

Syracuse City



School District

2024-2025

Code of Conduct

Character and Support



LETTER FROM SUPERINTENDENT

Dear Syracuse City School District Families,

Dear Syracuse City School District Families,

We hope you are all familiar with our Code of Conduct, Character, and Support (CoC). This important document is updated every year to reflect the needs of our students and the environment of our schools.

We encourage you to read the Code of Conduct every year to understand any changes and updates, find helpful resources, and get the support your family might need.

This year, there are a few important changes in the Code of Conduct. First, we have added more information about Restorative Justice. We are focusing on restorative practices to help students build strong connections within the school community and resolve conflicts. Restorative Justice helps create a positive school culture and addresses the needs of the school community as they come up.

We have also made behavioral rules easier for families to understand. We have listened to your feedback and want to make sure everyone in our community can easily understand the Code of Conduct, Character, and Support.

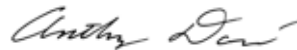
Lastly, we have added more details about the practices and policies that family and community members need to follow when visiting our schools. Keeping our students and staff

safe is our top priority!

If you have any questions or need support, our Office of Student Support Services is here to help. You can call them at (315) 435-4131. You can also reach out to our Ombuds Officer at ombuds@scsd.us.

Thank you for being such an important part of our SCSD community. Together, we are working hard to help our students succeed!

Sincerely,



Anthony Q. Davis
Superintendent

Tamica Barnett
President

Twiggy Billue

Nyatwa Bullock

Karen Cordano

Mary Habib

Gwendolyn Raeford

Ranette Releford

NOTICE OF NON-DISCRIMINATION

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law.

Inquiries regarding the District's non-discrimination policies should be directed to:

Civil Rights Compliance Officer
Syracuse City School District
725 Harrison Street • Syracuse, NY 13210
(315) 435-4131

Email: CivilRightsCompliance@scsd.us



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INTRODUCTION

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

The goal of the Syracuse *Code of Conduct, Character and Support* is to ensure all students' right to an education in a safe, civil, and caring environment. **It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual.** The Code recognizes that schools are public places that must balance individual rights with civic obligations and the responsibilities that make it possible to live in a free, open and democratic society. The Syracuse *Code of Conduct, Character and Support* serves as a guide to good citizenship and provides the tools for helping students to understand and appreciate the norms of behavior within the school culture.

The Code ensures that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self-discipline and social and emotional efficacy, and enable students to improve and correct behaviors that do not contribute to a welcoming school environment.



The Code of Conduct, Character and Support and the policies and regulations it references apply to all students at all times on all Syracuse City School District property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or district-sponsored activities, including, but not limited to, school field trips and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

Beliefs about Children, Learning, and Discipline

The following beliefs about children, learning, and discipline inform all Code policies and practices. All children and young people must be assured that they can learn in a non-disruptive atmosphere and will be treated in a fair, consistent and nondiscriminatory manner.

1. All children and young people are capable of achieving their personal best, and improving their behavior with guidance, instruction, support, and coaching. These practices fall along a continuum that responds to children of all abilities.
2. Students need different kinds and amounts of time, attention, tasks, and supports to meet behavioral expectations, succeed academically, and achieve at high levels.
3. The use of out-of-school suspension as a response to challenging behavior does not improve school climate or outcomes for students. Students are more likely to succeed when...
 - they understand the positive behaviors that are expected of them
 - they feel that staff members care about them and will help them learn and grow
 - all school staff consistently use shared language and practices
 - all staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high-quality work

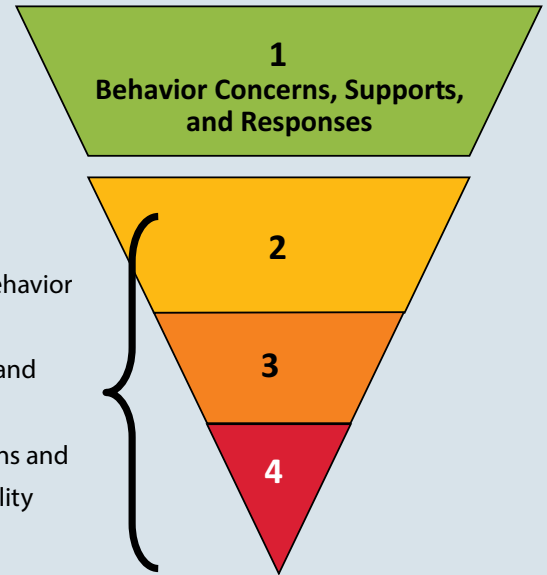
- The root of the word discipline is “to teach.” Effective discipline helps students develop skills they need to be successful and contribute to a safe and welcoming school culture. Restorative practices provide the strategies and interventions to enable students to self-correct, problem solve, make amends and repair harm, learn new behaviors, and restore their good standing.

Guiding Principles of the Code of Conduct, Character and Support

The following principles form the foundation for creating safe, healthy, and supportive learning environments. These principles will guide Syracuse City School District staff, students and families, and community partners in the shared work of ensuring positive school environments and improved student outcomes.

The Code is premised on these key principles:

- Adults – teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students develop the skills they need to become active and thriving citizens by:
 - Enabling them to understand and meet expectations.
 - Fostering in them the desire to contribute to their community.
 - Encouraging them to take responsibility and understand the impact of their words and actions.
 - Modeling positive responses, actions, and language that are expected of all members of the school community.
- Student discipline and support policies and practices must be implemented in ways that are RESPECTFUL. Interactions between and among district and school staff, students, and parents are expected to protect the dignity of each individual, and ensure a tone of decency.**
- Improving educational outcomes for all students requires that schools provide support at three levels of care and instruction throughout the whole school: in classrooms, in small groups, and with individual students and families. An SCSD system of academic and behavior support is aimed at addressing students’ academic learning gaps and the causes of misbehavior. Prevention and intervention strategies may include more personalized academic instruction and support, student support services, and programs to address personal and family circumstances; social/emotional learning, such as conflict resolution, peer mediation, anger management, communication skill building; behavior replacement strategies; and other restorative interventions that may include discipline circles and family group conferencing.
- Levels of Behavior Concerns, Violations and Responses: Interventions and Accountability
 - Level 1: PROMOTION AND SKILL BUILDING:** School staff foster the social and emotional well-being of all students through schoolwide efforts to teach, practice, recognize and assess positive behaviors and promote social and emotional learning.
PREVENTION: School staff are prepared to prevent, minimize, and defuse most disciplinary problems and



When students are supported, students participate in an accountable, restorative intervention that addresses specific issues and behaviors which warrant the assignment of a disciplinary action. The intervention is the part of the process where the student does the work to right himself or herself, restore his or her good standing, make amends, learn and practice a different behavior, repair the harm, or make it right.

intervene early when students experience persistent behavioral challenges.

- Level 2: INTERVENTION:** School staff provide coordinated care and interventions that match students’ social, emotional, and mental health needs as a planned support designed to address the root cause of a student’s lagging skill or skill deficit to recognize, manage and resolve social situations in a safe, age-appropriate manner. Interventions are typically progress monitored with adjustments made to the length or frequency of the support.
 - Levels 3 and 4: INTERVENTION:** Comprehensive interventions need to be in place for students at highest risk.
- Student support and discipline has many facets. Supporting the development of our students and the creation of a healthy school community includes having systems in place for **RESTORATIVE PROCESSES**. A restorative landscape will be responsive to internal and external conflicts: among peers, between staff and students, and for students themselves.



As behaviors occur that result in discipline, the goal of restorative interventions is to nurture development of thought and emotions to aid the student's learning from the incident. In a restorative landscape students can reflect on the effect their behavior has on themselves, others and the school community. Meaningful accountability is rooted in newfound awareness of the impact each member of the school community has on the other.

6. Student discipline and support policies and practices must be implemented in ways that are **FAIR, EQUITABLE, AND DIFFERENTIATED**. Students need different amounts of time, attention, tasks, and supports to behave responsibly and achieve at high levels. Differentiated responses must occur within a larger framework of fair and equitable practices under which all students are treated fairly without favor toward or prejudice against any one group of students according to ability, talent, age, gender/ gender identity/ gender expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.
7. Student discipline and support policies and practices must be implemented in ways that are **ENFORCEABLE, VIABLE, AND EFFECTIVE**. The district will strive for rules, policies, interventions and accountability that are enforceable, viable, and effective. In other words, the district discourages school rules that are too difficult to enforce consistently; rules that will not generate agreement to enforce them; policies and measures of accountability that demand more administrative and staff

time than is possible to enforce and process; and policies and measures of accountability that have demonstrated little effectiveness.

8. The Code supports **LEVELS OF RESPONSES** (see pages 20-21) when addressing inappropriate, unacceptable, and unskillful behaviors with the ultimate goal of teaching positive behaviors and strengthening students' personal, social, and academic efficacy. A leveled student discipline and student support system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:
 - learn from their mistakes
 - understand why the behavior is unacceptable
 - acknowledge the harm that they have caused or the negative impact of their actions
 - understand what they could have done differently in the situation
 - take responsibility for their actions
 - be given the opportunity to learn pro-social strategies and skills to use in the future
 - understand that more intensive accountability and interventions will take place if unacceptable behaviors persist
9. Every reasonable effort should be made to correct student misbehavior through guidance interventions that are accountable and restorative. Interventions are essential when inappropriate behavior or violations of the Code may be symptomatic of more serious problems that students are

experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote a positive school culture.

