

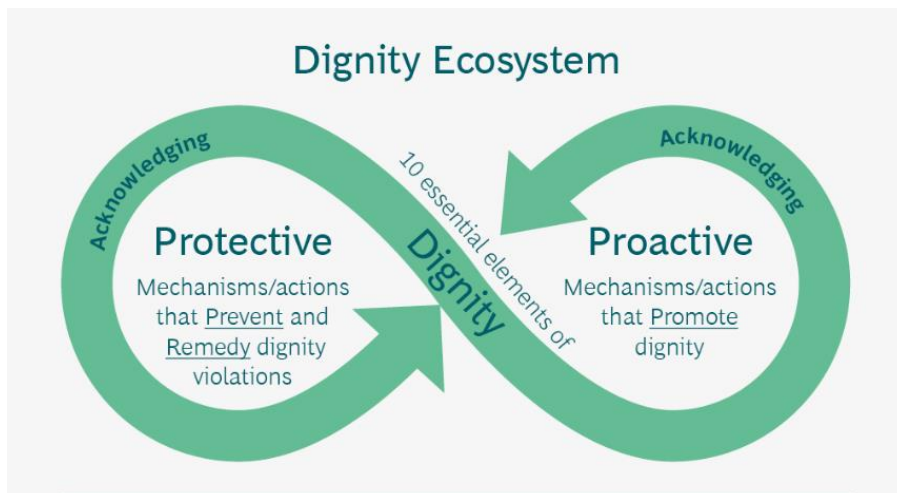
11

Center for
Instruction,
Technology &
Innovation
Build Your Future

CODE OF CONDUCT

Table of Contents

Topic	Page
I. Introduction	3
II. Rights and Responsibilities of Students and Essential Partners	4
III. Incident Behavioral Flow Chart	6
IV. Building School & Classroom Relationships	7
V. Restorative Practices	8
VI. Dress Code	9
VII. Levels of Violations & Levels of Response	11
VIII. Examples of Inappropriate or Disruptive Behavior and Response	11
IX. Detailed Behavioral Descriptions by Level	15
X. Use of Electronic Devices	18
XI. Ethical Use of Artificial Intelligence in an Academic Setting	19
XII. Student Search and Interrogation	20
XIII. Suspension	21
XIV. Dignity for All Students Act	22
XV. Essential Partners Rights and Responsibilities	25
XVI. Public Conduct on School Property	27
XVII. Penalties and Enforcement	27
XVIII. Prohibited Conduct on School Property	28
XIX. Discipline of Students with Disabilities	29
XX. Persons in Need of Supervision (PINS)	31
XXI. Dissemination & Review of this Code	33
XXII. Definitions and Processes Guide	33





I. Introduction to CiTi BOCES Code of Conduct Philosophy

The Center for Instruction, Technology & Innovation (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 differently 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 use schoolwide discipline policies developed and revised with meaningful input by the school community to create a positive and inclusive school climate for everyone.

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).

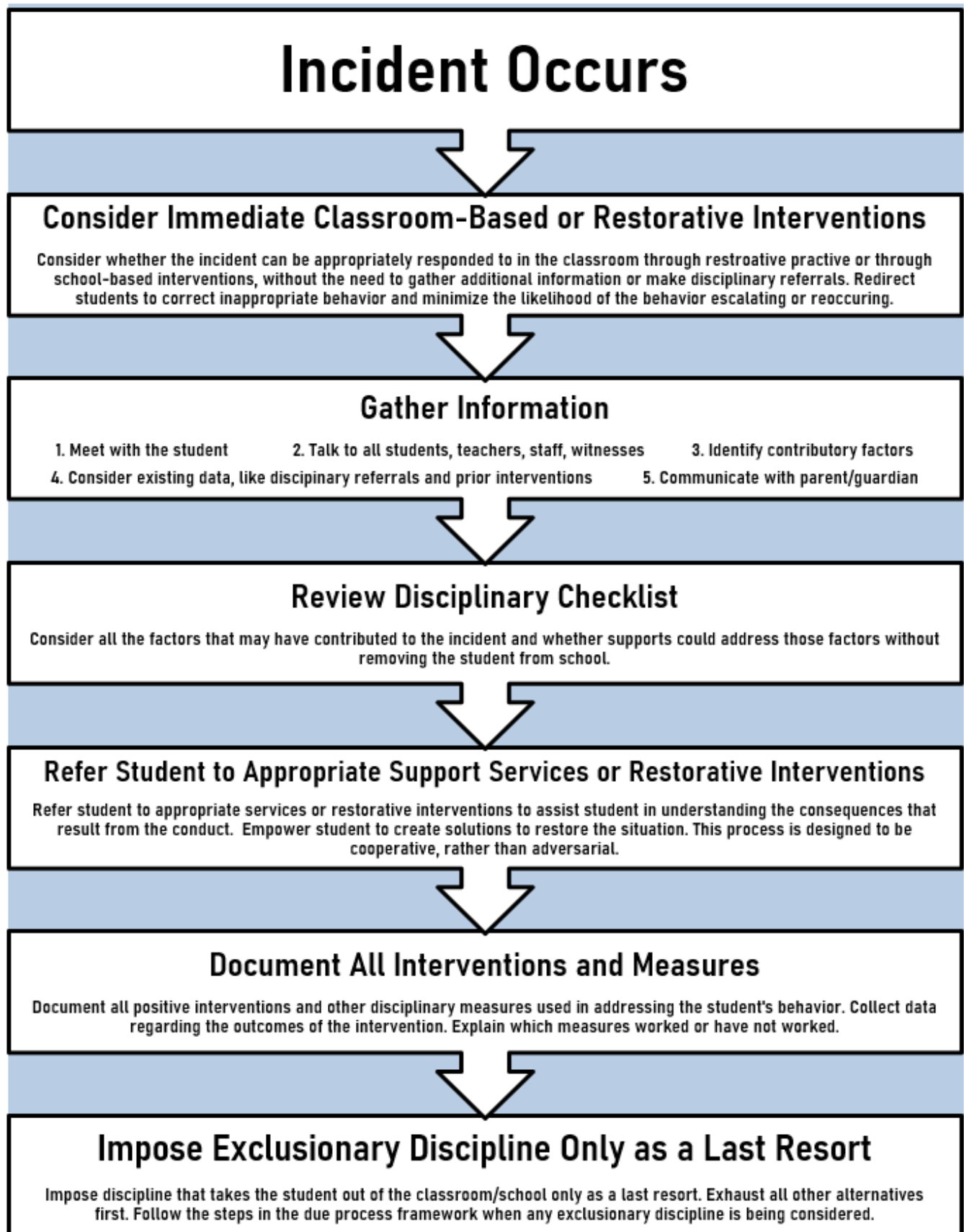
II. Rights and Responsibilities of Students and Essential Partners

The Center for Instruction, Technology & Innovation (CiTi) is committed to safeguarding the rights given to all students and essential partners under State and Federal law. The right to a free public-school education extends to all students. However, this right is not unconditional. If due process of law requirements is met, students and/or essential partners may be removed from the classroom or school building, suspended temporarily, or suspended permanently from attendance or entry into school. Education in a free society demands that students and essential partners be aware of their rights and learn to exercise safe behaviors, act with integrity, display kindness and make helpful choices as aligned with the “CiTi Keys.”



All students and essential partners have a right to:	All students and essential partners have a responsibility to:
<p>1.</p> <ul style="list-style-type: none"> be informed of all school rules. an explanation of school rules. 	<ul style="list-style-type: none"> follow all school/COC rules. understand that the COC applies to all school activities including when on school transportation; at school events; on a field trip; riding in a school vehicle, etc. understand that additional rules, not specifically listed in this COC may apply to unique situations such as job placements, internships, participation in extracurricular activities
<p>2.</p> <ul style="list-style-type: none"> expect that students will be provided with an education that is intellectually challenging and relevant to demands of the 21st century. 	<ul style="list-style-type: none"> take advantage of the education that is offered by putting forth effort, completing assignments and attending school, prepared to learn on a regular and punctual basis. report any problems that stop you from taking advantage of your educational opportunities
<p>3.</p> <ul style="list-style-type: none"> to take part in all school activities on an equal basis and to be protected from bullying, intimidation, harassment, or discrimination. 	<ul style="list-style-type: none"> positively contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all; respect the rights of others; accept responsibility for their actions. report behaviors which may negatively affect mutual respect and dignity for all. demonstrate appropriate conduct as outlined in this COC and any other rules of classroom or school activities.
<p>4.</p> <ul style="list-style-type: none"> have complaints about school-related matters or school-employees responded to. 	<ul style="list-style-type: none"> tell the truth, to the best of your knowledge, about any complaints that you bring forth. seek help in responding to issues before they escalate.
<p>5.</p> <ul style="list-style-type: none"> be guided by a developmentally appropriate COC which is fairly and consistently implemented. 	<ul style="list-style-type: none"> participate in committees; make suggestions regarding the COC become familiar with and seek interpretation of parts not understood
<p>6.</p> <ul style="list-style-type: none"> express themselves. 	<ul style="list-style-type: none"> express themselves in a sensible manner and understand that freedom of speech can be limited. show due respect and dignity for others and their property and contribute to an orderly, learner-centered environment. dress in accordance with standards adopted by the Board of Education and the Superintendent.
<p>7.</p> <ul style="list-style-type: none"> attend school in an alcohol, drug, and tobacco-free environment. 	<ul style="list-style-type: none"> refrain from possession of any items prohibited in the COC or items that do not belong to you. see something, say something.
<p>8.</p> <ul style="list-style-type: none"> be informed of various community and social and emotional (SEL) resources. 	<ul style="list-style-type: none"> learn SEL strategies. seek out help when needed.

