	CODE OF CONDUCT: Administrators have the right to inform updates to the code of conduct; interpret the code; and determine individualized interventions and consequences for violations.	CODE OF CONDUCT: Administrators have the responsibility to enforce the school rules and policies and treat students, staff and visitors with equity and fairness in relation to the code.
	SAFETY: Administrators have the right to work in a safe environment free from violence, harassment and discrimination.	SAFETY: Administrators must ultimately ensure the safety of the school environment.
	STAFF: Administrators have a right to observe, evaluate, and manage school employees.	STAFF: Administrators have a responsibility to support school employees in achieving their full potential.

3. RESTORATIVE RESPONSE TO BEHAVIOR



RESTORATIVE PRACTICES AND IMPLEMENTATION STRATEGIES:

Examples of the Restorative Approach:

The restorative approach is used as a proactive intervention and may also be used as a response to inappropriate/harmful behavior. The fundamental premise of restorative practice is that people are happier, more cooperative, and productive, and more likely to make positive change when those in positions of authority do things with them, rather than to them or for them.

EXAMPLES OF INFORMAL PRACTICES INCLUDE:

Affective statements, which communicate people's feelings
I feel upset when it is noisy because I can't focus.

Affective questions, which cause people to reflect on how their behavior has affected others
What do you wish had happened differently?

Proactive engagement with students, parents, caregivers, and families
Just checking in to see how we can support your child.

Mentor relationships
A teacher meets with a student to mentor and help set goals.

Community service
Student helps clean up a local park to help keep the neighborhood clean and safe.

Lunchtime table talks
What was the best part of your day so far?

EXAMPLES OF RESTORATIVE PRACTICES INCLUDE:

Instruction on the use of I-statements
I feel sad when I'm not listened to.

Classroom communication circles to promote community
What is one way we can make sure everyone feels included?

Academic circles to promote student voice
What's one thing that helps you learn best in class?

Problem solving circles to address concerns proactively
What can we do to help everyone listen better?

Suspension re-entry circles to facilitate resolution of issues that led to suspension
What do you need to feel supported when you come back?

Community/School Service:

Community/school service allows students to restore a harm that may have been committed to the school community by providing a meaningful and appropriate service that contributes to their individual improvement.

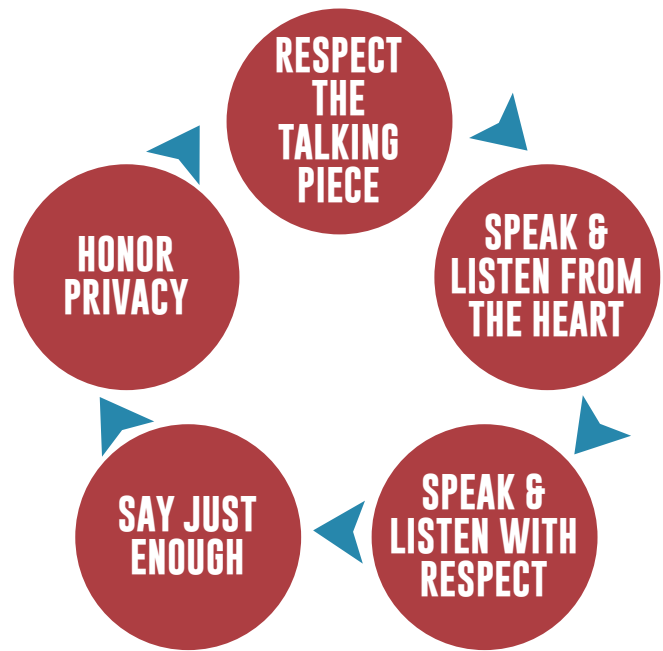
Before a Conflict Arises:

Circle Processes: A circle process can be used as a tool to teach social skills such as listening, respect, and problem-solving. Circles provide participants an opportunity to speak and listen to one another in a safe atmosphere and are best utilized early in the establishment of a learning community. Getting to truly know and care for one another before many challenges arise can allow members of any community to solve problems in circles when difficult situations present themselves. This process recognizes that students can utilize conflict resolution practices and social skills to resolve conflict with help from a facilitator.

Social-Emotional Learning (SEL): Social-emotional learning teaches skills that allow students to recognize and manage emotions, develop concern for others, establish relationships, make responsible decisions, and handle challenging situations constructively and efficiently. These are the skills that allow children and adults to calm themselves when angry, to make friends, to resolve conflicts in a dignified manner, and to make ethical and safe choices.

After a Conflict Has Occurred: Taking the lead of those who have experienced harm: Helping those who have experienced harm identify what they need in a situation is paramount. Often, those who have experienced harm need information, to tell their truth, empowerment, and restitution.

Circle Processes: Again, when conflicts arise, engaging those who have experienced harm, enacted harm, and been impacted/witnessed harm together in a circle to discuss the harms and their needs can be important. Once relationships are built, circle processes can be even more powerful in addressing harm, although this is not necessary.



DEFINITIONS:

Affective Statement: Help others understand how their actions affect you.

Talking Piece: An object passed around a group to show whose turn it is to speak.

Circle Process: A group talk where everyone takes turns sharing thoughts and feelings to build understanding.

4. THERAPEUTIC CRISIS INTERVENTION FOR SCHOOLS (TCIS)

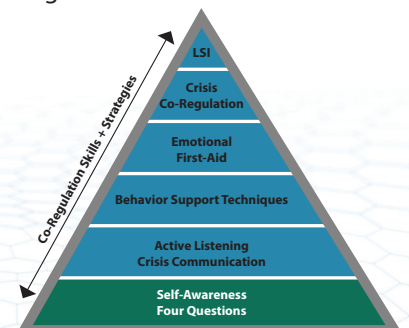
CiTi BOCES programs utilize TCIS to help in the creation of trauma-sensitive environments for everyone where students and staff feel safe, supported, and a sense of belonging. TCIS addresses the impact of trauma-driven perception on behavior with three major goals:

1. Provide students with direct emotional and environmental support to reduce stress and risk and increase the student's feelings of safety in times of crisis.
2. Practice with students different ways to regulate their emotions and behaviors.
3. TCIS is based on a stress model of crisis, seen on the next page, that acknowledges that each person has a baseline of emotions that can vary from day to day, hour to hour, etc. As time progresses, some students may experience an increased level of stress, and a triggering event that can lead to escalated behaviors. TCIS aims to maintain safety for all, to assist students in deescalating, and to plan forward with coping strategies and skills to be more self-aware and to self-regulate in the future.

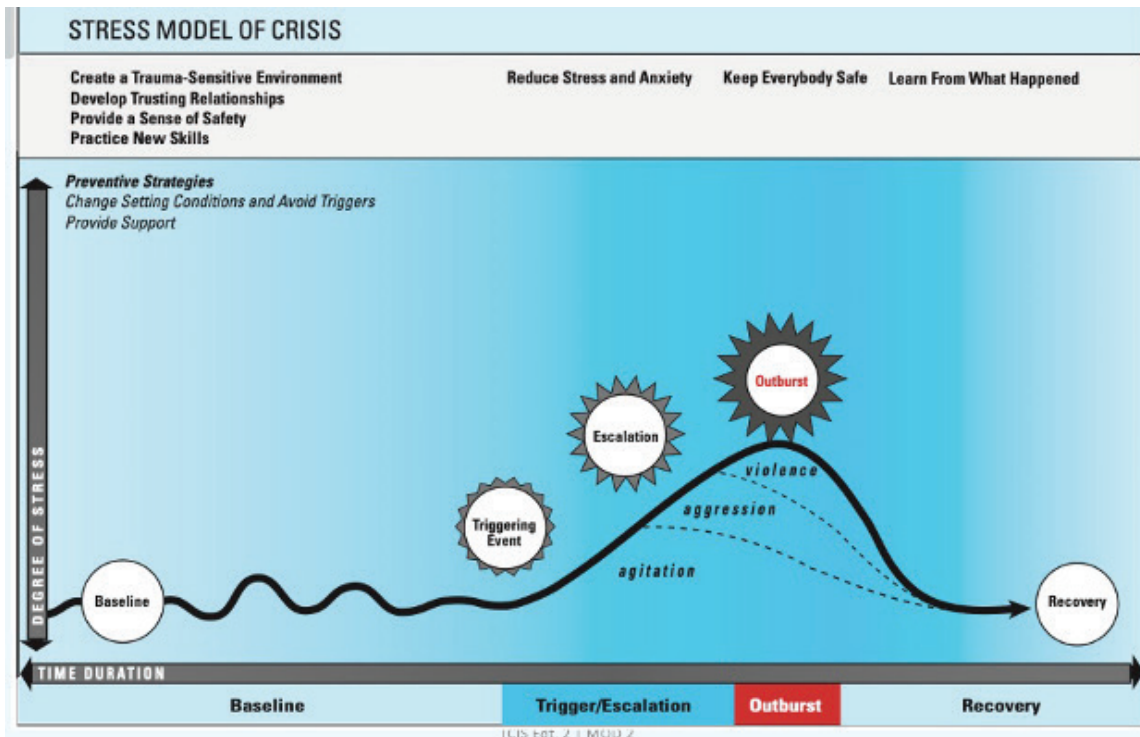
Process the crisis event with children to help improve their coping strategies TCIS focuses on four key questions:

- What am I feeling now?
- What does this student feel, need, or want?
- How is the environment affecting the student?
- How do I best respond?

SKILL BUILDING FOR CO-REGULATION STRATEGIES IN TCIS



DEGREE AND DURATION OF STRESS



5. DESCRIPTION OF LEVELS OF CONDUCT AND LEVELS OF RESPONSE

BEHAVIORAL LEVELS

LEVEL 1: Conduct that is disorderly, insubordinate, lacks integrity, is unkind or disruptive, etc.

LEVEL 2: Conduct that causes fear, promotes violence, or puts the safety of self or others at risk

LEVEL 3: Conduct that is illegal, prohibited or could result in action by juvenile justice system

LEVELS OF RESPONSE TO BEHAVIORS

LEVEL 1: Classroom support and strategies-universal (no or few prior incidents with specific behavior)

LEVEL 2: Moderate support from teacher, support staff, and administrator

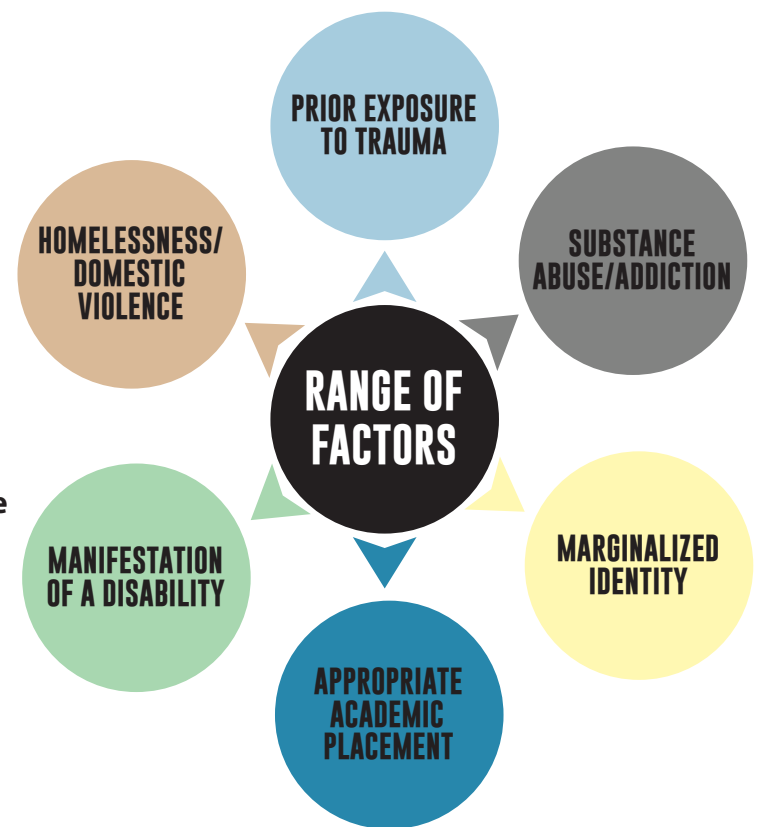
LEVEL 3: Intensive support from administrators, support staff, component school districts and outside providers

The “level of response” will vary and may or not be progressive, based upon a range of factors.

Responses to student behaviors are to be implemented by the classroom team first when appropriate. Teams can implement responses in collaboration with the principal, based on behavior, repeated behavior and/or intensity of behavior. ***The principal has the right to modify consequences (reduce minimum or maximum penalties on a case-by-case basis) and has the authority to suspend.***

All student behaviors and corresponding adult responses are required to be considered within the context of:

Educational disability, mental health diagnosis/es, function of behavior, target behavior identified on behavioral intervention plan, history of repeated behavior, intensity of behavior, safety concerns related to the behavior, family engagement, attendance, etc.