10. Effective schools promote and model mutual respect, high-quality professionalism, and transparent accountability based on trust among and between administration, staff, students, and families.

11. The District's culture based on high expectations, respect, and co-accountability. At the heart of a healthy school culture is the commitment of all staff to take responsibility for the healthy development of students and model the skills, behaviors, and mindsets they seek to cultivate in children and young people. To this end, school staff, teachers and administrators are encouraged to set high expectations for student success, build positive relationships with students and teach and model for students how to behave successfully in all school settings (classrooms, the cafeteria, hallways, bathrooms, on school buses, at school activities, etc.).

How Do People Learn about the Syracuse Code of Conduct, Character and Support?

Pursuant to Education Law §2801(4) and 8 NYCRR §100.2(l)(2)(iii)(b), the District will ensure that the community is aware of this *Code of Conduct, Character and Support* by:

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain language version, at a general school assembly held at the beginning of the school year.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Providing informational sessions for parents.

5. Providing a summary of the *Code of Conduct, Character and Support* written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
6. Providing all teachers and other staff members with a copy of the Code and a copy of any amendments to the Code after adoption.
7. Providing all new employees with a copy of the current *Code of Conduct, Character and Support* when they are first hired.
8. Making copies of the Code available for review by students, parents and other community members and providing opportunities to review and discuss this Code with the appropriate personnel.
9. Ensuring that each school implements an annual plan for discussing and interacting with the *Code of Conduct, Character and Support* during new school year orientation, through professional development, and through the delivery of at least three classroom lessons related to the Code during the first two weeks of school every year. The District will provide materials and resources for these activities.

Note: The District will make every effort to provide written and audio versions of this *Code of Conduct, Character and Support* in multiple languages.

All district and school staff members and Board of Education members should sign a receipt that they have received the Code of Conduct, Character and Support at designated meetings at the beginning of the school year.

A copy of the Acknowledgment of Review of the Code is located in the center of this booklet. Please tear it out, sign it and return it to your child's school.



RIGHTS AND RESPONSIBILITIES OF SCHOOL STAKEHOLDERS

The Dignity for All Students Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination by employees or students on school property or at a school function, including, but not limited to, such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/ gender identity/ gender expression, or sex (Education Law 12[1]).

Cyberbullying is defined as harassment or bullying which takes place through any form of electronic communication. (Education Law 11[8]).

Student Rights

Students have the right:

1. To attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law.
2. To be afforded a sound, quality education from Pre-K through grade 12 in a school environment that is safe, orderly and promotes learning.
3. To be respected as an individual and treated fairly and with dignity by other students and school staff.



4. To express one's opinions verbally or in writing or with assistance.
5. To dress in such a way as to express one's personality as long as it does not distract or disrupt the learning environment. (page 33)
6. To take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender/ gender identity/ gender expression, national origin, ethnic group, political affiliation, age, marital status, disability, or any other legally-protected class.
7. To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.
8. **To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, creed, religion, religious practices, sex, sexual orientation, gender/ gender identity/ gender expression, national origin, ethnic group, political affiliation, age, marital status, or disability, or any other legally-protected class, on school property or at a school-sponsored event, function or activity.**

9. To be afforded due process by:
 - being provided with the Code and rules and regulations of the school district; schools will make all students and school staff are aware of and have access to detailed information about school rules, policies, and procedures and state and local laws guaranteeing or affecting students' right to participation;
 - being informed of what is appropriate behavior and what behaviors may result in disciplinary actions;
 - being counseled and coached by members of the professional staff in matters related to their behavior as it affects their education and well-being in the school;
 - being provided an opportunity to be heard in disciplinary actions for alleged violations of the Code for which they may be suspended or removed from class by their teachers;
 - being informed of the procedures for appealing the actions and decisions of school officials with respect to their rights and responsibilities as set forth in this document;
 - being accompanied by a parent and/or representative at conferences and hearings;
 - being accompanied by a parent in situations where there may be police involvement if the student is under 16. Any student under the age of 16 being questioned by the police has a right to have their parents/guardians present;
 - having student support staff or advocate present in situations where there may be police involvement;
 - being fully informed of the disciplinary actions being assigned, type of action, length/duration of the suspension when assigned.
10. To engage in youth opportunities that enable students to:
 - be active learners in the educational process that takes into account student views, teaches students effective leadership and participation skills, and provides explanations to students when decisions contradict their views;
 - serve on student councils, advisory bodies, and school teams and committees that make decisions about school life, with the necessary supports to participate;
 - participate in school forums in which students can voice their opinions about school decisions and policies;
 - participate in peer leadership initiatives and restorative practices;
 - form groups that represent their needs and interests.

Student Responsibilities and Expected Behaviors

PERSONAL CONDUCT & CHARACTER

- Attending school regularly and on time.
- Accepting direction, requests, feedback, and support respectfully from adults.
- Demonstrating self-discipline by making responsible behavioral and academic choices.
- Being truthful about and accountable for your words and actions.
- Following school rules and meeting standards of behavior in the *Code of Conduct, Character and Support*.
- Accepting accountability measures when behavioral expectations are not met or school rules are violated.
- Making an effort to correct and improve behavior through restorative interventions.
- Dressing appropriately.

COOPERATING WITH OTHERS AND TREATING OTHERS WITH RESPECT

- Treating others the way they want to be treated.
- Expressing your thoughts and opinions in ways that are polite, respectful, and courteous.
- Using a considerate tone of voice and appropriate body language.
- Listening when others are speaking to you.
- Respecting others' personal space and keeping your hands to yourself.
- Working with others cooperatively in large and small groups.
- Acting with kindness, caring, and sensitivity toward others.

Parents/Guardians/Caregivers

The term "parent" means the student's parent(s), guardian(s), or caregiver (any person(s) in a parental or custodial relationship to the student) or the student, if she/he is an emancipated minor or has reached 18 years of age.

Parents, guardians and caregivers have the right to be active and effective participants in the learning process to express their views, and to give input into decisions that affect their children's lives and education. Parents, guardians and caregivers are vital to the success of the school. They have the responsibility to reinforce the learning process at home, to encourage and model polite, civil behavior, to motivate their children to be interested in school, and to see that their children attend school regularly. They should expect the highest level of achievement that their children are capable of, as well as teacher performance that can help their children reach this level of achievement. They are welcomed and encouraged to talk to and meet with teachers to find out how their children are progressing. The more parents are involved, the higher the quality of their children's education.

LEARNING

- Completing high-quality work in every subject.
- Being prepared to learn.
- Challenging yourself and making your best effort.
- Demonstrating a strong work ethic.
- Bringing an open mind and positive attitude to learning every day.
- Seeking help and assistance when you need it.

PROPERTY OF OTHERS

- Taking care of property that belongs to other students, adults, or the school.
- Using school or other people's materials carefully for the intended purpose.
- Requesting permission to use the property of others.

SAFE SCHOOL COMMUNITY

- Helping to make school a community free from violence, intimidation, bullying, harassment, and discrimination.
- Asking for assistance when you need help resolving conflicts and differences.
- Contributing to the safety and well-being of our community.
- Using all equipment in schools and on buses in a safe manner.
- Putting everyone's safety first by:
 - NOT engaging in violent or destructive acts that harm others and the community.
 - NOT making threats about using dangerous objects or about harming others.

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

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

Parent Rights

Parents and guardians have the right to:

1. Be actively involved in their children's education.
2. Be treated courteously, fairly and respectfully by all school staff and principals.
3. Receive timely information about the policies of the Syracuse Board of Education and procedures that relate to their children's education.
4. Receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including, but not limited to, report cards, behavior progress reports and conferences .
5. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff.
6. Receive information and prompt notification about incidents that may impact their children.
7. Receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
8. 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 Syracuse City School District and the community.
9. Receive information about services for students with disabilities and English Language Learners.
10. Receive notification from the principal, principal's designee, and/or their child's teachers in the event that your child engages in inappropriate, unacceptable, or unskillful behaviors at school.
11. Be contacted as soon as possible when a student is believed to have committed a crime and police are summoned.
12. Request a mediated conference with the parent of a student who has physically harmed their child.
13. Request a mediated conference with the school staff person or other individual who has harmed their child.
14. Receive communication through provided translators.
15. File a complaint when there has been a violation or misapplication of a written provision of school policy.

Parent Responsibilities

Parents and guardians have the responsibility to:

1. Give updated contact information to the Syracuse City School District Central Registration Office and their children's individual school.
2. Make sure their children attend school regularly and on time.
3. Let schools know when and why children are absent.
4. Tell school officials about any concerns or complaints in a

respectful and timely manner.

5. Work with principals and school staff to address any academic or behavioral problems their children may experience.
6. **Support Syracuse City School District by talking with their children about school and expected behavior.**
7. Read and become familiar with the policies of the Board of Education, administrative regulations and the Syracuse *Code of Conduct, Character and Support*.
8. Encourage their children to complete their homework by asking about homework, checking homework and making an area for children to do their homework without interruption (e.g., a quiet corner; space in a bedroom; a clear kitchen table).
9. Be respectful and courteous to staff, other parents/guardians and students while on school premises.
10. Teach their children that all children have the right to attend school and be treated with respect and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/ gender identity/ gender expression, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Parents or guardians have a right to participate in decision-making affecting school policies and procedures, including, but not limited to:

- Informing parents or guardians in a timely and clear manner as to when and how they can participate, and ensuring that all parents or guardians have equal access to information on opportunities for participation.
- Having concrete opportunities to make recommendations to schools about effective methods for participation.
- Giving parents or guardians structured opportunities for parents or guardians to give input, get information and help make decisions.