III. Incident/Behavioral Flow Chart



IV. Building School and Classroom Relationships & Establishing Norms:

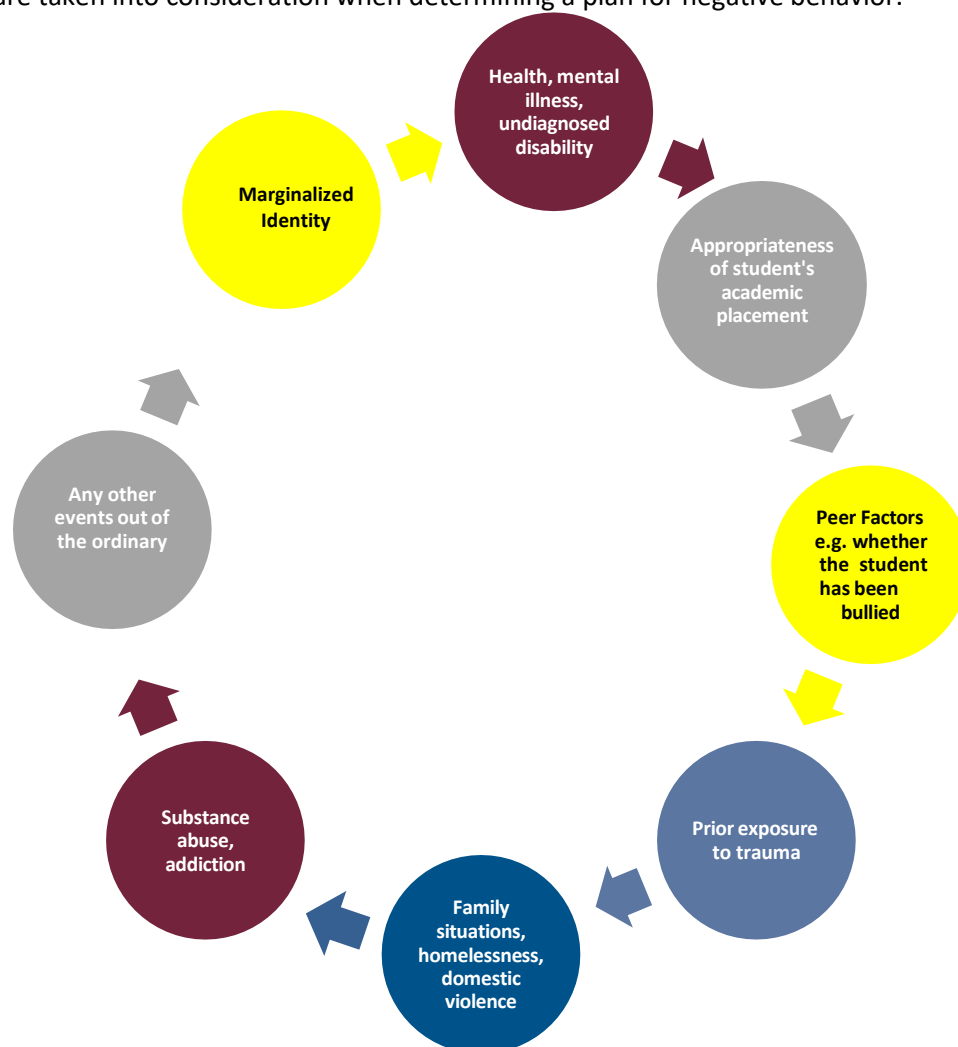
At the beginning of the school year, each faculty and/or staff member will lead his/her class in the development of school and classroom norms. The purpose is to have students and teachers agree to the guidelines for behavior that will create a safe, cooperative, and constructive classroom setting. Building relationships and establishing norms will address the following four areas of behavior:

- Students respecting themselves and other students.
- Students respecting Faculty, Staff and Visitors in the school.
- Faculty, Staff and Visitors respecting Students; and
- Students and all Essential Partners respecting school facilities and

equipment. School and classroom norms are posted in a place in classrooms that is visible to everyone.

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

If behavior escalates or if school or classroom norms are not working, then a responsive approach will be engaged. Many factors are taken into consideration when determining a plan for negative behavior.



V. 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 Restorative Practices include:

- Instruction on the use of I-statements
- Classroom Communication Circles to promote community
- Academic Circles to promote student voice
- Problem Solving Circles to address concerns proactively
- Suspension Re-Entry Circles to facilitate resolution of issues that led to suspension



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 respectfully, 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.

INFORMAL RESTORATIVE PRACTICES: Informal Restorative Practices might include:

- ❖ Affective statements, which communicate people's feelings
- ❖ Affective questions, which cause people to reflect on how their behavior has affected others
- ❖ Proactive engagement with students, parents, caregivers, and families
- ❖ Mentor relationships
- ❖ Community service
- ❖ Lunchtime table talks

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.

THERAPEUTIC CRISIS INTERVENTION FOR SCHOOLS (TCIS): TCIS is an approach used in our schools to support students and adults alike. Crisis interventions are necessary in moments of challenge and as a tool to de-escalate challenging situations. The goals of TCIS are to:

- ❖ Create a trauma-sensitive environment where children and adults are safe and feel safe
- ❖ Pro-actively prevent and/or de-escalate potential crisis situations with children
- ❖ Manage a crisis situation in a therapeutic manner
- ❖ 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?

VI. Dress Code

Individual students and their parents or 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 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 a way such 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.

1. 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 maintaining a safe learning environment

2. 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

3. 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
- Hate speech, profanity, pornography
- Images or language of unfounded charges, defamation, discriminatory statements, libelous statements
- Images or language that creates a hostile or intimidating environment based on any protected class
- 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-based learning environments and internships may have clothing/ appearance requirements that are different than those listed for typical instruction in a CiTi program.

VII. Description of Levels of Violation and Levels of Response

LEVELS OF VIOLATION		
LEVEL 1	LEVEL 2	LEVEL 3
Conduct that is disorderly, insubordinate, lacks integrity, is unkind or disruptive, etc.	Conduct that causes fear, promotes violence, or puts the safety of self or others at risk	Conduct that is illegal, prohibited or would result in action by juvenile justice system

LEVELS OF RESPONSE	
KEY: BASED UPON LEVEL OF VIOLATION, USE LOWEST LEVEL INDICATED FIRST	
Level 1: Classroom support and strategies-universal (no/few prior incidents with specific behavior)	Level 2: Moderate to Intensive support from support staff and administrator (specific behavior continues after Level 1 supports)
Level 3: Intensive support from outside providers (specific behavior continues after Level 2 supports)	Level 4: Intensive support from all providers and component school district. Can be one incident or a progression of incidents

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

VIII. Inappropriate or Disruptive Behavior and Responses Examples

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 process outlined below is designed to provide a “map” for how teachers, faculty, staff, 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 respectful and appropriate. This is a guide to decision-making, not a hard and fast set of rules.