LEVEL 1

INCIDENT OCCURS

LEVEL 1 INCIDENT OCCURS

Consider Immediate Classroom-Based or Restorative Interventions

Consider whether the incident can be appropriately responded to in the classroom through restorative practice or through other interventions. Redirect student to correct behavior and minimize likelihood of escalation. Be sure to check student's Behavior Intervention Plan for suggested strategies.

Gather information

1. Meet with the student
2. Talk to all students, staff, witnesses
3. Identify contributory factors
4. Consider existing data, like disciplinary referrals and prior interventions
5. Communicate with parent/guardian

Refer Student to Appropriate Support Services or Restorative Interventions

Assist student in best understanding the consequences that result from their actions. Empower student to create solutions to restore the situation.

Document All Interventions and Measures

Document all interventions and other restorative practices as well as any consequences that have been used to address the behavioral issue. Be prepared to explain to the school administrator which methods have or have not worked to modify the behavior.

Create An Office Referral

If multiple strategies have not been effective in modifying the Level 1 behavior and the behavior continues, then the issue should be forwarded to school administration via a disciplinary referral.

Impose Exclusionary Discipline Only as a Last Resort

Exhaust all other alternatives before imposing discipline that removes students from the educational setting.

LEVEL 1

BEHAVIOR EXAMPLES, INTERVENTION EXAMPLES, AND RESPONSE EXAMPLES

LEVEL 1 BEHAVIOR EXAMPLES	POSSIBLE TEACHER AND SUPPORT STAFF INTERVENTION RESPONSES	POSSIBLE ADMINISTRATIVE INTERVENTIONS AND RESPONSES
1. Academic Dishonesty Cheating / Plagiarism L1	Alternate Seating Brain Gym Exercises Breaks to Refocus Calming Strategies Check-in/Check-out Chill Zone/Cooling Center Class Meetings Cognitive Behavioral Therapy Community Building Circle Contact Parent or Guardian Culturally Responsive Instruct Deep Breathing Techniques Drumming/Music Break Individualized Instruction Loss of Privilege Modeling/Video Modeling Music Break Nonverbal Cues Peer Mediation Personal Accountability Activity Prompting, Reminders and Redirections Proximity to Student Respect/Dignity Agreements Restorative Circle Restore Damaged Items Revisit Classroom Norms/Rules Self-monitoring Sensory Tools Short-term Separate Location Teaching of Social Skills Sunshine Calls or Notes Home Talk Tickets Conflict Resolution Strategies Verbal Correction Verbal Prompts Visual Supports Written Reflection or Apology	• Assistant Super Conference • BIP Review • Conference with Component District Counselor • Consultation with Counselors/School Psychologist • Consultation with School Resource Officer • Decreasing Student Transition Times • FBA Review • Home & Component School Communication • Home Visit • Informal Behavior Plan • Lunch Detention • Parent & Student Conference with Admin • Provide a Mentor • Provide Student an Adult Escort • Provide Teacher/Adults with Training and Support • Referral to Outside Support Agencies • Restorative Conference • Signed Behavior Agreements • Social Skills Group • Student Conference with Admin
2. Defiance / Disrespect / Disruption / Noncompliance L1		
3. Dress Code Violation L1		
4. Inappropriate Language L1		
5. Inappropriate Location / Out of Bounds Area L1		
6. Inappropriate Display of Affection		
7. Physical Contact L1		
8. Property Misuse		
9. Refusal to Complete Assignments		
10. Stealing		
11. Technology Usage- Personal Device L1		
12. Unexcused Absences (see chart on page 24)		
13. Unkind Behavior		

LEVEL 1

BEHAVIOR(S)-(LIST IS NOT ALL-INCLUSIVE)- CLASSROOM INTERVENTIONS 1ST

Conduct that is disorderly, insubordinate, lacks integrity, is unkind or disruptive, etc.

BEHAVIORS	DESCRIPTION/EXAMPLES
1. Academic Dishonesty Cheating / Plagiarism	Copying a classmate's work, using a portion of someone else's work without giving credit (passing it off as your own), lying about cheating.
2. Defiance / Disrespect / Noncompliance Disruption	Ignoring instructions, talking back, interrupting, shouting out, refusing to comply with instructions, running in the hallways, etc.
3. Dress Code Violation	Clothing or other aspects of a student's appearance doesn't conform to the dress code, refusal to alter clothing.
4. Inappropriate Display of Affection	This level may include passionate kissing (making out), touching or fondling, overly affectionate hugs and other actions that may be distracting.
5. Inappropriate Language	Use of inappropriate language out of habit, frustration or surprise, but it is not intended to cause emotional harm to anyone.
6. Inappropriate Location / Out of bounds area	This level includes leaving class in a non-violent manner without permission; being in the hallways/bathrooms/other classrooms, etc. without permission.
7. Physical Contact	Standing too close, stopping someone's forward motion, bumping into people intentionally, touching someone without their permission, etc.
8. Property Misuse	This could include things like damaging school property, graffiti, writing on desks, writing on bathroom walls, purposely damaging equipment, etc.
9. Refusal to Complete Assignments	This level of refusal is non-aggressive and not threatening. It might include putting a student putting their head on their desk, sleeping in class, just saying no, etc.
10. Stealing	This level is about the intention to take another person's property. This might include a student planning a theft or expressing the intent to take something.
11. Technology Usage- Personal Device L1	Use of electronic devices in a designated red zone.
12. Unexcused Absences	Arriving late to class or scheduled school activity without permission.
13. Unkind Behavior	This level includes saying mean or hurtful things to others that do not rise to the level of harassment.
This list is not all inclusive. Incidents may occur that are not specifically listed here.	

LEVEL 2

BEHAVIOR EXAMPLES, INTERVENTION EXAMPLES, AND RESPONSE EXAMPLES

LEVEL 2 BEHAVIOR EXAMPLES	POSSIBLE TEACHER AND SUPPORT STAFF INTERVENTION RESPONSES	POSSIBLE ADMINISTRATIVE INTERVENTIONS AND RESPONSES
1. Academic Dishonesty Cheating / Plagiarism L2	All the Level 1 responses and... - Adjusted Transitions - Increased Home Communication - Formal Behavior Plan - Home Visit - Informal Behavior Plan - In-School Family Meeting - Lunch Detention - Reducing Internet Access - Restorative Circle - Restorative Conference - Restorative Discussion - Student/Teacher Re-entry Conference - Teacher Removal Pursuant to Regulations (definition the index in the back of the Code) - Update Student Safety Plan This code of conduct requires response to: • Use • Possession • Sale of substances that are banned, illegal or prohibited by age. Principal has the right to modify consequences and has the authority to suspend	All the Level 1 responses and... • Community Service Assignment • Consistent Home Communication • Consultation with Component School District • In-school Suspension • Loss of School Electronic Device/ System Access • Notification to Authorities • Out-of-school Suspension: 1-5 days (5 days should only be considered if behavior caused a serious threat to safety of students and/or staff or if it is repetitive) • Program Placement Review • Restoration of Monies • Restorative Conference with an Action Plan • Student/Admin/Parent Re-entry Conference • Superintendent's Hearing • Supervised Unstructured Time • Temporary Removal from Classroom in Location other than ISS
2. Defamation		
3. Defiance / Disrespect / Noncompliance / Disruption L2		
4. Display / Use of Hate Symbols		
5. Dress Code Violation L2		
6. Fighting / Filming Fights / Promoting Violence		
7. Forgery / Theft		
8. Inappropriate / Profane language L2		
9. Inappropriate location / Out of Bounds Area L2		
10. Material Incident of Bullying		
11. Physical Aggression / Attack		
12. Property Damage / Vandalism		
13. Sexual Offense / Sexual Harassment		
14. Technology Usage-Personal Device L2		
15. Technology Behavioral Violation		
16. Use / Possession / Sale of Combustibles		
17. Use / Possession / Sale of Prescription or Over the Counter Medication		
18. Use / Possession / Sale of Tobacco, Vaping Products		

LEVEL 2

BEHAVIOR(S)-(LIST IS NOT ALL-INCLUSIVE)

Conduct that causes fear, promotes violence, or puts the safety of self or others at risk

BEHAVIORS	DESCRIPTION/EXAMPLES
1. Academic Dishonesty / Cheating / Plagiarism	Level 2 examples include: sitting in someone else's place for a state or credential assessment; using force or intimidation to use another person's work; forcing someone else to do assignments for you; repeatedly not citing the sources of your work.
2. Defamation	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.
3. Defiance / Disrespect / Noncompliance / Disruption	Making explicit threats, repeatedly ignoring instructions, talking back repeatedly, refusing to comply with emergency instructions, repeatedly running in the hallways or doing so during an emergency or in a manner that causes an emergency. Other examples include throwing objects without serious harm to a person; stalking, aggressive posturing, etc.
4. Display and/or Use of Hate Symbols	Displaying hate symbols such as swastikas or symbols of white supremacy, neo-Nazi ideology, or the battle flag of the Confederacy on school property. Wearing clothing or accessories that feature hate symbols. Distributing materials or digital content that contain hate symbols. Using hate symbols in school assignments or presentations without an educational or historical context.
5. Dress Code Violation	This level may include repeated noncompliance with the dress code or refusal to alter clothing in an aggressive manner.
6. Fighting / Filming Fights / Promoting Violence	When two or more people choose to physically hurt each other. (An attack is not a fight; people can defend themselves and it is not a fight). Planning an attack; promoting a fight; filming/recording a fight; distributing a recording of a fight, etc.
7. Forgery / Theft	Forgery: Copying someone else's signature with the intent to deceive. Theft: The act of stealing something. Purposely taking something that doesn't belong to you.
8. Inappropriate / Abusive / Profane Language	Use of language with the intent to cause emotional harm or threaten someone or repeated/uncorrected Level 1 language violations.
9. Inappropriate location / Out of bounds area	This level includes leaving class in an aggressive manner without permission; leaving school grounds without permission; locating yourself in an area of danger on campus or repeated Level 1 violation. Soliciting of any kind without prior permission of the superintendent.
10. Material Incident of Bullying, Harassment, Discrimination, Cyberbullying or Violation of the Crown Act L2	A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, cyberbullying, and/or discrimination by another student and/or employee. The incident(s) can occur on school property, at a school function, or off school property. Use of hate speech and language such as the "n" word is a L2 Material Incident.

BEHAVIORS	DESCRIPTION/EXAMPLES
11. Physical Aggression / Attack	Committing an act of violence (such as hitting, biting, spitting, kicking, punching, scratching, throwing objects, pulling hair) which results in causing fear, promoting violence, putting the safety of others at risk or causing actual harm. This level also includes causing impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling, headaches.
12. Property damage / Vandalism	Level 2 behaviors include actions such as destroying or disabling security cameras; intentionally clogging toilets/sinks; damaging vehicles; breaking into locked areas; breaking windows, etc.
13. Sexual Offense / Sexual Harassment	Sexual offenses may include consensual or non-consensual sexual acts that are not reported to the police. This might include public masturbation; excessive public display of affection that include exposure, moaning, etc.; participating in consensual oral sex, etc. Sexual harassment includes unwanted sexual advances, comments, and written statements that include unwelcome sexual jokes, inappropriate touching, stalking, posting sexual comments, pictures or videos online, etc. Obscene material - possessing, using, selling, possessing, or disseminating obscene material.
14. Technology Usage- Personal Device L2	A violation of the school's bell to bell, distraction-free law.
15. Technology Behavioral Violation	Misuse of computer/electronic/phone communications, including any unauthorized use of personal or CiTi-owned computers, software, or internet/internet account; accessing inappropriate websites; accessing confidential student/staff information; or any other violation of CiTi acceptable use policies. Also, repeated Level 1 violations can rise to Level 2
16. Use / Possession / Sale of combustibles	This would include bringing, using or selling fireworks, firecrackers, sparklers, etc. to school. Bringing flammable liquids onto school grounds without permission such as lighter fluid. Also, possession of any device that could ignite or explode. Flammables would include but not limited to butane, acetone, ether, and such.
17. Use / Possession / Sale of prescription or over the counter medicines	Students may not possess (without school permission) prescription or over-the-counter medications in school. All medications must go through the nurse's office. This includes Tylenol, cough syrup, allergy medicine, etc.
18. Use / Possession / Sale of tobacco, vaping products, caffeine pods	Possessing (including matches or lighters), smoking, using, or selling tobacco products; E-cigarettes or vapes of any kind on any part of school property while attending school-related activities, as well as in any DOT approved vehicles used to transport students or CiTi personnel.