Parents or guardians have a right to participate in decisions affecting their individual child's education, including, but not limited to:

- Adherence by teachers, administrators and other school staff to an "early warning" system that identifies academic or behavioral challenges as soon as possible and works with parents or guardians to identify solutions.
- Participation in restorative practices.
- Protection of due process rights as related to school discipline.

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

Where a student is a ward or dependent of the state, identified through processes outlined in federal or state law, notification regarding educational or disciplinary decisions made by the student's school shall be provided to the education rights holder, foster parent or legal guardian, student's counsel or

guardian ad litem, and the student's child welfare social worker or caseworker and, if the student has one, Probation Officer. Under no circumstances, however, shall a student who is a ward or dependent of the state be denied full access to his or her education rights due to an adult caretaker or rights holder's inability or refusal to act on behalf of the child.

Principal and School Staff Rights and Responsibilities

Principals and school staff have the right to:

1. Work in a safe and orderly environment.
2. Be treated courteously, fairly and respectfully by students, parents or guardians and other school staff.
3. Communicate concerns, suggestions and complaints to the Syracuse City School District's Office of Student Support Services.
4. Receive supportive professional development and training.
5. Receive the necessary resources to deliver quality instruction.
6. Modify instruction consistent with the policies of the Syracuse Board of Education and with state and federal regulations.

Principals and school staff have the responsibility to:

1. Maintain safe and orderly schools by using prevention and intervention strategies, and by following the Syracuse *Code of Conduct, Character and Support*.
2. Be respectful and courteous to students, parents and guardians, serving as role models for students.
3. Be knowledgeable about the policies of the Board of Education and administrative regulations and rules, and enforce them fairly and consistently.
4. Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
5. Communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents or guardians in a timely manner in understandable language.
6. Refer students to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary.
7. Inform parents and guardians of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
8. Provide alternative education and makeup work for students with lawful absences, including those students who are absent for disciplinary reasons.
9. Participate in required professional development opportunities.
10. 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/ gender expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

11. Confront issues of 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 and report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the building administrator who is the Dignity Act Coordinator (DAC), in a timely manner.
12. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
13. Principals: Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the administrator who is the Dignity Act Coordinator (DAC).
14. Collect and report data on the implementation of the district *Code of Conduct, Character and Support* including, but not limited to, data on the use of in-school and out-of-school suspension by student demographic characteristics.
15. Take all reasonable steps to resolve conflicts with families.

District Administrator Responsibilities

Syracuse City School District Administrators have the responsibility to:

1. Create and implement policies and procedures that encourage safe and orderly schools for all students, school staff and principals.
2. Protect the legal rights of school staff, principals, students and parents or guardians.
3. Be courteous, respectful and fair with students, parents or guardians, school staff and principals.
4. Provide a broad-based and varied curriculum to meet individual school needs.
5. Inform the community, students, parents or guardians, school staff and principals about policies of the Board of Education.
6. Ensure the protection of legal rights of students with disabilities.
7. Provide staff who are trained to meet the needs of students.
8. Provide support and professional development training to principals and school staff to help them support students.
9. Support principal and school staff in the fulfillment of their disciplinary responsibilities as defined by Syracuse *Code of Conduct, Character and Support*.
10. Contact and involve parents or guardians on disciplinary issues.
11. Monitor and analyze data on the implementation of the district *Code of Conduct, Character and Support* including, but not limited to, data on the use of in- and out-of-school suspensions by student demographic characteristics.

The Syracuse City School District Superintendent also has the responsibility to:

12. Promote a safe, orderly, respectful and stimulating environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
13. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
14. Inform the community, students, parents or guardians, school staff, principals and School Board about policies of the Board of Education, and educational trends, including student discipline.
15. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
16. Work with District administrators in enforcing the Syracuse *Code of Conduct, Character and Support* and ensuring that all cases are resolved promptly and fairly.
17. Address all areas of school-related safety concerns.
18. Review data on the implementation of the *Code of Conduct, Character and Support* and make recommendations on improvement when needed to reduce the use of suspensions.
19. Take appropriate measures where violations of the *Code of Conduct, Character and Support* occur.
20. Appoint the Chief Ombuds Officer who shall ensure compliance with state and federal laws regarding school discipline, ensure that the implementation of the District's policies concerning discipline is fair, equitable, and in compliance with this Assurance, and communicate with students, parents and Staff about issues relating to the District's discipline policies and the implementation of this Assurance.

Board of Education Responsibilities

The Board of Education has the responsibility to:

1. Collaborate with students, teachers, administrators, and parent organizations, school safety personnel, other school personnel and the community to develop a *Code of Conduct, Character and Support* that clearly defines expectations for the conduct of students, District personnel and other persons on school property and at school functions.
2. Annually adopt and review the District's *Code of Conduct, Character and Support* to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator in each school building. The Board will verify that the Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/ gender identity/ gender expression, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
4. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

5. Review data and the recommendations of the Superintendent on the implementation of the *Code of Conduct, Character and Support*, including, but not limited to, the use of in- and out-of-school suspensions with student demographics and implement reforms if needed.

Visitors to Schools

We welcome and recognize parents, guardians, and community members as a critical partners in the education of our students and modeling for our school community. As such it is our desire that all visits to our schools are engaging and productive opportunities for collaboration.

We expect these visits to be in compliance with our established visitor procedures to maintain a safe learning and working environment for our students and staff. We expect that confidentiality is preserved and that any visit should not disrupt the educational processes for any students or classroom activities. As there are often many internal activities taking place within our schools on a daily basis, we recommend that you call ahead to the main school office for an appointment, to ensure a productive visit and confirm staff availability to meet with you. We are promoting these procedures to assist our parents in navigating our schools and creating a greater understanding that school safety requires a willingness on the part of all stakeholders to work together.

Accordingly, we request that the following procedures be followed whenever a visit to our school campus is made:

All visitors to the school must report to the designated sign in area and will be required to provide an acceptable form of photographic identification upon arrival to the building.

All visitors must provide an acceptable form of photographic identification to our staff and register as a school visitor.

Once registered as a visitor you will be issued a temporary school visitor sticker, which is to be visibly displayed while you are in the school, or upon the campus.

All visitors must report to the main office and state the nature of your visit, at which time you will be requested to wait within the office as your request is processed.

Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum. Teachers are expected not to take class time to discuss individual matters with visitors. No teacher should be interrupted during regularly scheduled teaching periods to confer with a parent or by any visitor, except in unusual or emergency situations and then only with the authorization of the principal.

At no time is public profanity, any intentional disruption, verbal abuse and/or threats of violence towards staff, students or other persons who may be present, acceptable.

All visitors are expected to abide by the rules for public conduct

on school property contained in this Code of Conduct. Should you display any of the aforementioned prohibited behaviors you will be requested to immediately leave the school campus and the Department of Public Safety shall be contacted.

Subsequently, you may also receive a parental restriction notice from the Syracuse City School District advising you that you need to contact the respective school principal 24 hours in advance for permission to visit the school.

GETTING HELP WITH A PROBLEM

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

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

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

If You are Being Bullied...

- Tell someone — a parent, a teacher, a counselor
- Calmly tell the student to stop...or say nothing and walk away
- Call (315) 435-6350
- Submit a DASA form found at syracusecityschools.com/support
- Find a list of each school's DASA coordinators at: syracusecityschools.com/dasa

If You Know Someone who is Being Bullied...

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

Dignity for All Students Act (DASA)

Reporting requirements Specific to Discrimination, Harassment, Bullying, Cyberbullying and Retaliation

1. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, bullying and retaliation, and will promptly take appropriate action to protect individuals from further discrimination, harassment, bullying
2. It is essential that any student who believes that he/she has been subjected to discrimination, harassment, bullying or retaliatory conduct, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report the same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects discrimination, harassment, bullying or retaliatory conduct) shall document and take appropriate action to address the situation immediately and shall promptly report in accordance with the following paragraphs.
 - a. The appropriate building Principal is the employee charged with receiving all reports of harassment, bullying, discrimination or retaliation; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator or school employee. In the event that the Principal was the alleged offender, the report shall be directed to the Superintendent.
 - b. All complaints of alleged discriminatory, harassing, bullying or retaliatory conduct shall be:
 - Promptly investigated in accordance with the terms of this *Code of Conduct, Character and Support*;
 - Forwarded to the building Dignity Act Coordinator for monitoring; and
 - Treated as confidential and private to the extent possible within legal constraints.
3. Upon receipt of a complaint (even an anonymous complaint), or if a District employee otherwise learns of any occurrence of possible conduct prohibited by this Code, the District employee shall promptly and orally notify the appropriate building Principal no later than one school day after such employee witnesses or receives the complaint or learns of such conduct. Such employee shall also file a written report with the appropriate building Dignity Act Coordinator no later than two school days after making such oral report.
4. After receipt of such complaint, the appropriate building Principal, or his/her designee, shall lead or supervise a thorough investigation of the alleged discriminatory, harassing, bullying, or retaliatory conduct. The appropriate building Principal or that person’s designee shall ensure that such investigation is completed promptly and in accordance with the terms of this Code. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

5. Based upon the results of the investigation, if the District determines that a District official, employee, volunteer, vendor, visitor and/or student has violated this Code, or a material incident of harassment, bullying, discrimination and/or retaliatory conduct has occurred, immediate corrective action will be taken as warranted. The District will take prompt action reasonably calculated to end the violation, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such violation was directed.
6. The building principals shall provide a regular report, at least once during each school year, on data and trends related to harassment, bullying and/or discrimination to the Superintendent of Schools.