VIII. Level 1 Behavior Examples, Intervention Examples, and Consequence Examples

Level 1 Behavior Examples *More examples below and in the index	Possible Levels 1 & 2 Teacher and Support Staff Intervention Responses	Possible Levels 1 & 2 Administrative Directed Interventions and Consequences
<ol style="list-style-type: none"> 1. Academic Dishonesty, including not citing the use of Artificial Intelligence in submittal of assignments 2. Bullying, Cyberbullying L1 3. Bus Violation 4. Class Cutting 5. Classroom Disruption 6. Defiance of Authority 7. Difficulty managing thoughts and emotions 8. Disrespectful Behavior 9. Dress Code Violation 10. Driving/Parking Violation 11. Electronic Devices- Unauthorized 12. Excessive Absences 13. Failure to Respond to directives 14. Loitering in Hallway 15. Unacceptable displays of affection in school 16. Leaving Classroom or School without Permission 17. Microaggressions 18. Name-calling, taunting 19. Nominal Theft 20. Noncompliance w/ "stoplight" 21. Swearing (undirected) 22. Tardiness 23. Tech Accept Use Violation 24. Threat (verbal or written) L1 25. Unintentional damage to person or school property 26. Unintentional physical contact 	<ol style="list-style-type: none"> A. Individualized Instruction B. Contact parent or guardian C. Verbal Correction D. Reminders and Redirections E. Written reflection or apology F. Restorative Circle G. Deep breathing Techniques H. Check-in/Check-out I. Revisit classroom norms/rules J. Loss of privilege K. Personal Accountability Activity L. Restore damaged items M. Alternate Seating N. Short-term separate location O. Class Meetings P. Culturally Responsive Instr. Q. Sensory Tools R. Proximity to Student S. Sunshine Calls or Notes Home T. Breaks to refocus U. Chill Zone/Cooling Center V. Nonverbal Cues W. Verbal Prompts X. Respect/Dignity Agreements Y. Self-monitoring Z. Peer Mediation AA. Teach Conflict Resolution Strategies BB. Brain Gym Exercises CC. Talk Tickets DD. Community Building Circle EE. Drumming/Music Break 	<ol style="list-style-type: none"> A. Home visit B. Consistent home & component school communication C. Student conference with admin D. Parent & student conference with admin E. Conference with component district counselor F. Signed behavior agreements G. Restorative Conference H. Lunch detention I. Assignment to In-School-Suspension J. Consultation with School Resource Officer K. Provide a Mentor L. Assistant Superintendent Conference M. Social Skills Group N. Informal Behavior Plan O. Decrease student transition times P. Provide student an adult escort Q. Provide teacher/adults with training and support R. Consultation with Counselors/School Psychologist S. Referral to outside support agencies

VIII. Level 2 Behavior Examples, Intervention Examples and Consequence Examples

Level 2 Behavior Examples *More examples below and in the index	Possible Levels 2 & 3 Teacher and Support Staff Intervention Responses	Possible Levels 2 & 3 Administrative/Support Staff Interventions and Consequence Responses
<ol style="list-style-type: none"> 1. Attack on student: hitting kicking punching 2. Bullying, Harassment, Discrimination, Cyberbullying L2 3. Damage to Personal or School Property 4. Defamation 5. Extortion L2 6. Fighting: mutual or planned 7. Intentional Physical Contact: bumping, tripping, causing 8. Swearing (directed) 9. Tech Violation L2 10. Theft L2 11. Threat/Intimidation (verbal or written) L2 12. Use or possession of traditional tobacco products 13. Use or possession of vape with nicotine-based inhalants 	<p>All the Level 1 Interventions and...</p> <ol style="list-style-type: none"> A. Consistent home communication B. Restorative Discussion C. Restorative Conference D. Informal behavior plan E. Teacher Removal pursuant to regulations (definition number 57 in the index in the back of the code) F. Student/Teacher Re-entry Conference G. Update Safety Plan H. Reducing internet access I. Restorative Circle J. Adjusted transitions K. Lunch Detention L. In-School Family Meeting M. Home visit 	<p>All the Level 1 interventions and...</p> <ol style="list-style-type: none"> A. Consistent home communication B. Restorative Conference with an action plan C. Supervised Unstructured Time D. In-school suspension E. Out-of-school suspension (5 days should only be considered if behavior caused a serious threat to safety of students and/or staff or if is repetitive) F. Consultation with component school district G. Temporary removal from classroom in location other than ISS H. Student/Admin/Parent Re-entry conference I. Restoration of monies J. Program placement review K. Loss of school electronic device/system access L. Community Service Assignment

VIII. Level 3 Behavior Examples, Intervention Examples, and Consequence Examples

Level 3 Behavior Examples *More examples below and in the index	Possible Level 3 Teacher and Support Staff Intervention Responses	Possible Levels 3 & 4 Administrative/Support Staff Interventions and Consequence Responses
1. Homicide 2. Sexual Offenses 3. Assault 4. Weapons Possession 5. Inhalants: use, possession, or sale 6. Bomb Threat 7. False Alarm 8. Threat of School Violence 9. Use, possession, or sale of drugs 10. Use, possession, or sale of alcohol 11. Arson 12. Explosives: use/possession 13. Robbery 14. Possession and or use of RFID Reader Writers or other tools used for access or theft of unauthorized information	A. Refer student to appropriate substance abuse counselor B. Notify school nurse C. Contact School Resource Officer D. Restorative Conference with all people affected by the incident E. Referral and coordination with community-based supports as appropriate F. Teacher/Student re-entry plan G. Parents involved in the intervention planning to address highly aggressive, dangerous and/or illegal behaviors H. Other interventions as suggested I. Reentry planning as needed	A. Refer student to appropriate substance abuse counselor B. Notify school nurse C. Collaborate with School Resource Officer D. Immediate removal from the school setting E. Contact Law Enforcement/First Responders F. Communicate w/ First Responders, Healthcare as appropriate G. Up to 5-day suspension H. Initiate procedures for a Superintendent's Hearing I. Long-term suspension J. Expulsion K. For False activation: Principal must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014 L. For False Activation: Fire Department must be notified, and they have authority until the event is investigated M. Involvement of the juvenile justice system N. Review of placement O. Recommend IAES (Definition in the index) for SWD

Responses to student behaviors are to be implemented by classroom team when appropriate. Teams can implement responses in collaboration with the principal based on response requested to repeated behavior and/or intensity of behavior. Teams can assign any intervention / consequence except for in school suspensions, out of school suspensions, and superintendent's hearings.

***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.

****Principal has the right to modify consequences and has the authority to suspend.**

IX. Detailed Behavioral Descriptions

Level 1 Behavior(s)- Conduct that is disorderly, insubordinate, lacks integrity, is unkind or disruptive, etc. (classroom interventions and referrals)

Examples of Level 1 Behaviors include but are not limited to:

- Academic Dishonesty- copying, plagiarizing, cheating.
- Defiance/Disrespect/Insubordination-being disrespectful or failing to comply with the reasonable requests of teachers, school administrators, or other CiTi personnel.
- Disruption-running in hallways, making disruptive noise.
- Disruption-engaging in any willful act, which disrupts the normal operation of the school community.
- Inappropriate Display of Affection-engaging in public display of affection.
- Dress Code Violations
- Misconduct of School Bus or District Transportation
- Skippping
- Tardy
- Technology Violation L1-students are prohibited using in an operational mode any paging device, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers, or visitors. Students are not permitted to use any form of information technology, including their own personal devices, to record, intimidate, bully, harass or threaten others. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner.

Level 2 Reportable Behavior(s)- The following Level Two Categories Are Reportable to the New York State Education Department via the annual School Safety and Educational Climate (SSEC) incident report:

5a. Material Incidents of Discrimination, Harassment and Bullying (Excluding Cyberbullying): A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

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

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

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

Imbalance of power: An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.

Repetition: Bullying typically repeated, occurring more than once, or having the potential to occur more than once.

Intent to Harm: The person bullying has the goal to cause harm. Bullying is not accidental.

Any form of discrimination against students prohibited by state or federal law such as, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex. It should be noted that Educational Law §3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, and sex.

5b. Cyberbullying: is defined as harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.

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

Examples include but are not limited to:

- Abusive/Inappropriate Language-using profane, lewd, vulgar, or abusive language/gestures.
- Fighting
- Forgery/Theft-engage in any form of academic misconduct. Examples of academic misconduct include plagiarism, cheating, copying, altering records, or assisting another student in any of the actions.
- Gang Affiliation Display-or display of a weapon on clothing, backpack, hats, etc.
- Indecent Exposure of Genitalia
- Lying/Cheating-intentionally being dishonest/lying in relation to academic or discipline related issues.
- Out of Bounds/Inappropriate Area-all visitors must sign in. Non-enrolled students are not permitted on school property without an appointment. Visitors will be directed to their destination after signing in and their appointment is confirmed. Students who are suspended from school are not allowed on school property.
- Out of Bounds/Inappropriate Area-being in inappropriate areas or leaving class or school without permission.
- Physical Aggression-committing an act of violence (such as hitting, biting, spitting, kicking, punching, scratching, throwing objects, pulling hair) upon a student, teacher, administrator, other CiTi personnel, or visitor or attempting to do so.
- Physical Injury: Physical injury means impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling and headaches not related to a concussion.
- Property Damage/Vandalism-intentionally damaging or destroying the personal property of a student, teacher, administrator, other CiTi personnel, or any visitor lawfully on school property.
- Use of or Possession of Tobacco-possessing (including matches or lighters), smoking or using 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.
- Use of or Possession of Tobacco-Use or possession of vapor liquid supplies, including but not limited, to e-liquids.
- Technology Violation L2-misuse of computer/electronic/phone communications, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; accessing confidential student/staff information; or any other violation of CITI acceptable use

policies.