LEVEL 3

BEHAVIOR EXAMPLES, INTERVENTION EXAMPLES, AND RESPONSE EXAMPLES

LEVEL 3 BEHAVIOR EXAMPLES *More examples below and in the index	POSSIBLE TEACHER AND SUPPORT STAFF INTERVENTION RESPONSES	POSSIBLE ADMINISTRATIVE INTERVENTIONS AND RESPONSES
SSEC Incident Report Violation #:	Contact School Resource Officer Notify School Nurse	• Collaborate with School Resource Officer
1. Homicide	Other Interventions as Suggested	• Communicate with First Responders, Healthcare as appropriate
2. Sexual Offenses	Parents involved in the Intervention planning to address highly aggressive, dangerous and/or illegal behaviors	• Contact Law Enforcement/First Responders
3. Assault	Reentry Planning as Needed	• Expulsion
4. Weapons	Refer Student to Appropriate Substance Abuse Counselor	• For False Activation: Fire Department must be notified, and they have authority until the event is investigated
5a. Discrimination / Harassment / Bullying	Referral and Coordination with Community-based Supports as Appropriate	• For False Activation: Principal must document the activation on #7 of the Annual SSEC report
5b. Cyberbullying	Restorative Conference with all People affected by the incident	• Immediate Removal from the School Setting
6. Bomb Threats	Teacher/Student Re-entry Plan	• Initiate Procedures for a Superintendent's Hearing
7. False Alarm		• Involvement of the Juvenile Justice System
8. Threat (other than bomb or false alarm)		• Long-term Suspension
9. Use, Possession or Sale of Drugs	This code of conduct requires response to:	• Notify School Nurse
10. Use, Possession or Sale of Alcohol	• Use	• Recommend IAES (Definition in the index) for SWD
11. Arson	• Possession	• Refer Student to Appropriate Substance Abuse Counselor
12. Technology Behavioral Violation L3	• Sale of substances	• Review of Placement
13. Trespassing	that are banned, illegal or prohibited by age.	
14. Robbery		
15. Unlawful Wearing of a Body Vest		
*Other Behavior – Also can include other Level 2 offenses that rise to the involvement of outside authorities.		

LEVEL 3

BEHAVIOR(S)-(LIST IS NOT ALL-INCLUSIVE)-

Conduct that is illegal, prohibited or could result in action by the juvenile justice system. Most are reportable to NYSED via the annual SSEC report.

BEHAVIORS	DESCRIPTION/EXAMPLES
1. Homicide	Any intentional violent conduct that results in the death of another person.
2. Sex Offenses	Any non-consensual sexual act committed by a person 10 years of age or older which would constitute a felony under Article 130 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act. This would include sexual assault, rape, inappropriate touching, sexting, watching someone undress, filming someone undressing, etc.
3. Assault	Any act committed by a person 10 years of age or older which would constitute a felony under Article 120 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported. Examples include intentionally causing serious physical injury to someone; using a deadly weapon or dangerous instrument to cause physical injury; assaulting someone and it results in broken bones, knocked-out teeth; stitches; lacerations, etc.
4. Weapons	An act committed by a person 10 years of age or older which would constitute a felony under Article 265.00 of the Penal Law taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act. Examples include intentionally bringing a firearm to school; concealing a weapon; brandishing a weapon; providing a weapon to another student; possession of ammunition; threatening to use a weapon when the student has reliable access to said weapon etc. Unlawful Wearing of a Body Vest - wearing of a body vest while possessing a firearm, rifle or shotgun and during and in furtherance of a crime.
5a. Discrimination / Harassment / Bullying 5b. Cyberbullying L3	The definition is above in Level 2, #10. Behavior rises to Level 3 when it is repeated after intervention or when the incident includes any Level 3 behaviors such as threat, assault, weapons, technology, etc.
6. Bomb Threats	A telephoned, written, or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.
7. False Alarm	Causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.
8. Threat (other than bomb or false alarm)	Threat of School Violence: (Other than Bomb Threat or False Alarm): a verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.

BEHAVIORS	DESCRIPTION/EXAMPLES
9. Use, Possession, or Sale of Drugs	Use, Possession, or Sale of Drugs: Illegally using, possessing, selling or being under the influence of a controlled substance or marijuana, on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana, on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property.
10. Use, Possession, or Sale of Alcohol	Use, Possession, or Sale of Alcohol: Illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.
11. Arson	Setting fire to any part of a school building; burning personal property; lighting trash cans on fire; burning school equipment; using accelerants; starting a fire as a prank or distraction; setting fire to bulletin boards, posters or other displays.
12. Technology Behavioral Violation L3	Technology Violation - Intentionally posting dishonest, damaging and/or profane statements or photos to an internet site or social media resulting in illegal defamation of character; illegal 911 calls such as "swatting." Theft of Personal Information/Property– theft via RFID readers or other devices that are used to access personal information/property, accessing CiTi BOCES systems and causing harm.
13. Trespassing	Entering a school building after hours, especially by force; accessing restricted areas like boiler rooms, resulting in harm; accessing the roof without permission, resulting in harm; staying on school property overnight without permission; trespassing during an emergency (re-entering the building during lockdown, fire drill, etc.)
14. Robbery	Forcible stealing - the person who is stealing threatens the use of or uses physical force or is brandishing a weapon
15. Unlawful Wearing of a Body Vest	Wearing a body vest while possessing a firearm, rifle or shotgun and during and in furtherance of a crime.

6. REPORTING VIOLATIONS

Everyone at school must tell a teacher, school counselor, principal, or someone in charge right away if they see someone breaking the school rules. If you see someone with a weapon, alcohol, or illegal substances at school or online, you must tell an adult immediately.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The program administrator or designee must notify the appropriate local law enforcement agency of those Code

violations that constitute a crime as soon as practical, but in no event later than the close of business the day the principal or his/her designee learns of the violation. The notification may be made by telephone.

The district will report any Code of Conduct violations which constitute a crime when a student is under 16, to the appropriate human service agencies.

Any person observing a student being harassed, bullied and/or discriminated against by another student or a staff member shall report this information both orally and in writing immediately to a teacher, the Principal, the Superintendent, or the designated Dignity Act Coordinator.

Retaliation Prohibited

Any act of retaliation against any person who reports or files a complaint of harassing or discriminatory behavior is strictly prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a harassment or discrimination complaint is prohibited.

For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment.

Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination, as applicable.

Where incidents involve violations of civil rights, the victim and the alleged perpetrator have the right to be represented by a person of their choice, at their own expense, during investigations and hearings. In addition, victims have the right to register complaints with the U.S. Department of Education's Office for Civil Rights. Employee victims also have the right to register complaints with the Federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

7. PENALTIES/ENFORCEMENT

Students: Students who violate the rules will face disciplinary actions based on the situation and the school's due process rules and this Code of Conduct.

Tenured Faculty Members: Faculty with tenure will be disciplined according to the facts and the Education Law §3020-a, along with any other legal rights they have.

Civil Service Employees: Employees protected by Civil Service Law §75 will face disciplinary actions based on the situation and the law, as well as any other legal rights they have.

Other District Employees: Other employees can receive a warning, reprimand, suspension, or dismissal based on the situation and their legal rights.

Visitors: If visitors break the rules, they will lose their permission to stay on school property or at school events and will be asked to leave. If they refuse to leave, they could be forced out or even arrested.

Enforcement: School administrators and staff oversee making sure everyone follows the rules. If they see someone doing something wrong but it's not dangerous, they'll tell the person to stop and warn them about the consequences. If the person doesn't stop or if they're a threat, they'll be removed from the property or event immediately. The school might also take legal action against anyone who breaks the rules.

8. ABSENCES MATTER!

- Going to school every day is important for learning.
- Consistent attendance builds important life skills.
- Regular attendance helps students develop social skills and build relationships.
- Good attendance sets a positive habit for life.
- The New York State Education Department counts both excused and unexcused absences toward the determination of chronic absenteeism.
- If a student averages two absences a month for the entire school year, they would be considered chronically absent.
- CiTi is prepared to problem-solve with students and parents/caregivers for solutions to any issues which keep students from attending school.

TYPE OF ABSENCE	EXAMPLES (NOT ALL-INCLUSIVE)	OTHER INFORMATION
Excused (With a written excuse)	• Personal illness or injury. • Serious illness, emergency illness or death in the student's immediate family. • Obligatory religious observance. • Court-required appearance. • Dental or other medical appointment. • School-sponsored or activity or event. • School-approved college visit or interview. • Principal-approved career awareness or occupational education program. • Driver's license road test (however not a driver permit test.) • Delayed arrival of the student's school bus to the campus. • Inclement weather or impassable roads that make travel unsafe. • School music lesson.	Other reasons may be authorized by the Principal or Superintendent of Schools. Unexcused and Excused absences both count toward whether a student is considered "chronically absent." (A student with a documented long-term illness that is unable to attend school can be excluded from this determination.)
Unexcused (With or without a written excuse)	• Going on a vacation; • Shopping; • Baby sitting; • Visiting Family; • Skipping Class; • Oversleeping; • Missing the bus; • Working; • Truancy	Truancy is when a student, whose parent/ caretaker expects them to be in school, and they do not attend for other than excused reasons. Truancy is a violation of law under the New York State Family Court Act. Such absences may require school or community service agency intervention or carry a disciplinary consequence by the school.
All absences require a written excuse from a parent explaining why the student was absent or tardy. The excuse is required the day the student returns to school. If the student doesn't have an excuse, the school might investigate the absence. If no excuse is provided, the absence will be marked as unexcused on school records.		

A written excuse does not automatically make an absence "excused." The reason for the absence determines whether the absence is "excused or unexcused."

9. DRESS CODE

Individual students and their parents/guardians are responsible for student dress and personal appearance. Personal appearance is one of the most visible indicators of youth culture and self-identification. The CiTi student dress code supports equitable educational access and does not reinforce gender stereotypes.

Our values are:

All students should be able to dress comfortably for school without fear of or experiencing unnecessary discipline, or body shaming.

All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing / self-expression.

Students should not face unnecessary barriers to school attendance.

Student dress should not be a major reason for conflict and inconsistent discipline.

Goals of our Dress Code:

- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious & cultural attire without fear of discipline or discrimination.
- Maintain a safe learning environment throughout our programs and especially in programs where protective or supportive clothing is required.
- Prevent students from wearing clothing with offensive images or language depicting or advocating profanity, hate speech, pornography, violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and/or personal style.

Basic Principle: Certain Body Parts Must be Covered for all Students

Clothes must be worn in such a way that genitals, buttocks, undergarments, and nipples are covered with non-transparent material. All items listed in the “**must wear**” and “**may wear**” categories below must meet this basic principle.

All Students Must Wear:

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/ leggings
- Shoes: (school can require activity/ safety-specific shoes)
- Any required safety/PPE relevant to their program, which maintains a safe learning environment

All Students May Wear:

- Hats, including religious headwear
- Hoodie sweatshirts (hood up is allowed if face is not covered)
- Fitted pants, including leggings, yoga pants and “skinny jeans”
- Clothing with holes/rips (if underwear and/or genital and buttocks are not exposed)
- Visible waistbands or straps on undergarments worn under other clothing
- Tank tops, including spaghetti straps
- Clothing with commercial or athletic logos provided they do not violate Section 3 below

Students Cannot Wear:

- Violent language or images including obscenities, profanities, vulgarity, sexual or other harassment
- Images or language depicting tobacco, drugs, or alcohol (or any illegal item or activity) or the use of same
- Language or images of unfounded charges, defamation, discriminatory statements, libelous statements
- Images or language that creates a hostile or intimidating environment based on any protected class including symbols of hate such as the confederate flag, swastika, etc. CiTi does not allow any symbols that on their own universally instill anxiety or fear in the majority of a group.
- Visible underwear
- Helmets or headgear that obscures the face (except for medical purposes, career safety purposes or religious observance)

It is up to educators (staff, teachers, and administrators) to take an educational and restorative approach when they have deemed clothing needs intervention. Students have a right to a conversation about their clothing, and their parents, caregivers, or families should be notified about any actions taken regarding clothing.

Attendance at placements outside of CiTi Programs, such as work studies, internships, and/or clinical rotations may have clothing/appearance requirements that are different from those listed for typical instruction in a CiTi program.

10. APPROPRIATE USE OF ELECTRONIC DEVICES AND ARTIFICIAL INTELLIGENCE

Electronic Devices

We believe that, with support, students should learn how to effectively and ethically manage and handle devices used in an educational setting. Students must follow appropriate usage standards and comply with acceptable use policy.

The school is not responsible for the loss or theft of electronic devices brought to school by students.

Using any device and/or social media platform to misrepresent an individual, harass or bully, or promote/instigate illicit activity (e.g., fighting) is unacceptable. Unauthorized individuals, including students, are not permitted to have RFID

Reader/Writers such as Flipper Zero or other devices used for database and system infiltration. Possession of these devices is a Level 3 offense.