Procedures for Enacting Disciplinary Responses

In all cases, regardless of the disciplinary response, the school personnel authorized to assign the consequence must inform the student of the alleged misconduct and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of events prior to the assigning of a) time in the Student Support Center, b) in-school suspension, c) out-of-school suspension, d) K-2 District consultation, or e) Superintendent's hearing.

Referrals to External Agencies and Institutions Counseling and Human Services Agencies:

SCSD staff may be a resource to students, parents and families for referrals of students to counseling and human services agencies.

ACCESS Team:

Each of our schools has been assigned a School Liaison from the ACCESS Team. If you need help for your child/teen with emotional or behavioral challenges, call the ACCESS Team at 463-1100 24 hours a day, seven days a week or speak with your school social worker. A trained staff person will link you to community supports and services that best fit your child's and family's needs. The staff team includes parents who have raised or are raising a child requiring mental health, child welfare or juvenile justice services. The ACCESS Team is also the first step to begin the PINS process for a child under the age of 18 who is habitually truant from school and/or uncontrollable at home, school, or in the community. Common behaviors might include runaway behavior, patterns of disobedience, physical/verbal abuse of parents and truancy. Onondaga County's ACCESS Team, which is a multi-disciplinary team, that includes Social Services, Probation, Parent Support Partners and practitioners, is the lead agency when it comes to assisting parents and schools with issues relating to their child. We encourage parents to contact the ACCESS Team directly to begin seeking services.





Staff Supporting Students in Every School Building

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

A building administrator will chair the Equity and School Climate Team and shall work with the Ombuds Officer to ensure compliance at his or her school with the District’s policies. The administrator shall be available to work with the staff at his or her school to help determine appropriate discipline in specific cases and shall also work in coordination with and seek guidance from the Ombuds Officer.

Social Workers: Social workers coordinate support staff, both internal and external, and lead the work of ensuring that all

students have equitable access to services and interventions that they need. Social workers will also facilitate the intervention team in this work.

Student Support Coach: A student support team member (counselor, social worker, psychologist, student behavior specialist, youth advocate, youth development specialist, case manager, or special education collaborative teacher) or teacher volunteer who provides coaching, skill instruction, and support to specific students who need an on-going intervention and close progress monitoring or to students returning from a short-term or long-term suspension, alternative program, juvenile facility, or incarceration.

Dignity Act Coordinator: A school administrator and staff member serve as the DAC (Dignity Act) Coordinator to investigate and process all reported bullying and harassment incidents and ensures that all DASA prevention activities and DASA student interventions are delivered in a timely manner.

Key Roles of School Teams and Individuals

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



EQUITY AND SCHOOL CLIMATE TEAM

The school team comprised of administrators, student support team members, special education staff, teachers, parents, students and non-certified staff members who hold the vision for a safe, civil, and respectful school climate and culture, assess the status and progress of major school climate initiatives, present data to the entire staff, and coordinate and organize activities and events that support a positive school climate and positive student behavior. The Discipline/School Climate Team discusses and approves the schoolwide discipline and student support plan and has the responsibilities of reviewing discipline data regularly, making adjustments to the schoolwide discipline plan, and addressing disciplinary concerns.

PRE-K – 5

6 – 8

9 – 12

SCHOOL INTERVENTION TEAM

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

Confidentiality in Counseling

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to take action to preserve the safety of the student or other students. This action will include sharing of information with the school principal and parents, and may include other outside agencies. No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against him/her in any proceedings.

School Problems

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

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

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

Personal Problems

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

1. If possible, discuss the problem with parents/guardians.
2. If a student and his/her parents/guardians cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.
3. School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. They can also lead the student to other resources he/she may not be aware of.
4. The vice principal and the principal will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.

Academic Problems

For help with an academic problem, the student should:

1. See the teacher who teaches the subject. Students may seek out the teachers on a personal basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her parents/guardians.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student should go next to an administrator.
3. Further help can be obtained through the school counselor.
4. **For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or vice principal. Parents/guardians may wish to join the student in discussions with the principal.**
5. Solving an academic problem requires the student's help, along with the help from teachers and sometimes parents/guardians, the school counselor, and other school professionals.
6. Your school may have a Homework Hotline to assist you.

Extracurricular Activities

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

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

Group Problems

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

Appeals Process

If, after a Superintendent's Hearing, a student has been found guilty of violating the school's *Code of Conduct, Character and Support*, a person who has a parental relationship to the student can appeal that decision as well as the imposed penalty.

To appeal the Superintendent's Hearing Decision to the Board of Education, the following steps apply:

- The parent/guardian has 10 days after receipt of the written decision from the Superintendent to appeal to the Board of Education.
- The appeal must be in writing (a letter is acceptable).
- The letter must be submitted to the Syracuse City School District Clerk.

If the appeal to the Board of Education is denied, the petitioner may appeal that decision to the New York State Commissioner of Education. To do so, the following steps must be followed:

- The petitioner has 30 days from the time the decision is received.
- The petitioner must file and serve a Notice of Petition, a Petition, and any supporting affidavit(s).

If that petition is denied, decisions of the New York State Commissioner of Education can be reviewed by a New York State Court.

Complaint Procedures

Students and parents have the right to file a complaint if they believe that there has been a violation or misapplication of a written provision of school policy or their due process rights have been violated.

Process for Making a Complaint

A student or parent with a concern about a discipline-related decision or action should first discuss the concern with the person who made the decision.

If the student or parent is not satisfied with the handing of the matter, the student or parent should file a verbal or written complaint with the school principal.

If the student or parent is still not satisfied, they may contact the Ombuds Officer by email at ombuds@scsd.us or by calling (315) 435-6472. Students and parents may also contact a Student Advocate at (315) 435-6472.

It is important to note that students and parents have the right to file a verbal or written complaint and that neither the Board, nor any member of the administration or faculty, will make reprisals affecting anyone because he or she made a complaint.



Let's Talk!

Provide your feedback by using the district's "Let's Talk" communication system accessible on the district's website.

To access "Let's Talk" please visit www.syracusecityschools.com.



LEVELS OF BEHAVIOR CONCERNS, VIOLATIONS AND RESPONSES:

Determining Disciplinary Responses—

School officials must consult this document when determining which disciplinary interventions to impose. In determining how to best address behaviors that take away from a safe and welcoming school environment, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following facts must be considered prior to determining the appropriate assignment of interventions and disciplinary responses:

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

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

In practical terms, this means that:

- Interventions and accountability must be accessible to every student, including students with disabilities.
- Interventions and accountability at Level 2 and Level 3 levels must be consistently applied across all groups of students with fidelity and integrity.
- Data must be transparent to determine the use and impact of all interventions and accountability, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Where and When the Code Applies

The Syracuse *Code of Conduct, Character and Support* applies to incidents that occur as follows:

- in school and on school property during school hours,
- before and after school, while on school property,
- while traveling in vehicles funded by the SCSD,
- at all school-sponsored events regardless of the location,
- at non-school events when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misconduct involves communication, gestures or expressive behavior, the behavior violation applies to oral, written or electronic communications, including, but not limited to, texting, emailing, and social networking.

When a Child Behaves Aggressively....

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's unskillful attempts to communicate what they want, what they need, and what they don't like. When a child engages in an aggressive act that threatens or harms others or makes the learning environment feel unsafe, special procedures need to be in place so that both children involved in the incident (the child who has been threatened or hurt and the child who has engaged in the aggressive act) receive immediate attention and care.

Parents can expect that these actions will take place:

- A staff person may temporarily remove the child who has engaged in the aggressive act immediately without the use of corporal punishment or restraint (unless the restraint is aligned to the guidance provided under the law). This removal will help the child regain a sense of calm so that the staff member can speak with the child about the incident.
- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of children involved in the incident will be contacted and school staff will explain what happened before the incident, share how adults responded to the incident, discuss the short-term plan for restoring a sense of calm and safety, and discuss the longer-term plan for preventing similar incidents in the future.
- Parents of either child involved in the incident can request a mediated conference with the other parent.

Suspension K through Grade 2

If a student in grades K-2 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions and request an in-school or out-of-school suspension. Any suspension of a K-2 requires the permission of the Superintendent's Designee. The principal must also immediately provide written notification to the Superintendent's Designee upon suspension. In addition, an intervention plan should be developed. All reasonable steps are to be taken to involve parents in the development of the intervention plan to support their child's success.

Consultation with the Director of Special Education or designee is required for any student with an Individualized Education Program (IEP) for any possible suspension for a level 2, 3 or 4 offense. Consultation with the Section 504 Coordinator is required for any student with a 504 Plan for any possible suspension for a level 2, 3, or 4 offense.