- 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.

Level 3 Reportable Behavior(s) - The following Level Three Categories Are Reportable to the New York State Education Department via the annual School Safety and Educational Climate (SSEC) incident report: (Numbers represent the category reference in the SSEC Report)

1-Homicide: any intentional violent conduct that results in the death of another person.

2- Sexual Offenses: - For reporting purposes, an 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. Including any non-consensual sexual act.

3-Assault Any act committed by a person 10 years of age or older which would constitute a felony under Article 120 of the Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.

4-Weapons Possession: An act committed by a person 10 years of age or older which would constitute a felony under Article 265.00 of the Penal Law taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act

6- Bomb Threat- a telephoned, written, or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.

7-False Alarm- causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.

8-Threat of School Violence- (Other than Bomb Threat or False Alarm): a verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.

9- Use, Possession, or Sale of Drugs: illegally using, possessing, 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: 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.

Additional Level 3 Behavior(s) - Conduct that is illegal, prohibited or would result in action by juvenile justice system

- Arson: Arson is the crime of intentionally damaging property using fire or explosives.
- Obscene Material-possessing, using, selling, possessing, or disseminating obscene material.
- Robbery-forcible stealing: the person who is stealing threatens the use of or uses physical force.
- Use of/Possession of Flammables/Combustibles- for the purposes of this code Combustible would include but

not be limited to any pyrotechnics including firecrackers, flares, fireworks, sparklers, dynamite, etc.

Flammables would include but not be limited to those substances that are not serving a valid educational purpose including but not limited to butane, acetone, ether, and such.

- **Unlawful Wearing of a Body Vest:** wearing of a body vest while possessing a firearm, rifle or shotgun and in the course of and in furtherance of a crime.
- **Intimidation**-which includes engaging in actions or statements that put an individual in fear of bodily harm.
- **Technology Violation 5a.**-Intentionally posting dishonest, damaging and/or profane statements or photos to an internet site or social media resulting in illegal defamation of character or illegal 911 calls such as "swatting."

X. Use of Electronic Devices- We believe that, with support, students should learn how to effectively manage and handle devices.



ADDITIONAL ELECTRONIC DEVICE POLICIES AND PROCEDURES- The school is not responsible for the loss or

theft of electronic devices brought to school by students. Students are permitted to bring the following electronic items to school: • Cell phones • Laptops • Tablets • iPads and other similar computing devices Using any device to misrepresent an individual, harass or bully, or promote illicit activity (e.g., fighting) is unacceptable. Unauthorized individuals, including students, are not permitted to be in possession of RFID Reader/Writers such as Flipper Zero or other devices used for database and system infiltration. Possession of these devices is a Level Three 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.

XI. Ethical Use of Artificial Intelligence in An Academic Setting

1. Purpose

The purpose of this code of conduct section is to provide guidance on the ethical use of artificial intelligence (AI) at CiTi BOCES, including the use of language models such as ChatGPT. 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.

2. 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.

3. Fairness

The use of AI, including ChatGPT, at CiTi must be guided by principles of fairness. This means that AI technologies should be designed to avoid bias and discrimination and should not perpetuate or exacerbate existing inequalities. When students use ChatGPT, they will be reminded to use it responsibly and respectfully, and to avoid using it to harm or offend others.

4. Transparency

We will strive to be transparent about our use of AI, including ChatGPT, 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 use ChatGPT, 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 ChatGPT is being used in our BOCES.

5. Privacy

The use of AI, including ChatGPT, 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 ChatGPT, their data will be protected in accordance with our district's privacy policies. If privacy cannot be guaranteed, the tool should not be used.

6. Accountability

We will hold ourselves and our students accountable for the ethical use of AI, including ChatGPT, 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 ChatGPT ethically and responsibly. Additionally, students must use AI and language models such as ChatGPT in accordance with our district's academic integrity policy. This includes properly citing any information sourced from ChatGPT or other 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 April, 2023. [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 \(apa.org\)](#), April 2023

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.

7. Critical Thinking

Staff and students must be taught critical thinking 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

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

8. Professional development

We will provide professional development opportunities for staff and students to ensure that they are equipped to use AI technologies, including ChatGPT, 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, how to use ChatGPT to support student learning and engagement, and how to critically evaluate information generated by AI technologies.

Conclusion

The use of AI, including ChatGPT, 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.

XII. Student Searches and Interrogation

School authorities will provide discipline and security as agents of the state. School authorities will conduct a search of a student's person, as well as of their possessions, where sufficient cause for such a search exists. School authorities will search when there is reasonable suspicion that contraband is possessed and/or has been concealed. The Board further authorizes the utilization of trained canine to search school property from time to time as determined by the District Superintendent to search for illicit drugs and/or explosives.

Factors to be considered in determining whether reasonable suspicion exists to search a student include: (i) the student's age; (ii) the student's history and record in school; (iii) the prevalence and seriousness of the problem to which the search is directed; (iv) the urgency necessitating the immediate search; and (v) the probative value and reliability of information used as justification for the search.

Students have no reasonable expectation of privacy with respect to school lockers, desks, or other school storage spaces over which the school authorities retain control. Students may use these areas for the limited purpose of temporarily keeping items needed to participate in school instruction and activities.

School authorities have the right to question students regarding any violations of school rules and/or illegal activity. The questioning of student(s) by school authorities does not preclude subsequent questioning/interrogations by law enforcement authorities as otherwise permitted by law. Likewise, the questioning of students by school officials does not negate the right/responsibility of school authorities to contact appropriate law enforcement agencies, as necessary, about such statements given by students to school authorities. School authorities acting alone and on their own authority, without the involvement of or on behalf

of law enforcement officials, are not required to provide the “Miranda warnings” against self-incrimination prior to the questioning of students.

The Center for Instruction, Technology & Innovation (CiTi) school authorities shall work in a cooperative effort with appropriate law enforcement agencies. Law enforcement officials may be summoned to investigate an alleged criminal conduct on school property or during school-sponsored events, or to maintain the educational environment.

When police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student’s arrest (or removal) or the questioning of students concerns a criminal offense committed on school property or during a school sponsored activity.

XIII. Suspension

Five Days or Less

1. When a student may be suspended from school for a period of five (5) school days or less, the suspending authority shall provide the student with notice of the charged misconduct. If the student denies the misconduct, the suspending authority shall provide an explanation of the basis for the suspension. Administration shall also immediately notify the parents/guardians in parental relation in writing that the student may be suspended from school. Phone calls will also take place when appropriate phone numbers are available.
2. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the decision to propose suspension at the last known address or addresses of the parents/guardians in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents/guardians in parental relation.
3. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the student and the parent/guardian in parental relation of their right to request an immediate informal conference with the principal in accordance with the provisions of Education Law Section 3214(3)(b). Both the notice and the informal conference shall be in the dominant language or mode of communication used by the parent/ guardian in parental relation.
4. The notice and opportunity for informal conference shall take place prior to suspension of the student unless the student’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 notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practical. When a student has been suspended and is of compulsory attendance age, immediate steps shall be taken to provide alternative instruction which is of 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 enough so that the student may complete his/her course work.
5. Regardless of the length of a student’s suspension, if a parent/ guardian in parental relation wishes to appeal the suspension of such student by the principal and/or superintendent, such appeal must be made to the Board of Education, prior to commencing an appeal to the Commissioner of Education.

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 anticipate reasonably 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 hearing officer is advisory only, and the Superintendent of Schools or Board may accept or reject all or any part of such report.

Where the 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, dagger, including a pocket knife, dirk, razor, stiletto 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 enough so that the student may complete his/her course work.