Use of cell phones, computing devices, portable music and entertainment systems, and other electronic devices during the administration of state standardized examinations is governed by the New York State Education Department rules and may be prohibited.

Use of Personal Internet Enabled Devices During School Hours

Important Distinction

This code of conduct distinguishes between Smart Technology **Use** Violations – unauthorized or unpermitted use of a personal device during the school day, and Smart Technology **Behavioral** Violations – harmful, unsafe, or inappropriate behavior involving personal or school technology, which may occur at any time (on or off campus).

Behavioral Violations will result in additional or different consequences and interventions than Use Violations. Examples of Behavioral Violations include:

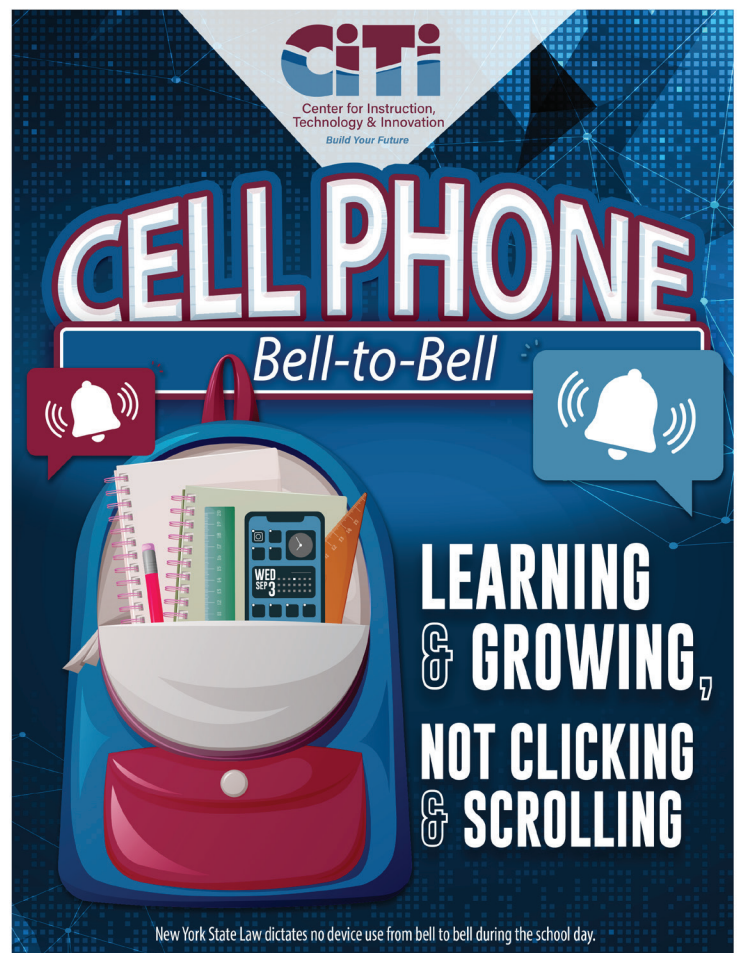
Cyberbullying, sexting, inappropriate filming or photography, harassment via digital platforms

Effective in the 2025–2026 school year, New York State and this school district will implement a “Bell-to-Bell” personal device policy as part of the Distraction-Free Schools Law. Under this policy, students use of personal internet enabled devices—including, but not limited to, smartphones, smartwatches, and internet-enabled devices—is prohibited throughout the school day, unless explicitly authorized for specific educational or medical purposes.

Explicit Authorized Use Exceptions

Students may use personal smart devices only with explicit permission and only for the following purposes:

- Educational activities directed by a teacher
- Medically necessary functions, as documented
- Translation support
- As required by an Individualized Education Program (IEP) or Section 504 Plan



Device Storage Guidelines

All personal smart devices must be:

- Powered off and
- Stored out of sight (e.g., in lockers, backpacks, or on the student's person)

Progressive Response to Use Violations

1st Violation

Student completes a reflective writing task or engages in a structured dialogue with staff to explore the purpose of the policy and strategies to avoid future violations. Parent/caregiver notification.

2nd Violation

Student develops a Behavior Improvement Plan with staff support, including actionable steps, check-ins, and support strategies. Parent/caregiver notification.

3rd Violation

Student is required to store their device in a locked storage area of main office or classroom as applicable before the first period and retrieve it after the last bell. Parent/caregiver notification.

Artificial Intelligence

All users will be held accountable for the ethical use of AI tools at CiTi. Additionally, all users must use AI and language models in accordance with academic integrity. This includes properly

Students may not access or display their devices during the school day without prior permission. Students who violate this policy will be subject to progressive, restorative consequences as outlined below.

4th Violation (Failure to comply with required storage)

Device may be confiscated (returned at the end of the day), and the student may be assigned detention. Parent/caregiver notification.

5th and Subsequent Violations

Device will be confiscated and returned only to a parent or guardian. Student may be assigned In-School Suspension (ISS) with continued reflection and support activities. Parent/caregiver notification.

citing any information sourced from AI technologies, and not using AI to generate or submit work that is not their own. Read more in-depth information about AI in Appendix A.

11. THE DIGNITY FOR ALL STUDENTS ACT

Reporting and Investigation:

In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function

Why Reporting Matters: Mistreatment can't be effectively addressed unless incidents are reported. As students, parents, school employees or other observers, we all play a crucial role in creating a safe environment. If you witness or hear about bullying behavior or know a child has been bullied, harassed, cyberbullied, or discriminated against, please follow these steps:

1. Verbal or Written Complaint (Students, Parents, Community Members): Reach out to any school personnel (teachers, administrators, etc.) with a verbal or written complaint. You may also submit a written complaint using a link online from our homepage at citiboces.org. Paper forms are also available in several locations in each of our

programs for student reporting.

2. Verbal or Written Complaint (School Employees): Timely Reporting: In accordance with State law, school personnel have a duty to report any incidents they observe or become aware of. Within one school day, employees must refer the information to the appropriate district staff for investigation. The district reporting form should be filled out within two school days.

a. No Silence Allowed: Even if the target doesn't complain, failure to report observed incidents or incidents that employees have been made aware of, may be considered unlawful discrimination or harassment.

b. Reportable Incidents: School personnel are required to report their awareness of student-to-student and staff-to-student incidents.

c. Seek Guidance: If staff are unsure about the reporting process, they should ask their supervisor or Dignity Act Coordinator for guidance.

Dignity Act Coordinators 2025-26:

NAME	LOCATION	EMAIL	PHONE
Roseann Bayne	District Office	rbayne@CiTiboces.org	315.963.4297
Evelyn Warchol	CiTi Lanes CARE	ewarchol@CiTiboces.org	315.963.4276
Mike Thurlow Christina Rode	CiTi Campus – CTE	mthurlow@CiTiboces.org crode@CiTiboces.org	315.963.4433 315.963.4239
Amanda Petrie Amy Kunzwiler	CiTi Campus – PTECH	apetrie@CiTiboces.org akunzwiler@CiTiboces.org	315.963.4248 315.963.4248
Angel Baines Jon Warchol	CiTi Campus – STRIVE	abaines@CiTiboces.org jwarchol@CiTiboces.org	315.963.4279
Gary Brisson	CiTi – Volney Elementary	gbrisson@CiTiboces.org	315.216.4995
Jenette Altobello	CiTi – Fairley Elementary	jaltobello@CiTiboces.org	315.298.1570
Shannon Tanner	CiTi – Central Square MS	stanner@CiTiboces.org	315.963.4252
Michelle Hopp	CiTi – BRIDGES	mhoppp@CiTiboces.org	315.216.1478
Sarah Nugent	CiTi – Fourth Street Steppingstones	snugent@CiTiboces.org	315.598.8608
TBD	CiTi – Campus A+	TBD	315.963.4259
Carol Scaccia	CiTi – Work Study	cscaccia@CiTiboces.org	315.963.4475

Investigation and Accountability:

All complaints will be documented and investigated according to regulations and procedures.

The building principal will provide a quarterly report to the Superintendent based on complaints filed.

If you disagree with the investigation results, you can appeal to the District DASA Coordinator, Superintendent of Schools and/or the Board of Education.

Material Incident According to DASA, a material incident must:

1. Be an act of harassment, bullying, discrimination, or cyberbullying
2. Have happened on school property, at a school function, or off-site with on-site impact

3. Be committed by a student or school employee AND Cause one or more of the following:

1. Emotional harm to the student
2. Hostile school environment
3. Interference with education
4. Fear for physical safety

DASA requires that material incidents must be investigated, documented and addressed

Schools must take appropriate action, but DASA does not require that every material incident result in discipline.

“Appropriate action” is determined locally and may include:

- Disciplinary consequences
- Restorative interventions
- Mediation
- Support services
- Parent/guardian involvement
- Instructional or behavioral supports

Not all harmful or material incidents involve clear misconduct. Some material incidents under DASA rise to the level of misconduct under the school’s Code of Conduct—and others do not.

Reporting Crimes:

If bullying, harassment, or discrimination constitutes a crime, the Building Principal or DASA Coordinator will promptly

report it to law enforcement. The Superintendent of Schools will also be notified within one day.

Statewide Reporting:

Verified bullying incidents meeting state criteria will be included in the statewide reporting system. Data collection is part of the School Safety and the Educational Climate (SSEC) annual reporting.

The Board will review annual reports relevant to bullying and school climate, considering potential policy modifications and additional training.

Designation and Role of Dignity Act Coordinator (“DAC”):

The Board of Education will annually designate at its organizational meeting at least one staff member for each building, who has been trained in human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), and sex.

In addition, the Board shall appoint a district-wide coordinator. The Dignity Act Coordinator (“DAC”) is accountable for implementation of this policy and for coordinating and enforcing this policy.

Prevention:

Cooperation with and respect for others is a key District value. Prevention programs in our district aim to reduce bullying

and improve students’ relationships by integrating prevention strategies into classroom instruction.

Intervention:

Adults and bystanders play a crucial role in preventing problems early on. When they notice bullying or harassment, they can step in to help. This intervention focuses on education, skill-building, and sometimes remediation. Remedial actions aim to correct the behavior, prevent it from happening again, and protect the person being targeted. Remediation can be directed at the individuals involved or at the whole school or district.

Additionally, the intervention prioritizes the safety of the person being bullied. School staff should either refer the student to appropriate resources or intervene according to the school’s policy. The Dignity Act Coordinators will be listed on the school district’s website.

Training:

All employees must receive mandatory annual training on the Dignity for All Students Act. Training will be reflected in the district’s annual professional development plan, new teacher orientation, and will be considered in the budget process. Students should receive annual training on the identification and reporting of bullying, harassment, discrimination and cyberbullying. Also, students must receive training on the safe and effective use of electronic devices.

The DAC, administrative employees and other staff, such as school counselors, social workers, and school psychologists who have specific responsibilities for investigating and/or resolving complaints of bullying, shall receive training to support implementation of this policy, regulation and on related legal developments.

Confidentiality:

Our school district respects everyone’s privacy, especially when it comes to harassment. We try not to share complaint details, or the names of people involved with anyone who doesn’t need to know. But sometimes, we must reveal this information to make sure things are handled fairly and promptly. The person in charge of investigating complaints will talk to everyone about privacy rules.

- Anonymous Reporting (not for employees): DASA Complaint Form
- The Dignity Act Link: <https://www.p12.nysed.gov/dignityact/>
- Paper forms are also available in every CiTi program

Definitions of bullying, harassment, discrimination, cyberbullying and the Crown Act are in our definitions section.

12. SEXUAL HARASSMENT

Sexual Harassment: What You Need to Know

The Board of Education is committed to creating a safe environment for all employees and students in the School District. This means preventing all forms of sexual harassment. Sexual harassment isn't just about the offender's intention; it also depends on how the victim perceives the behavior.

Sexual harassment is unwanted behavior of a sexual nature. It can happen in different ways:

Verbal Sexual Harassment:

Offensive words or comments spoken privately to someone or in front of others.

Examples: Comments about body parts, sexual suggestions, spreading rumors, or using sexual orientation as an insult.

Nonverbal Sexual Harassment:

Staring, pointing, or making obscene gestures related to someone's body.

Displaying sexual material or writing sexual remarks in public places.

Warning Signs of Sexual Harassment:

Thoughts: "Why me? What did I do?"

Feelings: Guilt, helplessness, anger, fear, or feeling trapped.

What You Can Do:

Say No: Be direct and explain why you're offended. Let the person know their actions were inappropriate.

Keep Records: Note dates, quotes, witnesses, and patterns of harassment.

Physical Sexual Harassment:

Unwanted physical acts with a sexual focus.