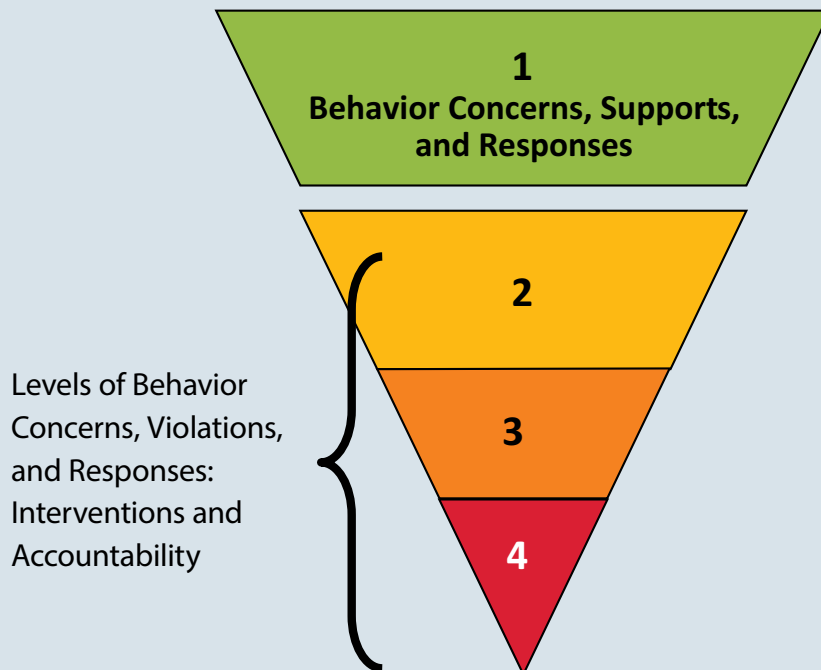


Levels of Behavior Concerns, Violations and Responses

LEVEL 1 incorporates universal schoolwide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Through observation and immediate responses, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

LEVEL 2 involves targeted interventions and accountability when a student's behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Interventions can include assignment to the Student Support Center and in-school suspension.

LEVELS 3 and 4 involve behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high-risk or pervasive behavioral, academic, and physical and mental health concerns are assigned more intensive, individualized interventions.



These policies apply to all students, grades 3-12, including all students with IEPs and 504 plans. Multiple incidents or chronic violations of the same behavior will warrant more intensive interventions and a higher level of accountability. Please see the Glossary for more detailed behavior descriptions.

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

Suspension Grades 3 through 5

If a student in grades 3-5 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions up to and including out-of-school suspension. The principal must immediately provide written notification to the Superintendent's Designee upon suspension. A suspension of more than two days requires a consultation with the Superintendent's Designee. In addition, an intervention plan should be developed. All reasonable steps are to be taken to directly involve parents in the development of the intervention plan to support their child's success.

Suspension Grades 3 through 12 (Special Education & 504 Plan)

Consultation with the Director of Special Education or designee is required for any student with an Individualized Educational Program (IEP) for any possible suspension for a level 2, 3 or 4 offense. Consultation with the Section 504 Coordinator is required for any student with a 504 Plan for any possible suspension for a level 2, 3 or 4 offense.



RESPONSES AND INTERVENTIONS

GRADES 3 THROUGH 12

LEVEL 1 BEHAVIOR

Classroom Interventions and Responses These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively and report concerns to support staff.

- Positive directives that state expectations
- Positive and specific feedback
- Re-teaching and rehearsal of skill or procedure
- Increased opportunity to respond during instruction
- Increase teacher proximity
- Verbal prompt, redirection and/or correction
- Reminders and redirection
- Student/Teacher conference
- Use of Restorative questions
- Restorative conference
- Develop relationship with families
- Family conference
- Daily progress sheets on behavior
- Create a classroom check-in plan
- Reflection activity
- Reset Pass
- Other evidence based student specific strategies
- Restitution/Restoration strategies
- Call parent/guardian

Student Support Team Interventions and Responses These interventions aim to engage the student's support system at school and at home to enhance success by working to change the conditions that contribute to student's unsuccessful behaviors. They can involve school staff and partner and community agency staff.

- Reflection activity
- Check-In with school building staff
- Mentoring
- Peer Mediation
- Mediated conflict resolution conference
- Referral to school-based health or mental health providers
- Service to the school community
- Restitution plan
- Referral to community organization
- Utilize support staff

LEVEL 2 BEHAVIOR

Classroom Interventions and Responses These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.

- Positive directives that state expectations
- Positive and specific feedback
- Re-teaching and rehearsal of skill or procedure
- Increased opportunity to respond during instruction
- Increase teacher proximity
- Verbal prompt, redirection and/or correction
- Reminders and redirection
- Student/Teacher conference
- Use of Restorative questions
- Restorative conference
- Develop relationship with families
- Family conference
- Daily progress sheets on behavior
- Create a classroom check-in plan
- Reflection activity
- Reset Pass
- Other evidence based student specific strategies
- Restitution/Restoration strategies
- Collaborate with family
- Collect progress monitoring data about the behavior and interventions attempted
- Student/Teacher conference
- Referral to DASA coordinator
- Review of cumulative folder and academic progress, create implement and monitor academic plan
- Collaborate with academic coaches to build on student strengths
- Create a literacy based strategic plan
- Monitor all plans created and reevaluate every two weeks
- Restorative practice strategies
- Peer Mediation
- Collaborative Family Conference
- Community conference
- Conflict resolution

Administrative Level and Student Support Team Interventions and Responses These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness of the behavior while keeping the student in school.

- Reflection activity
- Check-In with school building staff
- Mentoring
- Referral to school-based health or mental health providers
- Service to the school community
- Restitution plan
- Referral to community organization
- Utilize support staff root cause assessment/trauma assessment
- Conflict mediation
- Administrative and/or support team conference
- Mentoring/Coaching
- Individualized case management for students with 504 plans or IEPs
- Referral and coordination with community based supports
- Assignment to Student Support Center for behavior skill building interventions
- In-School Suspension up to 2 days

LEVEL 3 BEHAVIOR

Classroom and Support Team Interventions and Responses If a student is removed from the learning environment, teachers/staff are expected to:

- Student/Teacher conference
- Restorative conference
- Develop relationship with families
- Daily progress sheets on behavior
- Create a classroom check-in plan
- Restitution/Restoration strategies
- Collect progress monitoring data about the behavior and interventions tried
- Referral to DASA coordinator
- Review of cumulative folder and academic progress, create implement and monitor academic plan
- Collaborate with academic coaches to build on student strengths
- Create a literacy based strategic plan
- Monitor all plans created and reevaluate every two weeks
- Initiate a student-centered discussion about the incident (and Repair, Restore and Re-teach expectations)
- Create, implement and monitor a transition plan for student returning to the classroom, restorative circle
- Plan for classmates as student returns

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

- Mediated conflict resolution conference
- Referral to school-based health or mental health providers
- Restitution plan
- Utilize support staff Root cause assessment/trauma assessment
- Administrative and/or support team conference
- Mentoring/Coaching
- Individualized case management
- for students with 504 plans or IEPs
- Referral and coordination with community based supports
- Assignment to Student Support Center for behavior skill building interventions
- In-School Suspension up to 3 days Family/Guardian notification of due process rights
- Informal conference with principal and student
- Family/Guardian/Student/School Team conference
- Referral to student support team for behavior evaluation
- Request for Behavioral Support Specialists Team consultation for explosive/violent incident
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- Up to 3 day Out-Of-School suspension
- For grades 3-5, principal must immediately provide written notification to the Superintendent's Designee upon suspension
- Up to 3-day suspension from transportation
- SRO notification and documentation – where indicated

LEVEL 4 BEHAVIOR

Classroom and Support Team Interventions and Responses If a student is removed from the learning environment, teachers/staff are expected to:

- Initiate a student-centered discussion about the incident (and Repair, Restore and Re-teach expectations.)
- Create, implement and monitor a transition plan for student returning to the classroom, restorative circle
- Plan for classmates as student returns

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

- Mediated conflict resolution conference
- Restitution plan
- Family/Guardian notification of due process rights and informal conference with principal and student
- Referral to school-based health or mental health providers
- Request for Behavioral Support Specialists Team consultation for explosive/violent incident
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- Individualized case management for students with 504 plans or IEPs
- Referral and coordination with community based supports
- Up to 5 day Out-Of-School suspension with request for Superintendent's hearing to request long-term suspension/alternative placement
- Develop, implement and monitor Transition Plan
- For grades 3-5, principal must immediately provide written notification to the Director
- of Student Discipline upon suspension
- Up to long-term suspension from transportation
- Comprehensive student success plan meeting
- SRO notification and documentation – where indicated

LEVELS OF BEHAVIOR CONCERNS, VIOLATIONS AND RESPONSES

GRADES 3 THROUGH 12

LEVEL 1

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In-school suspension may be used up to 2 days

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BEHAVIOR VIOLATIONS AND LEVELS OF RESPONSE

See p. 20-21 for possible responses and interventions

BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	SCHOOL RESOURCE OFFICER	NOTES
Absences						
Occasional refusal to attend class	●	●				Classroom teacher will inform social worker/attendance personnel
Persistent refusal to attend class		●				
Persistent or excessive absences from school	●	●				
Academic Dishonesty						
Plagiarism, cheating or altering records	●	●				Student may receive a failing grade for assignment
Arson						
Starting a fire			●	●	●	NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires.
Starting a fire destroying property				●	●	Principals must complete Public School Fire Incident Report Form
Attack on Student						
Attack on student with injury			●	●	●	DASA investigation should be considered. Student sought or was advised by the school nurse to seek outside medical attention. Parent/guardian can refuse outside medical attention for student. Documentation is required for referral, treatment, and/or refusal of treatment.
Attack on student with serious bodily injury				●	●	