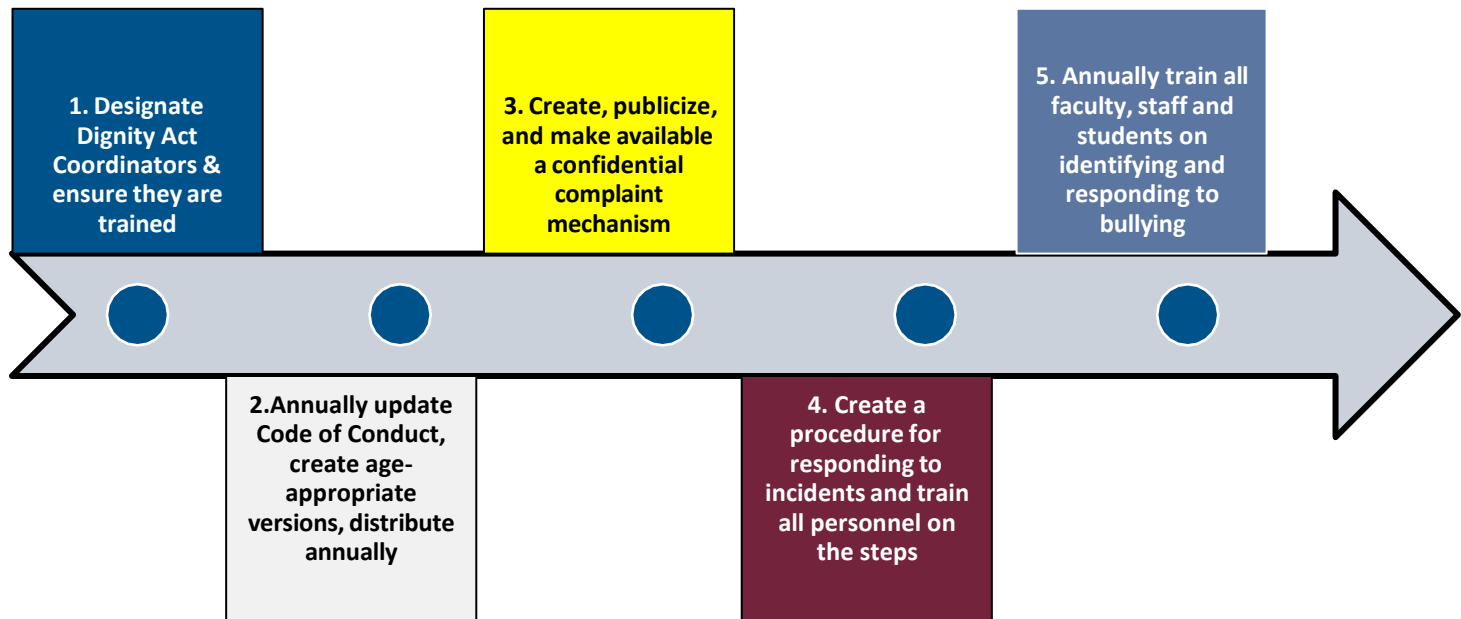
In the case of a potential long-term suspension and/or disciplinary change in educational placement of a student classified as having a disability or a student presumed to have a disability for discipline purposes as defined pursuant to law and regulation, a referral to the district Committee on Special 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.

XIV. The Dignity for All Students Act - DASA

CiTi condemns and prohibits all forms of bullying, harassment and discrimination of students, including but not limited to, based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identification, sex or any other legally protected status by school employees or students on school property and at school-sponsored activities and events that take place at locations on school property. In addition, any act of bullying, harassment, or discrimination outside of school sponsored events, which creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that such conduct might reach school property, may be subject to discipline.

More information: <https://www.p12.nysed.gov/dignityact/>

School District Responsibilities



How to Raise a Concern- DASA or Other Issues

When there are unresolved concerns the process for addressing them is as follows:

For Dignity for All Students (DASA) Issues: Concerns should be directed to the program principal or assistant principal, who also serve as a DASA coordinator. **Any Concern:** Contact the **classroom teacher** by phone or email. If the **teacher** has not responded within three business days, or if the response is unsatisfactory, contact the **program principal**. If the **principal** has not responded within three business days, or if the response is unsatisfactory, contact the **program director**. If the **program director** has not responded within three business days, or if the response is unsatisfactory, contact the **assistant superintendent for programs and instruction**. If the **assistant superintendent** has not responded within three business days, or if the response is unsatisfactory, contact the **district superintendent**. If the **superintendent** has not responded within three days or if the response is unsatisfactory contact the **Board of Education** via a message to the board clerk. **Anonymous Reporting:** DASA Complaint Form

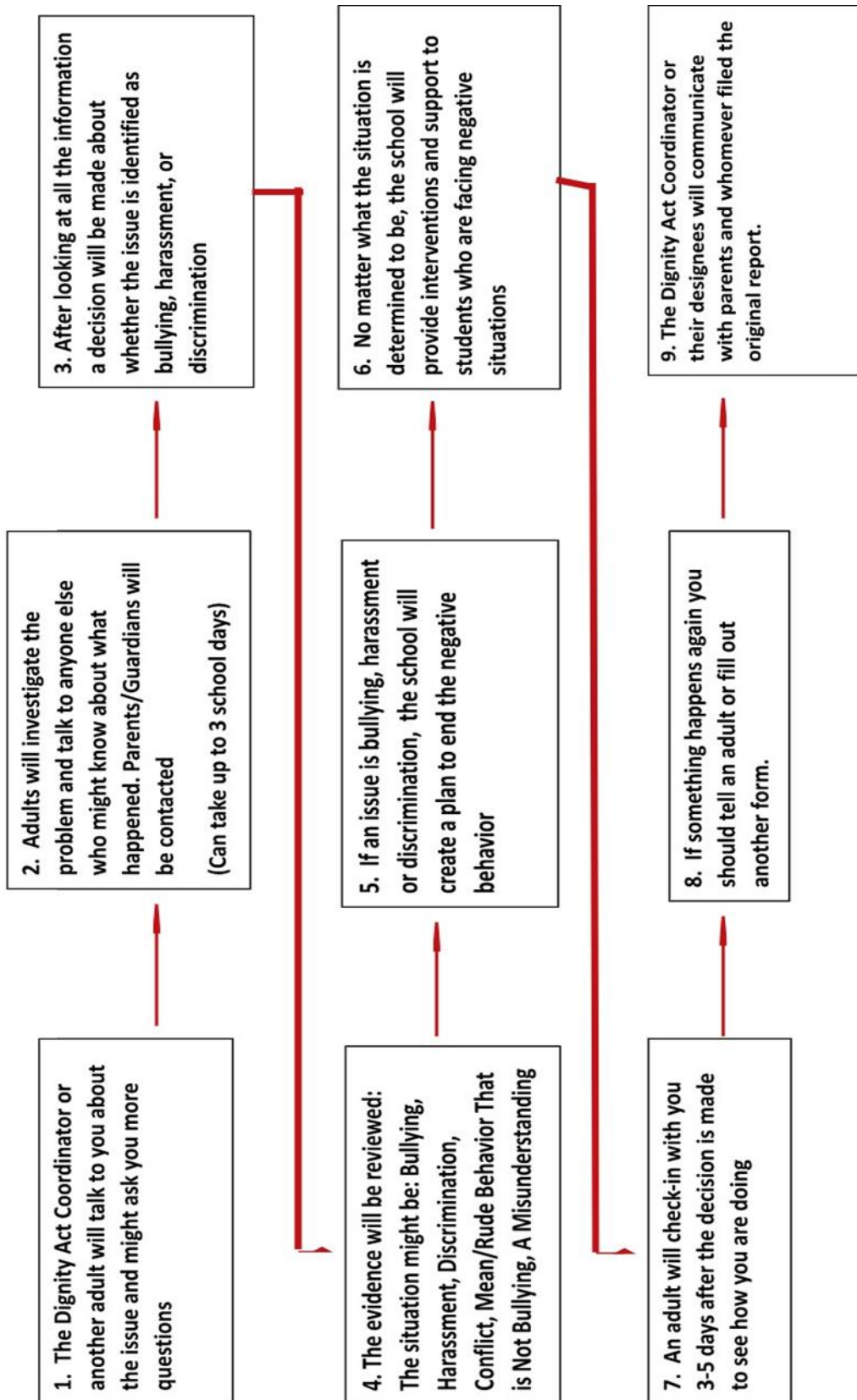
Paper forms are also available in many locations throughout the program buildings

Dignity Act Coordinators

Name	Location	E-mail	Phone
Roseann Bayne	District Office	rbayne@CiTiboces.org	315-963-4297
Robyn Proud	CiTi Lanes	rproud@CiTiboces.org	315-963-4276
Mike Thurlow	CiTi Campus	mthurlow@CiTiboces.org	315-963-4433
Christina Rode	CiTi Campus	crode@citiboces.org	315-963-4433
Amanda Petrie	CiTi Campus	apetrie@citiboces.org	315-963-4248
Amy Kunzwiler	CiTi Campus	akunzwiler@citiboces.org	315-963-4248
Gary Brisson	CiTi – BRIDGES	gbrisson@CiTiboces.org	315-216-4995
Carol Scaccia	CiTi – L. Sharp Elementary	cscaccia@CiTiboces.org	315-298-1570
Shannon Tanner	CiTi – CSMS	stanner@citiboces.org	315-963-4252
Christa Tolbert	CiTi – Volney Elementary	ctolbert@CiTiboces.org	315-593-9203
Nicole Arnold	CiTi - Fourth Street	narnold@ciTiboces.org	315-598-8608
Deanna Kirk	CiTi- Fourth Street	dkirk@citiboces.org	315-598-8608

I Filled Out a DASA Form, What Happens Next?