Examples: Grabbing, touching, tearing clothing, kissing without consent, or blocking someone from moving.

Flirtation vs. Sexual Harassment:

Flirtation can feel positive and equal, while sexual harassment makes someone feel bad, powerless, and inferior.

Power dynamics, persistence and context often distinguish harassment from flirtation.

If someone's actions make you feel uncomfortable or unsafe, it is important to talk to a trusted adult.

Talk to a Counselor: Seek help and discuss your experience.

Tell Someone: Share with a trusted person (parent, counselor, teacher, friend).

File a Complaint: Contact the DASA Coordinator, Principal, and/or the Title IX Officer if needed.



13. PROHIBITED CONDUCT ON SCHOOL TRANSPORTATION

Most students are eligible for bus transportation to and from school or from their component school district to CiTi BOCES and back. All students riding school buses or DOT-approved vehicles to and from school, or to and from school-related activities, are expected to maintain good conduct while traveling, regardless of the district of origin for transportation. Students are also often transported to and from internships, field trips and other industry-related events with trips originating from CiTi BOCES using component school district transportation. To ensure a safe transport, the following rules must be observed:

- Obey all the driver's lawful directions without question.
- Remain seated while the bus/vehicle is in motion.
- Always be helpful and courteous.
- Keep all noise at a low level.
- Keep hands, feet, and possessions to yourself.
- Avoid physical contact, report problems to the driver.
- Avoid verbal attacks on others.

Students must behave appropriately on school buses to ensure everyone's safety and avoid distracting the driver. Misconduct, such as excessive noise, pushing, shoving, or fighting, will not be tolerated and may result in disciplinary action, including suspension. The CiTi administration will inform the student's home district transportation department of any misconduct during bus rides to or from CiTi locations.

14. STUDENT DRIVING PRIVILEGES

Student parking is available on CiTi school grounds. Permission to drive and park on the CiTi campus is a privilege which requires an application process. Any student wishing to drive needs to see the administrator in their building for more information.

- All student drivers and passengers must have prior permission to drive to CiTi and park on school grounds.
- Student drivers shall not speed, drive recklessly, park illegally, squeal tires, or otherwise endanger others with their vehicle.
- Students shall not have unauthorized passengers in their vehicles

- The building principals and SRO's have authorization to conduct an inspection of student cars parked in the school parking lot during the regular school day where there is reasonable suspicion that the car contains items that would hinder the health, safety, and/or morale of students or staff.
- This search will be done only after informing the driver and/or parent, with said driver present.
- Failure on the part of the driver to allow this inspection will result in the loss of parking privileges.
- Students may not park, on school grounds, a vehicle which displays any expressions (phrase, word, or words) or insignia (picture, symbol, or flag) which is lewd, obscene, indecent, or that promotes or advocates racial or religious prejudice, violence or interferes with the learning process.

15. SUSPENSIONS, DISCIPLINARY PENALTIES, PROCEDURES, PROCESSES, TEACHER REMOVAL, AND REFERRALS

TYPE OF SUSPENSION	STUDENTS	PARENTS	NOTIFICATION INFO	OTHER
Alternate Educational Suspension (AES)	Provided with notice of misconduct.	Receive notice in writing, but not required before assignment to ISS. Phone calls are made when accurate numbers are available.	Teachers are notified of a student's assignment to ISS and required to provide classwork.	In-school suspension suspends a student's attendance to their classes, but not their attendance to school.
Suspension-5 days or less (OSS)	Provided notice of the charged misconduct. Students will be provided alternative instruction while suspended.	Receive notification in writing within 24 hours, including description of incident. Phone calls are made when accurate numbers are available.	Parent has the right to request an immediate informal conference before the suspension begins unless the student presents an immediate and serious threat to the safety of the school community.	Parent may appeal a suspension to the Superintendent and/or the Board of Education Out-of-school suspension suspends a student from school attendance.
Suspension-5 days or more (OSS)	Same as above	Same as above	Students cannot be suspended for more than 5 days without a Superintendent's Hearing.	See in-depth information below Districts are required to provide tutoring for two (2) hours per day for elementary students and three (3) hours per day for secondary school students
Permanent Suspension	Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.			

*Right to an informal conference: students and parents have the right to an informal conference with school staff to discuss any concerns, questions or incidents related to any suspension. This meeting allows for open communication, clarification and the opportunity to resolve issues together.

Minimum Periods of Suspension

In accordance with law, Commissioner's regulations, and the BOCES Code of Conduct, minimum periods of suspension shall be provided for the following prohibited conduct, subject to the requirements of federal and state law and regulations:

Consistent with the federal Gun-Free Schools Act, any student determined to have brought a firearm to school or possessed one on school premises shall be suspended for at least one calendar year. However, the Superintendent has the authority to modify this suspension requirement on a case-by-case basis.

More than Five School Days

- A student may not be suspended for a period in excess of five (5) school days unless he/she and the parent/guardian in parental relation to him/her shall have had an opportunity for a Superintendent's Hearing at which the student shall have the right to be represented by an attorney, the right to present witnesses and other evidence on his/her own behalf, and the right to cross-examine witnesses against him/her. The notice of hearing should advise the student of the grounds for the charges in specific enough terms to enable him/her to reasonably anticipate the subject content of the proposed hearing and to prepare a defense. The student may bring a parent/person in parental relation with him/her to the hearing, and both the student and the person invoking the hearing procedure may be represented by counsel. A sign language interpreter should be available, if needed.
- At the hearing, people having direct knowledge of the facts should be called to testify. Hearsay evidence may be admitted but alone is not sufficient, notwithstanding the administrative nature of the proceeding. There must be some direct evidence of guilt of the charges. The burden of proving guilt rests upon the person making the charge, and the student is entitled to a presumption of innocence of wrongdoing unless the contrary is proved. The student may testify on their own behalf and is free to cross-examine witnesses against him/her.
- Both the Superintendent of Schools and the Board of Education are authorized to appoint a hearing officer to conduct student disciplinary hearings. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline. The report of the

A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such a period on a case-by-case basis to be consistent with any other state and federal law is **three days**.

A minimum suspension period for acts that would qualify the student to be defined as a violent student in accordance with Education Law Section 3214(2-a)(a), provided that the suspending authority may reduce such a period on a case-by-case basis is **five days**.

hearing officer is considered advisement only, and the Superintendent of Schools or Board of Education may accept or reject all or any part of such a report.

- If basis for a suspension is, in whole or in part, the possession on school grounds or school property by the student of any firearm, rifle, shotgun, electronic stun gun, gravity knife, switchblade knife, pilum ballistic knife, metal knuckle knife, cane sword, billy, blackjack, billy, blackjack, bludgeon, plastic knuckles, metal knuckles, chuka stick, sand bag, sand club, wrist-brace type slingshot, "Kung Fu star", dagger, dangerous knife, including a pocket knife, dirk, razor, stiletto dagger, or any of the weapons, instruments or appliances specified in Penal Law Section 265.01, the hearing officer or Superintendent shall not be barred from considering the admissibility of such weapon, instrument or appliance as evidence, notwithstanding a determination by a court in a criminal or juvenile delinquency proceeding that the recovery of such weapon, instrument or appliance was the result of an unlawful search or seizure.
- A record of the hearing shall be maintained, but no stenographic transcript shall be required, and a tape recording shall be deemed a satisfactory record. When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of a reasonable nature to that provided in the student's regularly scheduled classes. Although the alternative instruction need not match in every respect the instructional program previously offered to the student, it must be adequate so that the student may complete his/her course work.

In the case of a potential long-term suspension and/or disciplinary change in educational placement of a student classified as having a disability or a student presumed to have a disability for discipline purposes as defined pursuant to law and regulation, a referral to the district Committee on Special Education will be made to determine if the behavior giving rise to the suspension is directly related to the disability. Suspension and/or disciplinary change in educational placement of students with disabilities and students presumed to have a disability for discipline purposes shall be in accordance with federal and state law and due process requirements.

Teacher Removal of a Student From Class

IMMEDIATELY	BY END OF DAY	WITHIN 24 HOURS	WITHIN 48 HOURS OF STUDENT'S RETURN TO CLASS
Incident Occurs	Administrative Determination	Notification to Parents	Restorative Conference with Teacher
- Teacher uses the interventions in the Code of Conduct to appropriately respond to the student prior to removal. - Teacher makes the decision to remove a student when interventions have been implemented/documented, but the inappropriate behavior continues. - Teacher explains the reason for the removal to the student. - Teacher requests student removal and has until the end of day to complete details of the referral via district/school established disciplinary removal form. Copy of completed form is given to the teacher. - Teacher informs the administrator or other escort the reasons for the removal of the student. - Student is escorted from the classroom for a conference with an administrator or support staff. - Removal is for the remainder of the class period. - If appropriate, the student will complete a Student Reflection Sheet.	- Student completes a reflection sheet with the Restorative Questions, is given an opportunity to respond to accusations and explain their side of the story. - Administrator investigates the incident, including speaking with the student and teacher, and determines whether additional actions are warranted. - Principal may overturn the teacher's removal if: - The allegations against the student are not supported by the evidence. - The student's removal is a violation of law or the district Code of Conduct. - If suspension is warranted, an administrator must complete suspension required documentation.	- Parent is notified by an administrator or school staff by telephone or in writing. The communication must include a description of the incident and a summary of the evidence. - Parent must be informed of their right to request a conference with an administrator and teacher to discuss reasons for classroom removal. - Teacher requesting removal can request a conference with the parent and administrator. Parent Request for Conference - Within 24 hours of the incident, a parent can request a phone or in-person conference with the principal and/or teacher to discuss reasons for classroom removal and next steps to resolve the problem and restore the relationship. Additionally, the student shall be afforded an opportunity to present his or her explanation of the incident.	Withing 48 hours of the student's return to class, the administrator may release the student from class to meet with the teacher at an appropriate time for a restorative conference to take place. They will discuss reasons for removal and strategies to improve student's behavior and engagement in the classroom and restore relationships.

Project SAVE (Safe Schools Against Violence in Education)

Project SAVE is a New York State law designed to ensure safe and secure school environments. It requires schools to have clear policies and procedures for preventing and responding to violence, including threats, weapons, and harassment. The

law also mandates training for staff, emergency response planning, and communication with families when safety concerns arise.

16. TIMEOUT, PHYSICAL RESTRAINT, & CORPORAL PUNISHMENT

Time Out & Physical Restraint

CiTi BOCES prohibits the use of corporal punishment, aversive interventions, and seclusion. CiTi BOCES authorizes the limited use of timeout and physical restraint in schools to address student behaviors subject to conditions in law, regulation, and the board policy.

Physical restraint shall only be used in a situation in which immediate intervention involving the use of reasonable physical force is necessary to prevent imminent danger of serious physical harm to the student or others.

(i) The type of physical restraint used shall be the least restrictive technique necessary as well as compliant with TCIS measures. The physical restraint should be discontinued as soon as the imminent danger of serious physical harm has resolved.

(ii) Physical restraint shall never be used in a manner that restricts the student's ability to breathe or communicate or harms the student.

(iii) The use of prone restraint is prohibited.

(iv) Physical restraint shall not be used as a planned intervention on a student's individualized education program, Section 504 accommodation plan, behavioral intervention plan, or other plan developed for a student by the school.

(v) Physical restraint shall not be used to prevent property damage except in situations where there is imminent danger of serious physical harm to the student or others and the student has not responded to positive, proactive intervention strategies.

(vi) Physical restraints shall be administered only by staff who have received TCIS training.

(vii) Following a physical restraint, the school nurse, pursuant to section 902(2)(b) of the Education Law or other medical personnel (i.e., physician, physician assistant, or a nurse practitioner) shall evaluate the student to determine and document if any injuries were sustained during the incident.

Please read the board policy in its entirety: (policy 7350) go.boarddocs.com/ny/citiboces/Board.nsf/Public#



Parental Notification – Physical Restraint and Time-Out

In accordance with New York State Education Law § 4402 and State regulations:

Same-day verbal notice: Parents or guardians must be notified on the same day a student is physically restrained or placed in a time-out room.

Documentation: A written report must be provided within 24 hours, detailing the incident, de-escalation steps used, duration of restraint or time-out, and the threat necessitating the action.

Opportunity to meet: Families must be offered a meeting to discuss the incident and plan next steps (typically within a few days) .

Recordkeeping: Schools must document notification attempts if parents cannot be reached, staff involved, timing, interventions used, injuries (if any), and follow-up debriefing.