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BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	SCHOOL RESOURCE OFFICER	NOTES
Bomb Threat						
Making threats about explosives at school			●	●	●	
Bullying - Verbal, Physical and Electronic						
Minor bullying verbal, physical or electronic	●	●				DASA Investigation is required
Bullying- repeat targeting of same individual		●	●			
Serious bullying-harmful or damaging to victim				●	●	
Classroom Distraction						
Doesn't work independently affecting others	●	●				
Throws objects without physical injury to others	●	●				
Talking out in class or talking out of turn	●	●				
Makes distracting or disruptive moves/noises	●	●				
Damage to Personal or School Property						
Minor damage (less than \$50)	●	●				Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project
Damage to school or person's property (\$50-500)		●	●		●	
Damage to any property (over \$500)			●	●	●	

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BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	SCHOOL RESOURCE OFFICER	NOTES
Electronic Devices						
Inappropriate use of electronic device(s)	●	●				Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police
Electronic device used to threaten others		●	●			Students with parent(s) who are in the military and deployed overseas may keep their cell phones on during school hours
Recording or publishing a fight		●	●			DASA investigation may be warranted
Use of electr. device leading to personal harm			●	●	●	Directly leads to physical or emotional harm of another person
False Activation of Fire Alarm						
Intentional false activation of fire alarm			●	●	●	If the fire alarm is activated the fire department must be notified and they have jurisdiction until event/source is investigated
Fighting						
Physical aggression with another student		●	●			Documentation of Emergency Procedures must be submitted to the Superintendent's Office DASA investigation may be warranted
Fighting-school initiates emergency procedures			●	●	●	Incident may prevent large numbers of students from moving through the hallways, disrupt the educational process for large numbers of students across the school, or pose a serious and grave threat to the safety of large numbers of students, such as a threat of substantial bodily harm to students
Fighting with serious bodily injury				●	●	
Persistent/excessive fighting			●	●		District Approval Required Repeated fights in spite of one or more parent/guardian meetings and intervention plans, counseling and/or mentoring

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BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	SCHOOL RESOURCE OFFICER	NOTES
Gambling						
Requires the use of money or exchangeable goods	●	●				
Hallway Misbehavior						
Loitering or persistent hall-walking	●	●				
Harassment Based on Race, Ethnicity, Gender/ Gender Identity/ Gender Expression, Sexual Orientation, Disability or Religion, Including Cyber-harassment, Against Members of the School Community						
Minor harassment	●	●				DASA investigation may be warranted
Serious harassment		●	●			
Harassment- seriously harmful/life threatening				●	●	
Inciting or Participating in Disturbance						
Causing large disruption to school environment			●	●	●	A large disruption is defined as a disruption which may cause the principal to initiate emergency procedures. It may prevent large numbers of students from moving through the hallways, disrupt the educational process for large numbers of students across the school, or pose a serious and grave threat to the safety of large numbers of students Documentation of Emergency Procedures must be submitted to the Superintendent's Office
Using electronic device to start disruption		●	●	●	●	

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Leaving Classroom or School without Permission						
Leaving classroom without permission	●	●				
Leaving school without permission		●				Guardian must be immediately notified
Non-Compliance						
Failure to follow school policies or rules	●	●				Nonviolent/ nonphysical
Failure to follow directions	●	●				
Failure to respond to school staff directives	●	●				
Physical Contact						
Unintentional physical contact with school personnel	●	●				
Unintentional striking a staff member		●	●			
Intentional physical attack on school staff			●	●	●	
Unwanted touch to school personnel or student		●	●			
Public Space Misconduct						
Minor public space misconduct		●				Serious public space misconduct is defined as conduct which prevents others from moving through spaces, disrupts the educational process for students and/or poses serious threat to the safety of large numbers of people
Serious public space misconduct			●			

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BEHAVIOR VIOLATION	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	SCHOOL RESOURCE OFFICER	NOTES
Robbery						
Taking money or property from another by force			●	●	●	
School Safety and Physical Security						
Opening door for unauthorized person or item		●	●			Propping or opening of door leads to unauthorized entry to a school building of objects or individuals
Opening door- leading to emergency procedures			●	●	●	Documentation of Emergency Procedures must be submitted to Superintendent's Office
Sexual Offenses						
Sexual Assault				●	●	School staff is required to refer students to appropriate counseling Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police
Sexual harassment verbal/written			●	●	●	
Sexual harassment physical			●	●	●	
Sexual misconduct - engaging in sexual activity			●	●	●	
Substances – Prohibited or Illegal						
Under the influence		●			●	School staff is required to refer student to appropriate substance abuse counseling
Using or possessing		●	●	●	●	
Distributing or selling			●	●	●	School nurse must be immediately notified
Tardiness						
Excessive tardiness to class or school	●	●				

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Technology Acceptable Use Policy Violation						
Violation SCSD Tech. Acceptable Use Policy	●	●				Refer to the district website at www.syracusecityschools.com for details on this policy Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police
Theft						
Under \$500		●	●			Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project
Over \$500			●	●	●	
Threat Against School Personnel, Written or Verbal						
Verbal/written threat to school staff/community			●	●	●	
Tobacco Product						
Tobacco use or possession	●	●				School staff is required to refer student to appropriate substance abuse counseling
Verbal Aggression Against School Personnel						
Using profane or offensive language	●	●				Name calling, insults, making inappropriate gestures, symbols, or comments
Confrontational and aggressive arguing	●	●				Persistent arguing that impacts the school environment after interventions are put in place Documented Intervention
Confrontational/aggressive arguing- persistent			●			
Misleading or giving false info to school staff	●	●	●			

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Weapons, Firearms, Explosives						
Possession of firearm				●	●	Expulsion for no less than one calendar year is mandated by state law for firearms violation, but can be modified on a case-by-case basis by the Superintendent of Schools. As defined in 18 USC 921 of the federal code; e.g., handguns, rifles, shotguns, and bombs
Possession of other guns				●	●	Possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.
Possession of weapons (knife, mace, etc.)			●	●	●	
Possession of weapons - intent to commit harm				●	●	Possession of weapon with intent to commit harm or disrupt the school environment
Instruments/objects used as weapon			●	●	●	Intent to cause injury with instrument/object
Explosives- possess-distribute-threat-detonate			●	●	●	Explosives - possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination or substance or articles, other than a firearm

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Level 1 Promotion, Skill-building and Prevention

School personnel are responsible for teaching, practicing, recognizing and assessing positive behaviors and promoting social emotional learning. Administrators, teachers, school counselors, social workers, psychologists and other school staff are also expected to use promotion and prevention strategies to engage students, including students with disabilities, that facilitate students' academic and social-emotional growth, assist them in following school rules and policies, and support correction when behavioral issues arise. If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the school Special Education Director/Coordinator and his/her team.

Teachers are expected to use Universal Tier 1 practices to create respectful, orderly, and productive classrooms through (1) the development of caring, supportive relationships with and among students; (2) organizing and implementing instruction in ways that optimize students' access to learning; (3) using group management methods that encourage students' engagement in academic tasks; (4) promoting the development of students' social skills and self-regulation; and (5) using appropriate interventions to assist students with academic and behavior problems.

Levels 2, 3 and 4 Responses

Building on the skills in Level 1, the goal of Levels 2, 3, and 4 Responses is to build capacity to take responsibility for one's behavior. This includes:

- empathizing and taking on the perspective of the other
- engaging in collaborative problem solving
- offering opportunities to make amends
- repairing the harm done
- restoring good standing through right action.

All of these responses can include a facilitated student-teacher conference, mediation, discipline circle, and community service and restitution.

Restorative responses also focus on students' personal problems that may become barriers to being successful in school. The goal is to help students to right themselves, self-correct, regain their equilibrium and resiliency (the capacity to bounce back from challenging situations), increase their self-awareness, and strengthen their personal efficacy (the capacity to regulate and manage themselves), and make a plan to get back on track. These interventions can include:

- reflection and planning conference with a student, parent, and an administrator or student support team member
- Check-in and Check-out progress monitoring
- development of individual behavior plans
- referral to School Intervention Team
- skill building
- risk-prevention groups

- individual coaching
- individual and group counseling
- mentoring programs
- comprehensive student success plans
- referrals to community service providers, counseling services, and treatment programs

Restorative Conferencing

Restorative conferencing provides the structure in which we listen and speak responsively and develop plans to address harm and resolve conflict. Restorative conferencing ranges from informal one-to-one conferences to more formal processes like mediation, discipline circle, family group conference, and school re-entry conference. All of these conferencing structures create a safe space in which people directly affected by an incident or problem can discuss it safely, openly, and honestly. All restorative conferencing protocols involve a structured set of steps and questions to enable all participants feel supported and all participants' thoughts and feelings are invited into the process.

All staff are responsible for participation in Restoration Conferencing with students as needed to ensure that all people affected by an incident are heard and restored to good standing in the community. Having an adult's undivided attention for a few minutes is a restorative act in itself, because it immediately communicates to a student that he/she is valued and his/her thoughts and feelings matter. One-on-one conferencing has the broadest application in schools, and, if used as an early intervention by classroom teachers and student support coaches, it will reduce disruptive behaviors significantly. The four restorative conferencing protocols below address typical situations that prompt the need for a one-on-one student-adult conference.

Restorative conferencing supports these mindsets.