Name _____ Date of Report _____



XV. Essential Partners: Rights, Responsibilities, Expectations: Unabridged

A. Parents/Persons in Parental Relation

1. Parent Rights:

- Be actively involved in their children's education.
- Be treated courteously, fairly, and respectfully by all school staff.
- Receive timely information about the policies of CiTi and procedures that relate to their children's education through website postings, emails, District social media accounts, and other communications.
- Receive regular reports from school staff regarding their children's academic progress or behavior, including but not limited to report cards, progress reports and conferences.
- Receive information and prompt notification of persistent disruptive behaviors by their children, infractions that impact their children and the school community, and any other serious disciplinary actions taken by principals or school staff.
- Receive information about the due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
- Receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to counseling, tutoring, after-school programs, academic programs, and mental health services within the school district and the community.
- Be contacted immediately and directly when a student is believed to have committed crime and police are summoned.
- Receive communication through provided translators when necessary.
- File a complaint when there has been an infraction or misapplication of a written provision of school policy.

2. Parent Responsibilities:

- Teach their children respect and dignity for themselves, and that all children have the right to attend school and be treated with respect and dignity in compliance with mandates outlined in the Dignity for All Students Act (DASA).
- Recognize that the education of their children is a joint responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school daily and on time.
- Ensure absences are excused.
- Insist their children be dressed and groomed in a manner consistent with the student dress code.
- Help their children understand that appropriate rules are required to maintain a safe, supportive, and orderly environment.
- Know school rules and help their children understand them so their children can help create a safe, supportive school environment.
- Convey to their children a supportive attitude toward education.
- Build good relationships with teachers and treat all school staff courteously, fairly, and respectfully.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Follow school rules.
- When in a school building, always carry personal identification and be prepared to present it upon request.
- Provide updated contact information to the CiTi program office and their children's individual school.

B. CiTi Employees

All CiTi employees, regardless of location or assignment will:

- Set the stage for life-long learning.
- Lead by example, by conducting themselves in a professional, respectful, and courteous manner.
- Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- Demonstrates interest in and concern for student achievement.
- Know school policies and rules and enforce them in a fair and consistent manner.

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
 - Be a positive role model for students using respectful language that is free of obscenities and demonstrates respect for law and order.
 - Reinforce positive student behavior.
 - Seek appropriate resources to effect positive change in student behavior.
- Confront issues of bullying, discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
 - Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to an employee's attention to the building administrator and/or Dignity for All Students Act Coordinator (DAC) in a timely manner.
 - Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, sex, or any other legally protected status, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
 - Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

No Center for Instruction, Technology & Innovation (CiTi) Employee shall:

- Intentionally damage or destroy CiTi property or the personal property of a teacher, administrator, other school employee or any person lawfully on school property, including but not limited to graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Utilize CiTi BOCES materials, supplies, equipment, etcetera for personal or business use.
- Intimidate, bully, harass or discriminate against any person based on race, color, creed, national origin, religion, age, gender, sexual orientation, disability, or any other legally protected status.
- Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school.
- Gamble on school property or at school functions.
- Transport students in personal vehicles without express written permission of parent/guardian and CiTi.
- Transport students in CiTi vehicles without proper application and authorization via the personnel office.

C. Visitors to the School

We encourage parents, community members, component school district personnel and representatives of business and industry to be involved in the educational process. School is a place of work and learning; therefore, certain limits must be set for such visits.

- Visitors will be defined as anyone in the school building(s) or on the premises(s) who do not possess official Center for Instruction, Technology & Innovation (CiTi) credentials (i.e., badge).
- All visitors to the school must report to the main office upon arrival, sign in and receive a visitor's identification badge. This badge must always be worn while in the school or on the school premises. The visitors must return the identification badge to the main office and sign out before leaving.
- Parents or citizens who wish to observe a class while school is in session are required to arrange such visits in advance with the classroom teacher(s) and administration so that class disruption is kept to a minimum.
- Those who visit a shop area for service are expected to leave the shop area(s) as soon as their business is completed. There must be no interference with regular schoolwork and prolonged visits are discouraged.
- No class time shall be taken to discuss individual matters with visitors by teachers.

- Any unauthorized person(s) on school property will be reported to the security office, program administrator or coordinator or his or her designee. Unauthorized person(s) will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

XVI. Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of 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 when 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.

Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person 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.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- 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, or be under the influence of either 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 while on active duty or except as specifically authorized by the school district.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school 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 policy while on school property or while at a school function.
- Intimidate, harass, bully, or discriminate against any person based on actual or perceived race, color, creed, national origin, religion or religious practices, age, gender, gender identity or expression, sexual orientation, or disability on school grounds or at a school function.
- Soliciting of any kind without prior permission of the superintendent.

XVII. Penalties/Enforcement Penalties

Persons who violate this Code shall be subject to the following penalties:

- a. Visitor(s). Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and or arrest.
- b. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements, as stated in this Code of Conduct.
- c. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a, or any other legal rights that they may have.
- d. District Employees in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- e. District Employees other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension, or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

The program administrator and/or coordinator or his or her designee shall be responsible for enforcing the conduct required by this Code.

When the building principal or his or her designee becomes aware of an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop.

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

If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the penalties section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the Code.

XVIII. Prohibited Conduct on School Transportation

Some students are eligible for bus transportation to and from school. 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. It is not uncommon for CiTi students to be transported in vehicles which do not originate from the student's home district. In order that the ride to and from school or school-related activity may be safe, the following rules must be observed:

1. Obey all the driver's lawful directions without question.
2. Remain seated until the bus driver gives permission for you to leave.
3. Always be helpful and courteous.
4. Keep all noise at a low level.
5. Keep hands, feet, and possessions to yourself.
6. Avoid physical contact, report problems to the driver.
7. Avoid verbal attacks on other students.

Students may also be subject to disciplinary action, up to and including suspension from school, when they engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct

themselves in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated. CiTi administration will communicate with a student's home district transportation department when students engage in any level of misconduct while riding to or from CiTi locations.

XIX. Discipline of Students with Disabilities

NY State Education Department Students with Disabilities

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

If a student violates the school Code of Conduct and is being considered for a suspension or removal, school personnel must see to it that the following due process protections are provided to the student and to the student's parent(s)/guardian(s):

- a. For suspension of **five school days or less**, the student's parent(s)/guardian(s) must receive a written notice (section 3214 notice), and a follow-up telephone call if possible, within 24 hours of the incident leading to the suspension, which describes the basis for the suspension and explains that the parent/guardian has the right to request an informal conference with the principal prior to the proposed suspension to discuss the incident and question any complaining witnesses against the student. The conference may take place after the suspension is initiated if the student's presence in school poses a continuing danger to persons or property or is an ongoing threat of disruption to the academic process, in which case the conference shall take place as soon after the suspension as is reasonably practical.
- b. For suspensions in **excess of five consecutive school days**, the student's parent(s)/guardian(s) must be provided with a written notice which indicates that CiTi proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by either the superintendent or hearing officer designated by the superintendent at which the student will have the right to question any witnesses accusing him/her of committing the misconduct charged, and to present witnesses on his/her own behalf. Where possible, notification must also be provided by telephone. For any student of compulsory school age, the school must provide alternative education to the student during the suspension.

In addition to the above, which apply to all students in New York State, there are additional procedures and protections that apply to students with disabilities, including:

1. The provision of a free, appropriate public education (FAPE) to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year.
2. The responsibility of schools to address behaviors that result in suspensions or removals for more than ten days in a school year (functional behavioral assessment (FBA) and behavioral intervention plans (BIP)).
3. 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)
4. 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.
5. An expedited process (expedited due process hearings) to resolve disagreements between parents and schools regarding certain disciplinary actions.
6. 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").
7. 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 for up to 45 calendar days for offenses relating to illegal drugs, controlled substances, or weapons. 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.”

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, establishing clear guidelines for communication and decision making on disciplinary matters.