Corporal Punishment

Corporal punishment is any act of physical force upon a student to punish them. It includes actions such as hitting, spanking or physically disciplining a student. Corporal punishment of any student by any District employee is strictly forbidden and as of October 25, 2023, it is prohibited in every school within the state of New York and is classified as child abuse (Education Law §1125 and §305). visit for more information: nysed.gov/sites/default/files/programs/student-support-services/updates-to-behavioral-supports-and-interventions-in-schools.pdf

It is important to note that corporal punishment does not include the use of physical restraints required to protect the student, another student, teacher, or any other person from

physical injury when alternative procedures and methods not involving the use physical restraint cannot reasonably be employed to achieve these purposes [8 NYCRR §19.5(b) (2)]. Schools must maintain documentation of every physical restraint.

Physical restraint may not be used as a planned intervention and prone restraint (face down) is never allowed.

The District will submit a report of all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations on a semiannual basis.

Investigation of Complaints about Corporal Punishment

Any complaint about the use of corporal punishment shall be submitted in writing to the Superintendent of Schools. This written complaint will be forwarded to the school attorney within seven (7) days. The Superintendent will investigate the complaint to determine whether an incident actually took place, and if so, to determine the identity of the person or persons who administered the punishment, the identity of the

student or students punished, the reasons for the action and any other relevant facts or circumstances. This investigation's results will be forwarded to the school attorney upon completion for further review.

17. PINS PETITIONS/JUVENILE DELINQUENCY/HUMAN SERVICES AGENCIES/OUTSIDE REFERRALS

PINS Diversion and Petition Procedure

In alignment with the Families First Prevention Services Act of 2018 and New York State PINS (Persons in Need of Supervision) Reform Legislation, CiTi is committed to working collaboratively with students, families, and the Oswego County Department of Social Services (DSS) to address behavioral concerns through early intervention and diversion services, prior to any court involvement.

The intent of this section is to outline the procedures for supporting students who may be exhibiting behaviors consistent with PINS definitions and to clarify the role of school personnel in this process.

Definition of PINS

A Person in Need of Supervision (PINS) is defined under New York State Law as a youth under the age of 18 who:

Does not attend school in accordance with the New York State Education Law

Is habitually disobedient, ungovernable, or beyond the control of their parent/guardian

Has engaged in certain prohibited behaviors under the Penal Law (e.g., underage marijuana possession or loitering for the purpose of prostitution)

May be a sexually exploited child and consents to the filing of a PINS petition

Diversion Services and School Responsibilities

Prior to filing a PINS petition, diversion services must be offered and attempted in collaboration with DSS. Diversion efforts aim to support students and families through preventive services rather than legal intervention. These may include:

Casework counseling

Referral to community-based services

School-based support meetings and interventions

Coordination with DSS caseworkers

CiTi staff will make reasonable efforts to address concerns through internal supports (e.g., counseling, academic interventions, family engagement) and document all actions taken.

In cases involving truancy, CiTi staff will take proactive measures to engage both the student and their family. This includes consistent outreach, holding team meetings, developing attendance plans, and making referrals to appropriate support services. All actions taken must be clearly documented and included with any PINS-related referral.

Staffing and Referral Protocol

A formal PINS staffing meeting may be requested when the following criteria are met:

There is an open referral, preventive services case, or CPS case with DSS

Preventive or diversion services have not resolved the issues

At least three school-based intervention meetings have been conducted without resolution

Staff will be asked to complete a PINS/EDNG Diversion Form prior to the staffing meeting. This form will be returned to the DSS caseworker and should be submitted at least two weeks

Criteria for Filing a PINS Petition

A PINS petition may be filed only if the following apply:

The youth meets one or more of the legal definitions outlined above AND

before the staffing date to allow for information gathering and review.

The staffing meeting will review:

The student's response to diversion efforts

School-based concerns and attendance history

Safety and risk factors

Mental health and behavioral health needs

Available community-based options

There is no substantial likelihood that the youth or family will continue to benefit from diversion services AND

All alternatives to petition have been exhausted

18. STUDENT SEARCHES AND QUESTIONING

A. Role of School Authorities:

School authorities have the right to question students and search their belongings if they have a good reason and/or reasonable suspicion. They are authorized to confiscate any item determined to be unlawful under applicable laws and regulations. Students are not entitled to any sort of "Miranda" - type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned. They also may use trained dogs to find drugs or explosives.

When they search, they consider:

- The student's age
- The student's history at school
- How serious the problem is
- How urgent the situation is
- How important the information needed is
- How reliable the information leading to the search is

B. Student Response:

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, or student automobiles and may seize any illegal, unauthorized, or contraband materials discovered in the search. A student's failure to permit searches or answer questions will be considered grounds for disciplinary action.

C. Privacy Expectations:

Students shouldn't expect privacy in school lockers, desks, or other storage spaces. These are for temporary storage of school items, are considered school property and can be searched at any time if necessary.

D. Working with Law Enforcement:

School staff work with the police. Police can be called to investigate crimes at school or during school events. When police question students at school, they must follow the law and respect students' rights.

E. Testing Vaping Devices

In the event a school official legally confiscates a vaping device from a student and the school official has reasonable individualized suspicion that the vaping device contains marijuana, THC, or any other illicit drug, the school official shall have the authority to test said device to determine if it contains any of those substances. If the test of the vaping device confirms the presence of marijuana, THC, or any other illicit drug, the student will face disciplinary consequences as outlined in this Code of Conduct.

F. Questioning of Students Suspected of Possessing or Consuming Alcohol or Illegal Substances

All administrators and school authorities may investigate the suspected consumption or use of alcohol or illegal substances on school property or at a school function. Such investigations may include (but are not limited to):

- Searching student lockers, desks, and other storage spaces
- Searching student clothing
- Questioning students
- Conducting prescreening tests (e.g. examining coordination, mannerisms, speech) and
- Using hand-held breath test devices

The school nurse may be involved in the questioning/search/health assessment procedures if necessary.

G. Documentation of Searches

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

Name, age and grade of student searched.

Reasons for the search.

Name of any informant(s).

Purpose of search (i.e., what item(s) were being sought).

Type and scope of search.

Person conducting search and his/her title and position.

Witnesses, if any to the search. Should have one adult witness.

Time and location of search.

Results of search (i.e., what item(s) were found).

Disposition of items found.

Time, manner and results of parental notification.

The Principal or his/her designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. Item(s) will not be returned to the student and/or caregiver. The Principal or his/her designee shall clearly label each item taken from the student and retain control of the item(s) until the item(s) is turned over to the police. The Principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

19. DISCIPLINE: STUDENTS WITH DISABILITIES

NY State Education Department Students with Disabilities

IDEA 2004 Model Forms: Procedural Safeguards Notice (MS Word) (nysed.gov)

Overview of the Disciplinary Process for Students with Disabilities in New York State:

In addition to the suspension procedures that appear in Section 12, page 37, which apply to all students in New York State, there are additional procedures and protections that apply to students with disabilities, these include:

- The provision of a free, appropriate public education (FAPE) to students who are suspended or removed for disciplinary reasons for more than 10 school days in a school year.
- The responsibility of schools to address behaviors that result in suspensions or removals for more than 10 days in a school year. A functional Behavior Assessment (FBA) and behavioral intervention plans (BIP) would be utilized for this.
- The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination).

- Providing the parent/guardian of the student with a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement.

- An expedited process (expedited due process hearings) to resolve disagreements between parents and schools regarding certain disciplinary actions.

- Protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability ("student presumed to have a disability for discipline purposes").

- Expedited evaluations of students suspected of having a disability during the time the student is suspended.

School officials have authority to suspend or remove students with disabilities. School officials have increased authority to suspend or remove students with disabilities to interim alternative education settings (IAES), for up to 45 calendar days for offenses relating to illegal drugs, controlled substances, weapons, or behavior involving serious bodily injury.

In instances when school personnel maintain that it is dangerous for a student to remain in his/her current educational placement, school officials can request an

expedited due process hearing, or move the student to an interim setting. School officials can remove a student with a disability from his or her current placement, when necessary, even though the student had previously been removed earlier in that school year, if the removal does not constitute a "disciplinary change in placement."

Overview Steps in the Disciplinary Process

1. Follow §3214 procedures as you would for any student

- Send written notice to parent/guardian
- Make telephone call to parent/guardian, if possible,
- Upon request, conduct an informational conference
- Send a section 3214 hearing notice to the student's parent/guardian
- Conduct a Superintendent's Hearing
- Send notice of the hearing results to the student's parent/guardian

2. Determining tutoring responsibility during suspension is program specific. The student's administrator will determine and inform the Parent(s)/Guardian(s) on tutoring procedures.

- If the student is of compulsory school age, arrange immediately for alternative instruction.
- If the student is a student with a disability or a student presumed to have a disability and the disciplinary action will result in a suspension/removal for any length of time, provide FAPE based upon the recommendation of the student's Special Education Teacher and Principal if the suspension does not create a change in placement or the CSE if the suspension is a change of placement.

3. Determine if the suspension/removal will constitute a disciplinary change of placement. If yes:

- Send CSE meeting notice to the Parent(s)/Guardian(s) with a copy of the procedural safeguards notice.
- Convene a CSE meeting to address the student's behavior, as required.
- Convene a CSE meeting to conduct a manifestation determination:
 - ◊ If the behavior is related to the student's disability, unless the Parent(s)/Guardian(s) and the district otherwise reach an agreement immediately return the student to his/her current education placement (except for suspensions to an Interim Alternative Educational Setting (AES) for drugs/controlled substances or weapons, or removals to an AES by an impartial hearing officer for dangerousness).
 - ◊ If behavior is not related to the student's disability, the student may be suspended or removed for the behavior.
- If the student is suspended or removed, provide educational services to meet the FAPE requirement.
- Send prior notice of the CSE recommendations to the Parent(s)/Guardian(s).

The procedures relating to the discipline of students with disabilities require school personnel with authority who suspend or remove students to work closely with Committees on Special Education (CSE) establishing clear guidelines for communication and decision making on disciplinary matters.

4. Removal for illegal drugs, controlled substances, weapons, or behavior involving serious bodily injury:

- Conduct a Superintendent's Hearing.
- Send a CSE meeting notice with a copy of the procedural safeguards notice to the Parent(s)/Guardian(s).
- Convene a CSE meeting to determine an AES and services to address the behavior and meet the FAPE requirement.
- At the discretion of the school Superintendent, remove the student to an AES for up to 45 calendar days.
- Provide education services to meet the FAPE requirement in the setting determined by building administrator and CSE chairperson.
- Convene a CSE meeting(s) to conduct a manifestation determination and investigate the connection between the behavior and the disability.
- Send prior notice of the CSE recommendations to the Parent(s)/Guardian(s).

5. If continuing the student in the current educational placement is substantially likely to result in injury to the student or to others:

- Convene a CSE meeting to determine manifestation. If the conduct is a manifestation of the disability, review and modify IEP as appropriate.
- Send prior notice of the CSE recommendations to the Parent(s)/Guardian(s).
- If a Parent/Guardian objects to the new IEP, or does not otherwise consent to an alternate placement, request an expedited impartial hearing to request the student be placed in an Interim Alternative Educational Setting (AES) for 45 calendar days or initiate a court proceeding to change the placement. Send a meeting notice to the student's Parent(s)/Guardian(s) with procedural safeguards notice.
 - ◊ Provide substantial evidence that maintaining the student's placement is likely to result in injury to them or others.
 - ◊ Provide a recommendation for the AES setting to the impartial hearing officer (IHO).
- ◊ If the student is removed to the AES, provide education services to meet the FAPE in the setting determined by the IHO or court.

6. Parent(s)/guardian(s) disagree with the manifestation

determination or any decision regarding a disciplinary placement including a decision to place the student in an AES and request a due process hearing.

- Send procedural safeguards notice to the Parent(s)/Guardian(s).
- Provide the Parent(s)/Guardian(s) with the form to request a due process hearing or mediation.
- Arrange for an expedited due process hearing.
- Ensure pendency (current educational placement or the AES).

7. CSE receives a referral for initial evaluation of a student when a student is suspended or removed for disciplinary reasons (other than students presumed to have a disability for discipline purposes).

- Conduct an expedited evaluation of the student.
- The student may continue to be suspended or removed for disciplinary purposes.
- Circumstances under which and procedures by which, complaints in criminal court, juvenile detention.

What are the General Procedures for Formal Hearing of Students with Disabilities or Presumed Disability?

201.9(c) Procedures for suspensions of more than five school days (Superintendent's hearings). Superintendent's hearings on disciplinary charges against students with disabilities and students presumed to have a disability for discipline purposes shall be bifurcated into a guilt phase and a penalty phase.