- I have chosen to be a responsive listener in this situation.
- I value the speaker who has the right to be listened to and taken seriously.
- I bring my interest and curiosity about the speaker's thinking with me. I'm leaving my assumptions and pre-judgments about the situation behind.
- I affirm that everyone brings a piece of the truth to a specific problem or situation.
- I seek to understand the situation from the speaker's point of view, even though I may see it differently. I want to know what you're thinking, what you're feeling, and what you need.
- I can and will validate the speaker's feelings.
- I care more about the future than the past. I want to move forward.
- I believe that a Win-Win outcome is possible — one that satisfies some important needs of people involved and seeks to maintain or mend the relationship.
- I will commit to the plan created to repair the harm and resolve the conflict.

Restorative Justice Landscape

Restorative Justice is a system of interaction that allows us to make connections with each other. A Restorative Justice Landscape uses the overlapping elements of Restorative Justice, Procedural Justice, De-escalation, Stress Management, and Effective Communication to build a healthy community.

When disruptive behavior occurs within our community, Restorative Processes allow us to move towards meaningful accountability. A Restorative Justice Landscape is responsive to conflicts among peers, between staff and students, and for individual students. In a Restorative Justice Landscape students, staff and families can reflect on the effect their behavior has on themselves, others, and the school community. Meaningful accountability brings an awareness of the impact each member of the school community has on the other.

The Restorative Justice Landscape considers both the day-to-day incidents that occur and the long-term creation of a healthy ecosystem for our school community. Short-term responses are intended to provide for the immediate needs of all community members, while the long-term responses are designed to create a healthy landscape to reduce disruptive conflict while building deeper connections across the school community and beyond. The Restorative Justice Landscape increases a sense of belonging, encourages academic proficiency and establishes a culture of high expectations.



Elements of an effective Restorative Justice Landscape:

Mediation - the facilitated conversation by a trained individual to address and resolve specific incidents. Mediations will be conducted with an awareness of the cultural identities of all individuals involved so that they are carried out in a culturally responsive manner.

Circle Process- a facilitated process to bring a depth of understanding and create connections among participants. Different Circle Processes are used so that each experience is responsive to community and participant needs.

Types of Circles:

- **Community Building Circles** – a structure to create meaningful connections;
- **Conflict Circles** – a process for unwinding existing or potential conflict between two or more people;
- **Family/Community Conferences** – a process for members of the broader community to address issues of concern;
- **Post-Suspension/Returning to School Circles** – a process following short- and long-term suspension to nurture the development of thought and emotions to aid the student’s learning from the incident

Stress Management – the use of skills, supports, and resources to address the daily pressures faced by our school community. Managing these stressors enables us to teach and serve our students more effectively.

Effective Communication – the simple and efficient sharing of information among members of the school community. This approach is responsive to individual needs and is free of bias and discrimination.

De-escalation – the use of skills and strategies that individuals in schools can use to prevent conflicts from becoming more serious.

Procedural Justice – the organization’s commitment to dignity, transparency, fairness and voice for each member of the school community. These values should be embedded within the classroom, among students, families and staff.

The Values of Restorative Justice

All members of a community....

- Are connected
- Possess wisdom, regardless of age or title
- Are subject to stressors that impact our behavior
- Can learn and grow from our mistakes

Meaningful accountability is developed by...

- Seeing the impact one’s behavior has on others
- Reflecting through a circle process
- Considering the positive and negative consequences of future behavior
- Growing from experience

The Circle Process...

- Is facilitated with care
- Holds space with humility
- Does not label participants
- Uses story sharing for connection
- Builds a collective vision to move forward
- Develops SEL skills by invoking choice and a reflective mindset

Student Support Center

Each school is expected to establish a Student Support Center (SSC) with a set of protocols to provide students additional support based on the student's need. The SSC is a trauma-sensitive space used to meet the social, emotional, and behavioral needs of students at any point throughout the instructional day. The goal for the SSC is to be a Universal support for students with adult guidance and available to all students in the school.

The SSC is available to students in order to reduce negative sensory input and stimulation and to provide calming visual, auditory, and tactile experiences to help with self-regulation. Using a trauma-informed and culturally responsive approach, staff will support students to return to baseline using a variety of research-based strategies and assist the student with transitioning back to the activity as soon as possible.

The SSC will also be used to connect students to the staff and interventions they need to succeed, as well as for planned interventions and targeted skill development work. The Support TA will connect a student to the staff member(s) trained to provide evidence/research-based interventions to small groups and individual students. Interventions may include:

- teaching and reinforcing social-emotional, self-regulation, and executive functioning skills
- conferencing protocols
- restorative planning

Accessing the Student Support Center

Students may access the supports provided through the SSC in the following ways:

- A pass provided by the SSC staff for a scheduled or planned intervention/skill-development session
- A student may request permission from an adult to visit the SSC, when feeling distressed and dysregulated
- A teacher/staff may request assistance from the SSC staff in order to provide 'mobile support'

Pass to Student Support Coach

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

School Intervention Team

To ensure timely assignment of interventions, the School Intervention Team will engage in weekly meetings to review student data, identify students most in need of immediate and on-going interventions, assign students with highest needs to a student support coach, and recommend specific interventions.

Comprehensive, Longer-Term Interventions

The Student Intervention Team will identify students who are experiencing multiple problems (social, emotional, and academic challenges, personal distress and/or family crisis) that have become barriers to functioning successfully at school. Within a week of a student's identification, the Student Intervention Team will consult with the student's teachers, parent, and others to determine components of a long-term intervention that will include a Comprehensive Student Success Plan as well as other interventions that are facilitated by student support team members within the school as well as referral for services provided by the District or external partner agencies.

Documentation Notes and Referrals

Level 1 Classroom Observation Notes – Classroom observation notes are submitted when a student's behavior raises concerns and warrants documentation within the school's disciplinary database. Observation notes enable adults to share information about a student and provide data that may reveal behavior patterns and trends that need to be addressed.

Level 2, 3 and 4 Behavior Referrals – School referrals are submitted when there are behavior Level 2, 3 or 4 violations of the *Code of Conduct, Character and Support*.

Equity and School Climate Team

The school team comprised of administrators, student support team members, special education staff, teachers, parents, students and non-certified staff members who hold the vision for a safe, civil, and respectful school climate and culture, assess the status and progress of major school climate initiatives, present data to the entire staff, and coordinate and organize activities and events that support a positive school climate and positive student behavior. Equity and School Climate Team discusses and approves the schoolwide discipline and student support plan and has the responsibilities of reviewing discipline data regularly, making adjustments to the schoolwide discipline plan, and addressing disciplinary concerns.



ADMINISTERING THE CODE

Dress Code

Students are to dress in clothes that promote a safe and respectful learning environment. Clothes that create a disruptive environment or cause a health or safety hazard are not appropriate and not acceptable at school. School personnel will enforce this dress code.

- Headwear** • Only for health, safety, or religious reasons
- Shoes** • No bare feet
- Clothing**
 - Must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist.
 - Should include both a shirt with pants or skirt, or the equivalent and shoes. Shirts and dresses must have fabric in the front and on the sides.
 - Clothing must cover undergarments (waistbands and bra straps excluded). Fabric covering all private parts must not be see through.
 - Cannot promote gang colors or gang-related signs.
 - Should not depict or advocate violence, profanity, obscenity, criminal activity, use of alcohol, tobacco, or drugs, pornography, nudity, symbols of hate or hate speech targeting groups based on race, ethnicity, sexual orientation, gender, gender identity, gender expression, religious affiliation or any other protected groups.

Electronic Devices

Upon entering the school all electronic devices must be turned “off” and not visible. The school staff may authorize appropriate use of electronic devices in class, when they are used for educational purposes only. Violations of the Technology Acceptable Use Policy may result in Level 1 through 4 responses depending on the severity of the misuse.

The misuse of electronic devices includes, but is not limited to, texting, sexting, verbal comments, graphic and symbolic communication, written communication via email, instant messaging, blogging, and posting on web sites. Students may not engage in electronic communication which demeans or ridicules on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/ gender identity/ gender expression, or any other legally protected status (cyberbullying). The possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.

Student Attendance

The Board of Education, in compliance with State Education Law, requires that students regularly attend school on a full-time basis from the first day of session in September of the school year in which they become six years of age. Also in accordance with the State Education Law, the Syracuse City School District encourages the enrollment of children who have turned five on or before December 1st. Students must be enrolled through the last day of the school year in which they become sixteen years of age, unless they have completed a four-year high school course of study. Students may attend a school other than a public school or receive home instruction, provided the instruction is equivalent to that given in the public schools.

The Board of Education believes that regular attendance is a critical factor in student academic success. It is the District's responsibility to work collaboratively with families to assist with identifying and removing barriers to regular attendance and to communicate to families the importance of regular attendance.

The following are considered excused absences: (Parents and/or guardians must provide a written note to the school that explains the reason for the student being absent. This note should be provided to the school when the student returns.)

- Sickness
- Sickness or death in family
- Impassable roads or weather
- Religious holidays
- Quarantine
- Required to be in court or detention
- Music lessons
- Attendance at health clinics
- Approved cooperative work program
- Approved college visits
- Military obligations

The following are considered unexcused absences:

- Unlawful detention (when a student is absent with the knowledge and consent of his parent for other than a legal reason) – for example, visiting, away, vacation, shopping, needed at home, no shoes, cold weather, overslept, etc.
- Working
- Missing the bus
- Other absences not excused by principal
- Suspension (if student is offered but does not attend alternative)

A student visiting with his or her parent related to military leave or deployment activities shall be granted additional excused absences at the discretion of the superintendent or her designee and may not be penalized.