Overview of Steps in the Disciplinary Process

1. Follow §3214 procedures as you would for any student.
 - a. Send written notice to parent/guardian.
 - b. Make a telephone call to parent/guardian, if possible.
 - c. Upon request, conduct an informational conference.
 - d. Send a §3214 hearing notice to the student’s parent/guardian.
 - e. Conduct a Superintendent’s Hearing.
 - f. Sends notice of the hearing results to the student’s parent/guardian.
2. The student’s home district arranges for instruction, as appropriate, to be provided to the student.
 - a. If the student is of compulsory school age, arrange immediately for alternative instruction.
 - b. 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 more than ten school days in a school year, 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:
 - a. Send CSE meeting notice to the parent(s)/guardian(s) with a copy of the procedural safeguards notice.
 - b. Convene a CSE meeting to address the student’s behavior, as required.
 - c. Convene a CSE meeting to conduct a manifestation determination:
 1. 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 (IAES) for drugs/controlled substances or weapons, or removals to an IAES by an impartial hearing officer for dangerousness).
 2. If behavior is not related to the student’s disability, the student may be suspended or removed for the behavior.
 - a. If the student is suspended or removed, provide educational services to meet the FAPE requirement.
 - d. Send prior notice of the CSE recommendations to the parent(s)/guardian(s).
4. Removal for behavior involving weapons, illegal drugs, or controlled substances.
 - a. Conduct a Superintendent’s Hearing.
 - b. Send a CSE meeting notice with a copy of the procedural safeguards notice to the parent(s)/guardian(s).
 - c. Convene a CSE meeting to determine an IAES and services to address the behavior and meet the FAPE requirement.
 - d. At the discretion of the school superintendent, remove the student to an IAES for up to forty-five calendar days.

1. Provide education services to meet the FAPE requirement in the setting determined by building administrator and CSE chairperson.
 2. Convene a CSE meeting(s) to conduct a manifestation determination and investigate the connection between the behavior and the disability.
 3. 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:
- a. Convene a CSE meeting to determine manifestation. If the conduct is a manifestation of the disability, review and modify IEP as appropriate.
 - b. Send prior notice of the CSE recommendations to the parent(s)/guardian(s).
 - c. If parent 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 (IAES) for forty-five 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.
1. Provide substantial evidence that maintaining the placement of the student is likely to result in injury to the student or to others.
 - i. Provide a recommendation for the IAES setting to the impartial hearing officer (IHO).
 - ii. If the student is removed to the IAES, 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 IAES and requests a due process hearing.
1. Send procedural safeguards notice to the parent(s)/guardian(s).
 2. Provide the parent(s)/guardian(s) with the form to request a due process hearing or mediation.
 3. Arrange for an expedited due process hearing.
 4. Ensure pendency (current educational placement or the IAES).
7. CSE receives a referral for initial evaluation of a student during the time a student is suspended or removed for disciplinary reasons (other than students presumed to have a disability for discipline purposes).
1. Conduct an expedited evaluation of the student.
 2. Students may continue to be suspended or removed for disciplinary purposes.
8. Circumstances under which, and procedures by which, complaints in criminal court, juvenile delinquency and PINS petitions will be filed and/or referrals to the appropriate agencies will be made. (NOTE: This section applies to all students, not just students with disabilities.)

XX. PINS Petition (Persons in Need of Supervision)

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

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school, notwithstanding implementation of the student's behavior intervention plan.

- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be sufficient basis for filing a PINS petition and referral to the appropriate law enforcement agency.

While NYSED law allows for referrals, the CiTi is committed to minimizing criminal court system referrals except in limited and statutorily-mandated circumstances. The district will actively endeavor to utilize innovative and restorative alternatives that are supportive.

NY York Courts PINS [Oswego County PINS Information](#)

XXI. Dissemination and Review of This Code of Conduct

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 the Code of Conduct. The committee will be made up of representatives of students, teachers, administrator, 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.

XXII. Definitions/Processes for Key Words and Terms

In this Code, the following words and phrases shall have the meanings set forth below:

1. **Alcohol: Use, Possession or Sale:** 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.
2. **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.
3. **Assault:** Intentionally or recklessly causing physical injury or serious physical injury (see differences in definitions below) to another person, with or without a weapon, in violation of the school district code of conduct. For reporting purposes, an 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. NYSED Glossary of Terms
4. **Bomb Threat:** A telephoned, written, or electronic message that a bomb, explosive, chemical or biological weapon has been or will be placed on school property.
5. **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:

- i. 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

6. Chronic Absenteeism: Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things. Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent.

7. Coercion: Persuading someone to do something by using force or threats.

8. Controlled Substance: A drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations that apply to this Code.

9. CiTi Function: Any school-sponsored extra-curricular event or activity, regardless of location.

10. 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

11. Community Service: (For Code of Conduct purposes)- When a school/district determines work that is assigned without pay to help a community.

12. 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.

13. Crown Act: The Dignity for all Students Act protects the right of all students to learn in schools free of discrimination, harassment, and bullying. In 2019, NYSED clarified those rights include self-expression through hairstyle. The CROWN Act protects students' rights to wear or treat their hair however they desire, without the threat of racial discrimination or loss of access to school, participation in activities, and inclusion in opportunities inside and beyond typical classrooms. More specifically, The CROWN Act prohibits race discrimination based on

natural hair or hairstyles; defines "race" for certain specific purposes to include, but not be limited to, ancestry, color, ethnic group identification, and ethnic background, and to include traits historically associated with race, including but not limited to, hair texture and protective hairstyles; and defines "protective hairstyles" to include, but not be limited to, such hairstyles as braids, locks, and twists. [Crown Act 1](#) [Crown Act 2](#) [Crown Act 3](#)

14. **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](#)
15. **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 e-mail 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](#)
16. **Defiant:** Boldly resistant or challenging; refusing to comply with the directive of school personnel or school expectations.
17. **Detention/Lunch Detention:** The supervised retention of students during the school day or after school for the purposes of increasing student self-awareness, self-management, and social skills and helping the student to understand the impact of their behavior provide real time opportunities to correct behavior and set goals to improve behavior and restore relationships.
18. **Disability:** (a) A physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevents the exercise of normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11 [4] and Executive Law Section 292[21]).
19. **Disabled Student:** A student who has been identified as having a disability pursuant to the provisions of IDEA and Article 89 of the Education Law, or one who the District is deemed to know has a disability within the meaning of 34 CFR §300.527.
20. **Discrimination:** The intentional or unintentional act of denying rights, benefits, equitable treatment or access to facilities and programs that are 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.
21. **Disrespectful:** Showing a lack of consideration or courtesy; being impolite or overly disapproving of a person or situation.
22. **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, etc.
23. **Drugs/Illegal Substances: Use, Possession or Sale:** For NYSED reporting purposes: Illegally using, possessing, or being under the influence of a controlled substance or marijuana, marijuana derivative, 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.

1. Additional Restrictions at CiTi: Unauthorized possession, sale or distribution of prescription medications that do not fall into the category of “controlled substances.”
2. Additional Restrictions at CiTi: Unauthorized possession, sale or distribution of over-the-counter medications that do not fall into the category of “controlled substances.”
3. Additional Restrictions at CiTi: False representation of substances for sale or distribution. (Representing one substance as another).

24. 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.

25. Educational Equality: 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.” This differs from “Educational Equity.”

26. Educational Equity: 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.” This differs from “Educational Equality.”

27. Employee: Any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title IXB of Article 55 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section s11[4] and 1125[3]).

28. Excessive: Something that happens more than the norm.

29. Explosive: An explosive device of a nature, or in a quantity, that is sufficient to cause injury to the person or the holder thereof or to the person or property of others, including the school.

30. 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 or pellet gun. Gun-Free School Act

31. Gang-Related: When an incident involves one or more than one offender, known to be a member of an organized group, or gang, which is characterized by turf concerns, symbols, special dress, and/or colors that engages students in delinquent or illegal activity.

32. Group-Related: An incident is group-related if it is several individuals that assemble for the purpose of engaging in or contributing to actions that occur during the incident.

33. 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.

34. 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:

1. Humiliation: socially offensive, isolating, or uncooperative behaviors
2. Substance abuse: abuse of tobacco, alcohol, or illegal/legal drugs
3. Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

35. 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

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

- 37. 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 access the same goals as their peers.
- 38. Intentional:** Done on purpose, deliberate.
- 39. In-School Suspension:** Is a removal from instruction and/or activities in the same setting as class/age peers as a disciplinary purpose but remains under the direct supervision of school personnel.
- 40. Involuntary Transfer to an Alternative Placement:** For NYSED reporting purposes: Is the removal from instruction within the same school building as class/age peers as a disciplinary measure, and assignment to an alternate setting to receive instructional services. This could also include alternate (i.e., condensed) hours.
- 41. Juvenile Justice or Criminal Justice System:** For the purposes of the Code of Conduct and 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.
- 42. Legal Drugs:** Use of a prescribed drug under a doctor's supervision and with acknowledgement of usage shared with the School/District is not a violation of the Code of Conduct. The use of prescribed drugs without a physician's prescription or knowledge of the school/district is a violation of the Code of Conduct.
- 43. Loitering:** To stand, wait, or pace around idly without an apparent purpose.
- 44. Material Incident of Discrimination, Harassment, and Bullying:** A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function. (2) In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. Commissioner's regulation 100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions. Bullying is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time. **Please note the following "elements of bullying" do not solely determine whether an incident is material.** Imbalance of power: An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person. Repetition: Bullying typically repeated, occurring more than once, or having the potential to occur more than once. Intent to Harm: The person bullying has the goal to cause harm. Bullying is not accidental. Gun-Free School Act
- 45. Illegal Drugs:** A controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional, or those legally possessed or used under any other authority under the Controlled Substances Act or any other federal or New York State law. Some drugs have legal status, but are prohibited for possession by students in school settings (i.e. marijuana).