DETERMINATION OF GUILT PHASE OF SUPERINTENDENT'S HEARING

Determines whether the student is guilty of the alleged misconduct

DETERMINATION STUDENT IS GUILTY OF ALLEGED MISCONDUCT

MANIFESTATION DETERMINATION MEETING

NOT A MANIFESTATION

Student will be disciplined in the same manner as a nondisabled student but will continue to receive IEP services

PENALTY PHASE OF SUPERINTENDENT'S HEARING

HEARING OFFICER RECOMMENDS A CHANGE IN PLACEMENT TO AN IAES

MANIFESTATION

Superintendent hearing dismissed

Exception for charges of weapons, drugs or serious bodily injury which will go to the Penalty Phase

HEARING OFFICER RECOMMENDS RETURN TO SCHOOL

DETERMINATION STUDENT IS NOT GUILTY OF ALLEGED MISCONDUCT

CSE MEETING HELD TO REVIEW STUDENT'S IEP AND PROGRAMMING

CSE MEETING HELD TO REVIEW STUDENT'S IEP AND PROGRAMMING

MANIFESTATION DETERMINATION REVIEW (MDR) FLOW CHART

June 2024

An MDR must occur immediately, if possible, but in no case later than **10 school days** after a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement for a student with a disability because of a violation of the code of student conduct.

THE SCHOOL DISTRICT MUST:

- Prior to imposing a suspension or removal that constitutes a disciplinary change in placement, the parent must be provided:
 - [Prior Written Notice](#) of the decision; and
 - a copy of the [Procedural Safeguards Notice](#).
- Provide written notification of the MDR meeting, informing the parent of the purpose of the meeting, the names of the individuals expected to attend; and the parent's right to have relevant members of the committee on special education (CSE) participate at parent's request.

CONVENE MANIFESTATION TEAM

The MDR is made in a meeting by the "manifestation team," which must include:

- a representative of the school district knowledgeable about the student and the interpretation of information about child behavior;
- the parent; and
- relevant members of the CSE (as determined by the parent and school district)

CONDUCT REVIEW

The manifestation team must review all relevant information in the student's file including:

- the student's individualized education program (IEP);
- any teacher observations; and
- any relevant information provided by the parents.

(list is not exhaustive)

MANIFESTATION DETERMINATION

The manifestation team must determine:

- Was the conduct in question caused by, or did it have a direct and substantial relationship to the student's disability?

OR

- Was the conduct in question the direct result of the school district's failure to implement the IEP?

IF "YES" TO EITHER QUESTION

The behavior was a manifestation of the student's disability.

The CSE must:

- conduct a functional behavioral assessment (FBA) (unless already conducted); and
- implement a behavioral intervention plan (BIP) (or review an existing BIP and modify it if necessary to address the behavior).

The student must be returned to the placement from which they were removed:

- except for removals for drugs, weapons or serious bodily injury; or
- unless the school district and parent agree to a change in placement as part of a modification to the BIP.

If the conduct in question was the direct result of the school district's failure to implement the IEP, the school district must take immediate steps to remedy those deficiencies.

IF "NO" TO BOTH QUESTIONS

The behavior was not a manifestation of the student's disability.

During the first 10 days of suspension in the school year, the student may be disciplined and receive services to the same extent as a student without a disability.

Beginning on the 11th day of suspension in a school year (and any subsequent suspensions), the student must receive a free appropriate public education (i.e., services necessary to enable the student to continue to participate in the general education curriculum and to progress toward their IEP goals) although in another setting. Since the suspension constituted a disciplinary change in placement, the CSE determines interim alternative educational setting and services.

The student must receive, as appropriate, an FBA, behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

20. VISITORS CONDUCT

Public Conduct on School Property:

BOCES is committed to providing an orderly, respectful learning environment. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" shall mean all persons on school property or attending a school function including students, teachers, and District personnel.

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

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all people on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

Visitor Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so
- Intentionally damage or destroy District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson
- Disrupt the orderly conduct of classes, school programs or other school activities
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others or are disruptive to the school program
- Intimidate, harass, or discriminate against any person based on actual or perceived race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, national origin, religion, age, gender, sexual orientation or disability on school grounds or at a school function
- Enter any portion of the school premises or remain in any building or facility without authorization
- Obstruct the free movement of any person in any place to which this Code applies
- Violate the traffic laws, parking regulations or other restrictions on vehicles
- Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, vapes, THC cartridges, or be under the influence of any substance while on school property or at a school function
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers, or as specifically authorized by the District
- Loiter on school property
- Gamble on school property or at school functions
- Refuse to comply with any reasonable order of identifiable District officials performing their duties
- Willfully incite others to commit any of the acts prohibited by this Code
- Violate any federal or state statute, local ordinance, or Board of Education policy while on school property or while at the school functions
- Soliciting of any kind without prior permission of the superintendent.

21. REVIEW, UPDATES, AND DISSEMINATION

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

The Board may appoint an advisory committee to assist in reviewing the Code and the district's response to Code of Code of Conduct. The committee will be made up of representatives of students, teachers, administrators, and parent organizations, school safety personnel and other school personnel. Before adopting any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students, and any other interested parties may participate. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

The District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

Students, staff, and parents will receive plain language versions of this Code.

22. DEFINITIONS

1. **Assistant Superintendent Meeting:** A progressive intervention available at CiTi to counsel, problem solve and/or create clear expectations for future behavior. These meetings are designed to curtail escalation and avoid situations that necessitate Superintendent Hearings.
2. **Bullying and Harassment:** The creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that either (1) has or would have the effect of unreasonably interfering with a student's educational performance, opportunities, or benefits, or mental, emotional or physical wellbeing, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition includes acts of harassment or bullying that occur on school property; and/or ii. at a school function; or iii. 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 including, but not limited to, online, texts, app-based communications, social media, etc. Such conduct shall include, but not be limited to, those acts 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. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal or non-verbal actions. "Emotional harm" that takes place in the context of "harassment or bullying" means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and sustainably interfere with a student's education. (See Education Law Section 11[7] and 8 N.Y.C.R.R. 100.2)25
3. **CiTi Property:** Any place in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary lines of one of the school buildings, or other school or controlled property, or in or on a school bus as defined in Vehicle and Traffic Law§142.5
4. **Coercion:** Persuading someone to do something by using force or threats
5. **Collusion:** Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another student.
6. **Controlled Substance:** The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of Title 21 United State Code (USC) Controlled Substances Act, Subchapter 1 Part A, §802 (6). The term does not include distilled spirits, wine, malt beverages, or tobacco. Please see the attached chart for more information.
7. **Crown Act:** Protects all students from race-based and ethnicity-based hair discrimination. Reference the Crown Act here: <https://www.nysed.gov/sites/default/files/programs/student-support-services/understanding-crown-act.pdf>
8. **Culturally Responsive Teaching:** Is a pedagogy that recognizes the importance of including student's cultural references in all aspects of learning. NYSED CRS/E Framework Click here for Framework
9. **Cyberbullying:** "Harassment" or "bullying," where such harassment or bullying occurs through any form of electronic communication (Education Law Section 11[8]). Cyberbullying may occur via electronic communication on the Internet, on cellular phones or other electronic media. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening or terrorizing another student or staff member 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). Cyberbullying can involve, but is not limited to: 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. Cyberbullying involving district students may occur both on campus and off school grounds and may involve student use of the district internet system or student use of personal digital devices including but not limited to cell phones, digital cameras, personal computers, electronic tools. NYSED Cyberbullying Info
10. **Discrimination:** The intentional or unintentional act of denying rights, benefits, equitable treatment or access to facilities and programs available to all others. The denial occurs because the individual or group of people belong to or are perceived to belong to a particular group, class or category. Results in actual or potential exclusion or lack of access.
11. **Disruptive:** To act in a way that interferes with the educational process, interrupts the teacher's ability to teach, prevents other students' ability to learn.

- 12. Due Process:** A fundamental, constitutional guarantee of basic fairness, particularly regarding 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.
- 13. Educational Equality (Individual):** Equal treatment, access and opportunity to school resources and opportunities. (All students have access to a high-quality education, are held to the same standards and objectives regardless of their circumstances, abilities, or experiences). The focus on equality is “what is fair within the group.”
- 14. Educational Equity (Group):** The recognition that different students may need different resources to achieve the same goals as their peers. This means that each student receives what they need to develop their full academic and social potential. The focus on equity is “what is fair for the individual.”
- 15. Firearm:** A firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act, and any device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, including but not limited to: any other gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, BB gun, starter gun, 3D printed gun, taser or pellet gun. Gun-Free School Act
- 16. Harassment:** Creation of a hostile environment by conduct, verbal threats, intimidation and/or abuse, which results in: interference with a student’s educational performance, opportunities or benefits, OR interference with a person’s mental, emotional and/or physical well-being, OR a reasonable expectation that a person should fear for their safety.
- 17. Hate Speech:** Any form of expression through which speakers intend to vilify, humiliate or incite hatred against a group or a class of persons on the basis of race, religion, skin color, sexual identity, gender identity, ethnicity, disability or national origin.
- 18. Hazing:** A form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their 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:
- Humiliation: socially offensive, isolating, or uncooperative behaviors
 - Substance abuse: abuse of tobacco, alcohol, or illegal legal drugs
 - Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors
- 19. Interim Alternative Educational Setting (“IAES”):** An IAES is a term for a temporary educational setting and program other than the student’s current placement that enables a student identified with a disability to continue to receive educational services. A school superintendent can place a student in an IAES for up to 45 school days for behavior involving serious bodily injury, weapons, illegal drugs, or controlled substances even where the behavior was determined to be a manifestation of the student’s disability. See 8 NYCRR § 201.7 (e). Exception: A school district may request an expedited impartial due process hearing to place a student in IAES for up to 45 school days where the district believes that keeping the student in their current placement is substantially likely to result in injury to the student or others. See 8 NYCRR §§ 201.8 and 201.11
- 20. IEP (Individualized Education Plan):** A legal written document required for children who are eligible to receive special education services. The IEP team members provide detailed information on children’s performance, offer direct support and services to students, set annual goals, and evaluate student’s progress regularly.
- 21. Intervention:** Specific program or strategies that provide students with the support needed to acquire the skills being taught in the educational system. Strategies may address academic, cognitive, behavioral, emotional, and social skills that directly impact a student’s ability to achieve the same goals as their peers.
- 22. Juvenile Justice or Criminal Justice System Reporting:** When the school is aware that a student, under the supervision of juvenile justice of the criminal justice system, engages in an incident that may rise to the level of a criminal offense, the school reports the incident to the juvenile justice system for intervention.
- 23. Loitering:** To stand, wait, or pace around idly without an apparent purpose.
- 24. Microaggression:** Are often when people’s biases against marginalized groups reveal themselves in a way that leaves their victims feeling uncomfortable or insulted. Some aggressions are explicit, and others are implicit. Examples include Micro assault- (Verbal or behavioral explicit bias): display of symbols like the swastika or confederate flag on school property or events. Microinsult- (Comments that are often unintentionally discriminatory): such as the use of the saying, “That’s so gay.” Microinvalidation- (Invalidating the experiences of

certain groups): Such as statements like, “I don’t see skin color,” or doubting someone’s response to a question with a statement like, “No. really, what country are you really from?” Additional Examples of Microaggressions

25. Offender: Refers to a person who has mistreated and/or injured another person, or the individual who caused an incident. The offender can be identified as a student, staff (such as teacher or other school staff), or other (such as school safety officer, student intruder, visitor, unknown).

26. Progressive Consequences: Instead of seeking punishment, progressive consequences seek to ensure accountability and behavioral change. With progressive consequences, in many cases, a student’s first violation will typically merit a lower-level consequence than subsequent violations. A variety of factors are considered before determining a consequence. In instances where a student’s conduct is dangerous or threatens the safety of others, more severe disciplinary action may be warranted, even if it is the student’s first violation.

27. Protected Classifications/Bias-Related Terms: It is the policy of CiTi to provide equal educational opportunities in accordance with applicable laws and regulations and without regard to actual or perceived race, color, religion, age, creed, ethnicity, national origin, citizenship status, disability, sexual orientation, gender (including actual or perceived gender identity, gender expression, pregnancy/conditions related to pregnancy or childbirth), weight or other and to maintain an environment free of harassment on the basis of any of the above protected classifications, including sexual harassment and retaliation.

- **Race:** A race is a categorization of humans based on shared physical or social qualities into groups generally viewed as distinct within a given society. For purposes of enumeration the U.S. Census Bureau uses such terms as: “White/Caucasian”, “Black/African American/African- descent”, “Asian”, “Bi-racial”, “Hispanics/Latinos” etc. to describe and classify the inhabitants of the United States.
- **Color:** The term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.
- **Religion:** A personal set or institutionalized system of faith and worship. Fundamental beliefs include all aspects of religious observance and practice as well as belief, not just practices that are mandated or prohibited by a tenet of the individual’s faith. Religion includes not only traditional, organized religions such as Christianity, Judaism, Islam, Hinduism, Sikhism, and Buddhism, but also religious beliefs that are new, uncommon, not part of a formal church or sect, only subscribed to by a small number of people, or that seem illogical or unreasonable to other.

- **Religious Practice:** A term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing (the action of attempting to convert someone from one religion, belief, or opinion to another), etc.
- **Age:** Prejudice or discrimination on the grounds of a person’s age.
- **Creed:** A set of beliefs or aims which guide someone’s actions.
- **Ethnicity:** A group of people with a shared culture, language, history, set of traditions, etc., or the fact of belonging to one of these groups.
- **National Origin:** A person’s country of birth or ancestor’s country of birth.
- **Citizenship Status:** Means an individual’s status as a U.S. citizen or national, or non-U.S. citizen, including the immigration status of a non-U.S. citizen.
- **Disability:** A physical or mental impairment that limits one or more major life activities.
- **Sexual Orientation:** A person’s identity in relation to the gender or genders to which they are sexually attracted; Refers to the physical or emotional attraction toward a certain sex or gender. Means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law § 11[5]).
- **Gender:** The socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (Masculine and feminine denote “gender”). A person’s gender identity can correspond to or differ from the sex they were assigned at birth. Means a person’s actual or perceived sex and includes a person’s gender identity or expression (Education Law § 11[6]).
- **Gender Expression:** The way in which a person expresses their gender identity, typically through their appearance, dress, and behavior.
- **Gender Identity:** A person’s internal sense of being male, female, or something else such as agender, binary, gender fluid, gender nonconforming, genderqueer, or nonbinary.
- **Pregnancy:** Students who are pregnant are entitled to FAPE and are allowed equal access, reasonable accommodations, participation in activities, and alternative programs.
- **Weight:** Aside from the obvious meaning in the physical sciences, the word is used in reference to a person’s “size” or “appearance.”

- **Other:** Can include, but is not limited to, physical characteristics, socio-economic status, health condition, housing, domestic relationships, social/academic status, etc.

28. School Resource Officers (SRO): SROs are sworn law enforcement officers responsible for safety and crime prevention in schools. A local police department, sheriff's agency, or school system typically employs SROs who work closely with school administrators to create a safer environment. The responsibilities of SROs are like regular police officers in that they can make arrests, respond to calls for service, and document incidents that occur within their jurisdiction. Beyond law enforcement, SROs also serve as educators, emergency managers, and informal counselors. SRO

29. School Safety and Educational Climate (SSEC): Per Commissioner's Regulation Section 100.2 Subdivision (gg) (3), schools have been required since July 2002 to submit annual reports on violent and disruptive incidents to the State Education Department. This information is released on a yearly basis. SSEC More Info

30. Sex: Sex refers to the anatomy and biology that determines whether one is male, female, and/or intersex.

31. Sexting: The sending, receiving, or forwarding of sexually suggestive nude or nearly nude photos through text messages or email or social media platforms.

32. 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 manage their own emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

33. Target: Refers to a person who has been mistreated and/or injured, or the individual affected by the incident. The target can be identified as a student, staff, or other.

34. Violent Behavior: When a person (a) commits an act of violence upon a school employee; or (b) 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 district function; or (c) possesses a weapon while on school property or at a school function; or (d) displays, while on school property or at a school function, what appears to be a weapon; or (e) threatens, while on school property or at a school function, to use a weapon or (f) knowingly and intentionally damages or destroys the personal property

of any school employee or any person lawfully on school property or at a school function; or (g) knowingly and intentionally damages or destroys school property.

35. Weapon: Weapon means one or more of the following dangerous instruments: (a) a firearm (b) a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife or other dangerous knife; (c) a billy club, blackjack, bludgeon, chukka stick, or metal knuckles; (d) a sandbag or sandclub; (e) a sling shot or slungshot; (f) a martial arts instrument, including but not limited to a kung fu star, ninja star, nunchuck, or shirken (throwing star); (g) an explosive, including but not limited to a firecracker or other fireworks; (h) a deadly or dangerous chemical, including but not limited to a strong acid or base, mace, or pepper spray; (i) an imitation gun; (j) loaded or blank cartridges or other ammunition; or (k) any other dangerous or deadly instrument possessed with intent to use the same unlawfully against another shall mean any weapon defined in Article 265 of the Penal Law. Any student in possession of a weapon as defined above will be referred to law enforcement. Students who bring a weapon to school may be subject to a minimum one-year suspension, but the superintendent has the right to modify this on a case-by-case basis. NYSED Glossary of Terms.

36. Weapons Possession: For reporting purposes: Weapon possession in a classroom or laboratory, as part of an instructional program or in a school-related activity, under the supervision of a teacher or other school personnel as authorized by school officials which are discovered either through: (1) routine security checks; or (2) weapons possessed at a school function or on school property which are not discovered through a routine security check, including but not limited to, weapons found in the possession of a student or within a locker. Additionally for reporting purposes, an act committed by a person 10 years of age or older which would constitute a felony under Article 265 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act.

APPENDIX A

Artificial Intelligence

Artificial Intelligence Statement:

Purpose

The purpose of this section is to provide guidance on the ethical use of Artificial Intelligence (AI) at CiTi BOCES. This includes the use of language models such as ChatGPT, Microsoft Copilot and Google Gemini. AI technologies can offer new opportunities for teaching and learning, but their use must be guided by ethical considerations to ensure that they align with our CiTi Keys and educational goals.

Definitions

For the purposes of this section, AI refers to technologies that use algorithms to analyze data and make decisions or recommendations. Examples of AI technologies used include intelligent tutoring systems, automated grading systems, predictive analytics tools, and language models such as ChatGPT, Microsoft Copilot and Google Gemini.

Fairness

The use of AI, including large language models, at CiTi must be guided by principles of fairness. This means that students need to be aware that AI technologies may not avoid bias and discrimination and might perpetuate or exacerbate existing inequalities. When students use AI Technologies, they need to be critical thinkers and are reminded to use it responsibly and respectfully, to maintain data privacy, and to avoid using it to harm or offend others.

Transparency

We will strive to be transparent about our use of AI in our district. This means that we will provide information about how AI technologies are being used, what data is being collected, and how that data is being used. When students and staff use large language technologies, they will be informed about how it works, what data is being collected, and how that data is being used. We will also make efforts to ensure that students and their families understand how AI technologies are being used in our BOCES.

Privacy

The use of AI, including ChatGPT, Microsoft Copilot and Google Gemini, in our district must be consistent with our obligations to protect student privacy. This means that we will take steps to ensure that data collected by AI technologies is only used for its intended purpose and is not shared with third parties without appropriate consent. When students use AI Technologies, their data will be protected in accordance with our district's privacy policies. If privacy cannot be guaranteed, the tool should not be used.

Accountability

All users will be held accountable for the ethical use of AI tools at CiTi. This means that we will regularly review our use of AI technologies to ensure that they are aligned with our values and goals. We will also provide guidance and support to students to ensure that they are using AI ethically and responsibly. Additionally, all users must use AI and language models in accordance with academic integrity. This includes properly citing any information sourced from AI technologies, and not using AI to generate or submit work that is not their own.

Citation Formats are still being designed but the current recommendation from LibGuides at Columbia College Chicago is referenced in this article from March, 2024. Citing the Use of an Artificial Intelligence - Citing Sources - Research Guides at Columbia College Chicago Library:

APA Style: Referenced from APA Style, How to cite ChatGPT (apa.org), February 2024

APA Reference format: Author of AI. (Year of the version). Title of AI (Version number or date) [Description of AI model]. URL of AI tool

APA Reference example: OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

MLA Style: Referenced from How do I cite generative AI in MLA style? | MLA Style Center

Works-cited-list entry format: "The prompt you used" prompt. Title of AI, Version, Publisher of the AI, Date the content was generated, URL of AI tool.

Works-cited-list entry example: "Describe the symbolism of the green light in the book The Great Gatsby by F. Scott Fitzgerald" prompt. ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, chat.openai.com/chat.

Critical Thinking

Staff and students must be taught critical thinking and prompt literacy skills to effectively interact with AI technologies. Critical thinking supports the effective use of AI and will ensure the product reflects the individual using the technology.

Information Verification

All who use AI must be taught to critically evaluate information generated by AI technologies. This includes verifying information and ensuring its accuracy and reliability before using it for any academic purpose. We must also be taught to recognize and avoid sources of misinformation or disinformation generated by AI technologies.

Professional Development

We will provide professional development opportunities for staff and students to ensure that they are equipped to use AI technologies ethically and effectively. This may include training on how to avoid bias in AI algorithms, how to interpret and analyze data generated by AI technologies, effective prompt literacy, how to use large language models to support student learning and engagement, and how to critically evaluate information generated by AI technologies.

Conclusion

The use of AI in our district has the potential to transform teaching and learning, but it must be guided by ethical considerations. This code of conduct section provides a framework for the ethical use of AI at CiTi, and we are committed to upholding these principles in all aspects of our work, including student use of language model AI.

APPENDIX B

Education Law § 3214 – Student Suspension & Informal Conference

“The aforesaid notice and opportunity for an informal conference shall take place prior to suspension of the pupil unless the pupil’s presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the pupil shall be suspended immediately and the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.”

Project SAVE – Safe Schools Against Violence in Education Act

“The State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.”

3. Education Law § 4402(9) – Same-Day Notification of Restraint or Time-Out

“The board of education or trustees of each school district shall develop a procedure to notify the parent or person in parental relation on the same day a physical or mechanical restraint is used on the student or the student is placed in a time-out room.”

4. Education Law § 4402 – Parent Rights in Special Education Meetings

“The parents or persons in parental relationship shall receive proper written notice of their right to have an additional parent attend any meeting of the committee on special education, along with a statement explaining the role of having the additional parent attend the meeting.”

5. 2025 Amendment (Pending – Assembly Bill A5273)

Enhanced Restraint and Seclusion Requirements

“Prohibits the use of restraints and seclusion in schools unless there is a clear and present danger; provides for same-day notification to parents or guardians and mandatory debriefing after any such incident.”

APPENDIX C

Community Service Resources

docs.google.com/spreadsheets/d/14BfAkqm007Zubc9a4HV-rjj51-JryKXTvUCpynU5p4k/edit?gid=2005192306#gid=2005192306



APPENDIX D

Controlled Substances

U.S. DRUG SCHEDULES

Comparison Chart

Certain medications may affect a student's ability to safely work in labs, shops, or with equipment. Student safety is our top priority.

All prescription and over-the-counter medications must be dispensed by the school nurse. Students may not self-administer medication.



Schedule	Medical use?	Potential for abuse	Potential for addiction	Examples
Schedule I				Ecstasy, methaqualone, peyote, heroin, LSD, cannabis
Schedule II				Adderall , Vicodin, cocaine, fentanyl, Ritalin , Dexedrine , oxycodone, methamphetamine, methadone, Vyvanse , hydromorphone, Concerta , meperidine
Schedule III				ketamine, Tylenol with codeine, anabolic steroids, testosterone
Schedule IV				Xanax, Soma, Ambien, Tramadol, Valium, Ativan, Darvocet, Darvon, Talwin
Schedule V				Robitussin AC, Lomotil, Motofen, Lyrica, Parepectolin

has medical uses, but is strictly regulated

high risk for abuse/addiction

moderate risk for abuse/addiction

mild or no risk for abuse/addiction

schedule I according to federal USA regulations; however, it is legal in many states

Source: www.DEA.org



DIGNITY FOR ALL STUDENTS ACT: REPORT FORM



Directions: This form can be filled out for any type of mistreatment. Our investigation will determine if the behavior is bullying, harassment, discrimination, cyberbullying or if it is something else. Fill out as much as you can—don't delay handing in form if you don't have answers to all the questions

CiTi Program/or Location: _____ **Today's date:** _____

Role of person reporting incident (Check one): ☐ Anonymous report by someone other than a staff member

☐ Student Target ☐ Student (witness) ☐ Parent/Guardian ☐ Staff Member ☐ Other _____

Name of Person Filing the Report (if not anonymous) _____

Phone: _____ **Email:** _____

Name of target: (student being bullied, harassed, or discriminated against)

Name(s) of alleged offender(s) if known: _____

If not known, please provide as much description of the person as possible: _____

Is the alleged offender a ☐ Student ☐ Employee ☐ Other: _____

To the best of your knowledge what is the date and time of the incident(s): _____

What was your involvement in the incident?

☐ I was directly involved in the incident ☐ I observed the incident ☐ I heard about the incident

Where did the incident happen? (Check all that apply)

☐ On school property	☐ Cafeteria	☐ On a school bus	☐ Hallway	☐ Bathroom
☐ Classroom	☐ Gym	☐ Off school property	☐ Locker Room	☐ At a school function

IS THIS SAFE?



Center for Instruction,
Technology & Innovation

Build Your Future

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