46. 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 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](#)

47. Offensive: Aggressive, abusive, harassing, rude, belligerent, or threatening behavior that causes others to feel hurt, upset, or angry.

48. 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).

49. Out-of-School Suspension: A student is suspended from attending classes or being on school property. The student must receive his/her instruction during the period of suspension, in an alternate setting, separate from the school which his/her class/age peers attend.

50. Parent: The biological, adoptive, or foster parent, guardian, or person in parental relation to a student.

51. Persistent: Repeated actions over a period of time.

52. Persons In Need of Supervision (PINS) [Division of Youth and Partners for Success](#) [PINS Reform 2019](#) [PINS Reform PowerPoint](#)

53. Physical Injury: Physical injury means impairment of physical condition or substantial pain and includes, but is not limited to, black eyes, welts, abrasions, bruises, cuts not requiring stitches, swelling and headaches not related to a concussion. [NYSED Glossary of Terms](#)

54. 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.

55. Prohibited Substances: Those substances that are not illegal but prohibited without permission in a school setting. These include Schedule V and Schedule VI substances. Some examples include cough medicine and analgesics.

56. 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.

1. 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.

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

indication of race.

3. **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 others.
4. **Religious Practice:** A term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.
5. **Age:** Prejudice or discrimination on the grounds of a person's age.
6. **Creed:** A set of beliefs or aims which guide someone's actions.
7. **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.
8. **National Origin:** A person's country of birth or ancestor's country of birth.
9. **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.
10. **Disability:**
11. **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]).
12. **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]).
13. **Gender Expression:** The way in which a person expresses their gender identity, typically through their appearance, dress, and behavior.
14. **Weight:** Aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size" or "appearance."
15. **Other:** Can include, but is not limited to, physical characteristics, socio-economic status, health condition, housing, domestic relationships, social/academic status, etc.

57. Removal (Teacher removal of student from their class), pursuant to NYSED Regulations: Any teacher shall have the power and authority to remove a disruptive pupil, from such teacher's classroom consistent with discipline measures contained in the code of conduct adopted by the board pursuant to section twenty-eight hundred one of this chapter. The school authorities of any school district shall establish policies and procedures to ensure the provision of continued educational programming and activities for students removed from the classroom pursuant to this subdivision and provided further that nothing in this subdivision shall authorize the removal of a pupil in violation of any state or federal law or regulation. No pupil shall return to the classroom until the principal makes a final determination pursuant to paragraph c of this subdivision, or the period of removal expires, whichever is less.

1. Such teacher shall inform the pupil and the school principal of the reasons for the removal. If the teacher finds that the pupil's continued presence in the classroom does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption to the academic process, the teacher shall, prior to removing the student from the classroom, provide the student with an explanation of the basis for the removal and allow the pupil to informally present the pupil's version of relevant events. In all other cases, the teacher shall provide the pupil with an explanation of the basis for the removal and an informal opportunity to be heard within twenty-four hours of the pupil's removal.

2. The principal shall inform the person in parental relation to such pupil of the removal and the reasons therefore within twenty-four hours of the pupil's removal. The pupil and the person in parental relation shall, upon request, be given an opportunity for an informal conference with the principal to discuss the reasons for the removal. If the

pupil denies the charges, the principal shall provide an explanation of the basis for the removal and allow the pupil and/or person in parental relation to the pupil an opportunity to present the pupil's version of relevant events. Such informal hearing shall be held within forty-eight hours of the pupil's removal.

3. The principal shall not set aside the discipline imposed by the teacher unless the principal finds that the charges against the pupil are not supported by substantial evidence or that the pupil's removal is otherwise in violation of law or that the conduct warrants suspension from school pursuant to this section and a suspension will be imposed. The principal's determination made pursuant to this paragraph shall be made by the close of business on the day succeeding the forty-eight-hour period for an informal hearing contained in paragraph b of this subdivision.

The principal may, in his or her discretion, designate a school district administrator, to carry out the functions required of the principal under this subdivision. [NYSED Info on Student Removal by Teacher](#)

58. Robbery: Obtaining or attempting to obtain money, goods, services, or information from another by physical force or violence or intimidation using a dangerous instrument or weapon.

59. School Bus: Every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers, and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142).

60. School Function: A school sponsored extracurricular event or activity (Education Law Section 11 [2]).

61. 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](#)

62. 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](#)

63. Self-regulate: The individual ability to monitor and manage our emotions, thoughts and behaviors in ways that are situationally acceptable and produces neutral or positive results.

64. Serious Physical Injury: Serious physical injury means physical injury which creates a substantial risk of death, or which causes death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ and requires hospitalization or treatment in an emergency medical care facility outside of school, including but not limited to, a bullet wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement. [NYSED Glossary of Terms](#)

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

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

67. Sexual Offense: Definition update by NYSED on 7/22/21- For reporting purposes, an act committed by a person
40 CODE OF CONDUCT 2023-24 Draft Review

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.

68. Sexual Exploitation/Sexual Trafficking: Resources for Parents Safe Harbour for Exploited Children

69. 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.

70. Stealing: To take another person's or institution's property without their knowledge, permission, or legal right, without the intention of returning. When stealing is a crime, it is often referred to as theft.

71. Superintendent Hearing: A process provided by New York State Department of Education under Due Process Law to establish an appropriate method of discipline when suspension for an excess of five days or more is under consideration.

72. Suspension: The disciplinary removal of a student from his or her regular educational program and activities in accordance with Education Law §3214.

73. Tardiness: Arriving late to class or school.

74. 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.

75. Threat: Threat (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.

76. Theft: The crime of stealing.

77. Trespassing: Being on school property without permission, including while suspended or expelled.

78. Unintentional: Not on purpose.

79. Violent: Using or involving physical force intended to hurt, damage, or seriously injure someone or something.

80. 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.

81. Visitor: Visitors will be defined as anyone in the school building(s) or on the premise(s) who does not possess official Center for Instruction, Technology and Innovation (CiTi) credentials (i.e. badge).

82. Weapon: Weapon means one or more of the following dangerous instruments: (a) a firearm, including but not limited to a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun or spring gun; (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, nin chuck, or shirken; (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](#)

83. Weapons Possession: Definition update by NYSED on 7/22/21- 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. [NYSED Glossary of Terms](#)

RESPECT

VS

DIGNITY

*From the Latin word respectus,
meaning "to look back at."*

*From the Latin word dignitas,
meaning "to be worthy."*

**Showing admiration for
someone because of their
abilities, qualities or
achievements.**

Respect is earned.



**All people have the right to
be recognized for their
inherent humanity and
treated ethically.**

Dignity is a given.

U.S.A. Drug Schedule Chart

As Defined by the U.S. Controlled Substances Act

Classification	Description	Drug Examples
Schedule 1	No current legal medical use High potential for physical and/or psychological dependence High risk for addiction/abuse	<ul style="list-style-type: none"> Heroin GHB LSD Marijuana MDMA/Ecstasy Mescaline Methaqualone Peyote Psilocybin
Schedule II	Restrictive legal medical use High potential for physical and/or psychological dependence High risk for addiction/abuse	<ul style="list-style-type: none"> Adderall Cocaine Codeine Crystal Meth Demerol Morphine Opium OxyContin PCP Percocet
Schedule III	Accepted legal medical use Low/Moderate potential for physical dependence Moderate/High potential for psychological dependence Moderate risk for addiction/abuse	<ul style="list-style-type: none"> Anabolic Steroids Ketamine Lorcet Aspirin (w/codeine) Testosterone Vicodin
Schedule IV	Accepted legal medical use Low potential for physical and/or psychological dependence Low risk for addiction/abuse	<ul style="list-style-type: none"> Ambien Ativan Equanil Rohypnol Talwin Xanax Valium
Schedule V	Accepted legal medical use Limited potential for physical and/or psychological dependence Low risk for addiction/abuse	<ul style="list-style-type: none"> Codeine-based cough medicines (Robitussin)
Schedule VI (Unscheduled)	Over-the-counter availability Legal without a prescription	<ul style="list-style-type: none"> Alcohol Aspirin Caffeine Nitrous Oxide Nyquil Tobacco