Corporal Punishment Statement

Corporal Punishment means any act of physical force upon a student for the purpose of punishing the student. Corporal punishment as a means of discipline will not be used against a student by any administrator, officer, employee or agent of this District.

In situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used by a school employee to:

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

The school employee will also immediately report the situation to the building principal or designee who will within the same school day, make a report to the Superintendent describing in detail the circumstances and the nature of the action taken.

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

School Resource Officers

- School Resource Officers are active, certified law enforcement officers assigned to specific schools within the District. They work collaboratively with the school administrators and staff to assist with the development of procedures designed to provide a safe, positive and productive learning and working environment.
- School Resource Officers have specific roles within the school. First, School Resource Officers are in a unique position to provide guidance to the students and staff on law-related issues and to make referrals to the proper agencies when follow-up is required. They support the educational mission of the District by conducting student workshops on issues of public safety and the role of law enforcement. Secondly, it is their role to protect students and staff by preventing criminal behavior and to deal with it thoroughly and expeditiously when it does occur.
- School Resource Officers also have the obligation to address personal biases that may prevent equal treatment of all students in the school or classroom setting. They must confront issues of bullying, discrimination, and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function, and, in a timely manner, report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to their attention.
- Any involvement of School Resource Officers or law enforcement must be reported to the Ombuds Officer.

Reporting Student Violations

Student Reporting Responsibility: All students are expected to promptly report violations of the *Code of Conduct, Character and Support* to teachers, guidance counselors, the principal or other adult staff members. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the principal or any other adult staff member.

Staff Reporting Responsibility: All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the *Code of Conduct, Character and Support* to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Juvenile Delinquents and Juvenile Offenders:

In accordance with Education Law Section 3214(3)(d), where a student has been determined to have brought a weapon (as defined in the Education Law) to school, the Superintendent is required to refer such student under the age of 16 to the County Attorney, except for any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42). The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.



Discipline of Students with Disabilities

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the *Code of Conduct, Character and Support* the following definitions apply.
 - a. A “suspension” means a suspension pursuant to Education Law § 3214.
 - b. A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an Interim Alternative Educational Setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
 - c. An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current Individualized Education Program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board, the district (BOCES) Superintendent of schools, Superintendent or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

- d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if (i) the student carries or possesses a weapon to or at school, school premises or to a school function, or (ii) the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function, or (iii) the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

i. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."

ii. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

"Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

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

iv. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement is substantially likely to result in injury to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or serious bodily injury.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The district's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

- a. The Superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - i. conducted an individual evaluation and determined that the student is not a student with a disability, or
 - ii. the parent of the student has refused services; or
 - iii. the parent of the student has not allowed an evaluation of the student pursuant to Section 200.4 of the Commissioner's Regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.



- 3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

- 4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
- 5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
- 6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
- 7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

- 1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

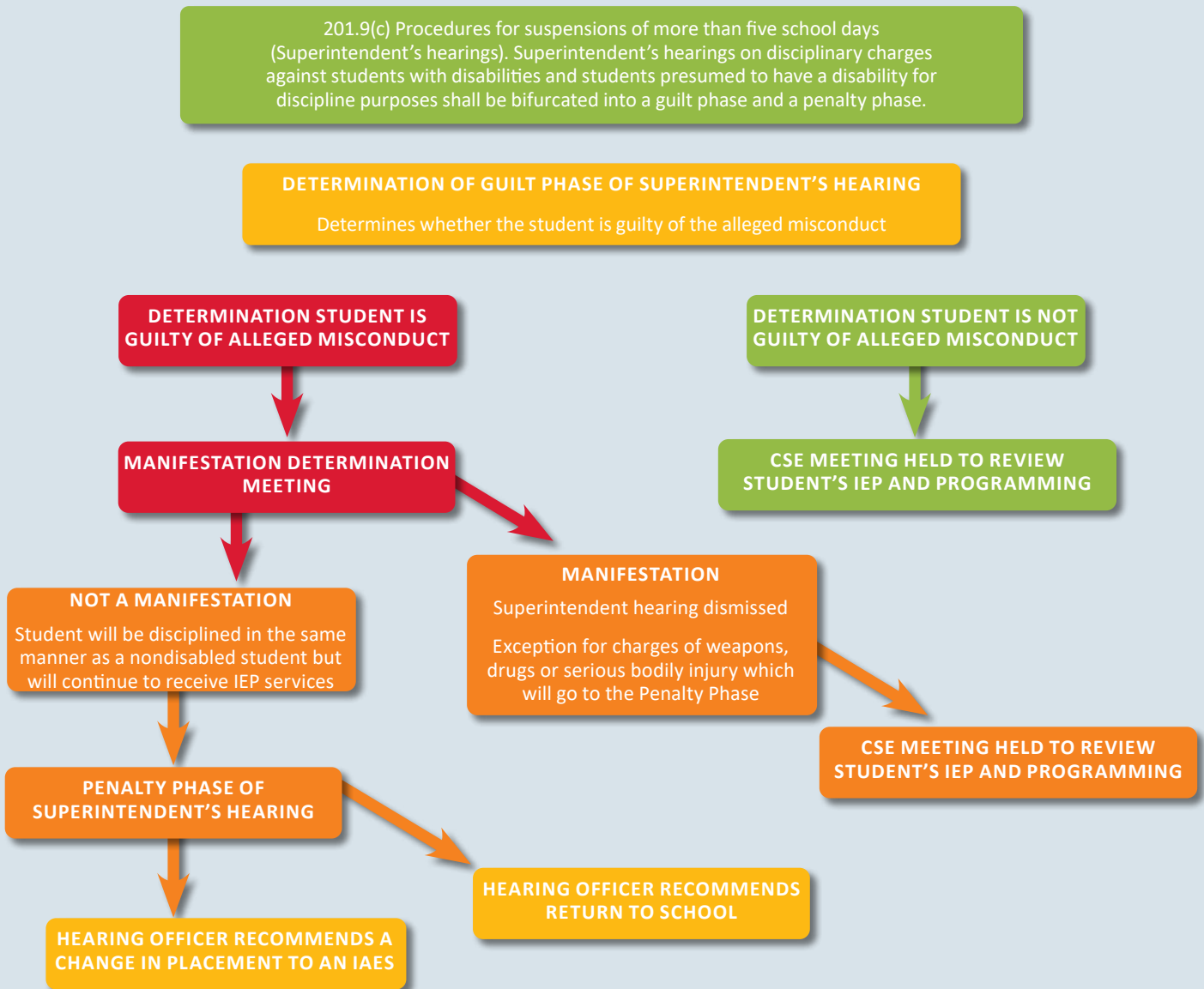
a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

b. The parent requests such a hearing from a determination that the student’s behavior was not a manifestation of the student’s disability, or relating to any decision regarding placement, including, but not limited to, any decision to place the student in an IAES.

i. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student’s disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

ii. If school personnel propose to change the student’s placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the

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



proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

Provisions for Removal and Suspension

Teacher Removal of Student from the Classroom

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can use redirection prompts and reminders or a quick check-in conference to support the student's re-engagement. Other techniques may include providing the student with a brief time out in the classroom or in an alternative setting or providing the student with a "Pass" to speak briefly with a student support team member. In both of these situations, the goal is to give the student an opportunity to regain his or her composure and self-control in order to return to the classroom ready to learn. These actions do not constitute a disciplinary removal for purposes of this code.

When a student's inappropriate, unacceptable, or unskillful behavior is identified as a Level 2, 3 or 4 violation and seriously jeopardizes other students' safety in the classroom or seriously interrupts learning for a protracted period of time after other interventions have been attempted, the teacher may remove a student from the classroom.

Before removing the student, the teacher must explain to the student why he or she is being removed from the classroom and explain that the student will have an opportunity to present her or his version of the story in an investigation of the incident within 24 hours. The referring teacher submits the Office Discipline Referral with student removal and has until end of day to complete details of the referral that include documentation of what happened prior to and during the incident as well as any prior responses or interventions that the teacher has attempted before this incident occurred. Each teacher must keep a complete log (on a district-provided form) for all cases of removal of students from his or her class. The teacher submitting the referral is expected to make at least two attempts to contact a parent and submit dates and times in a district-provided parent contact log.

The student is escorted from the classroom for intake by safety personnel, school staff or an administrator. The student is offered the opportunity to complete a Reflection Report and other educational activities during her/his time in the Student Support Center. For grades Pre-K to 5, an administrator determines time in the Student Support Center, recommended not to exceed 45 minutes unless the administrator extends removal from regular



classes because of the seriousness of the incident. For grades 6 to 12, removal is for the remainder of the class period unless an administrator extends removal from regular classes because of the seriousness of the incident. In all instances, the removal from regular classes ends at the close of the school day. The administrator who investigates the incident may determine that other responses are warranted (including assigned time in the Student Support Center for appropriate interventions or while intervention is being finalized, in-school suspension, or out-of-school suspension).

The administrator must fully investigate the incident within 24 hours, including hearing the teacher's and student's version of the incident. If in-school suspension or out-of-school suspension is warranted, the administrator must complete suspension documentation. If additional time in the Student Support Center is assigned for further interventions, the administrator must complete appropriate documentation, discuss reasons for further interventions with the student, and assign scheduled time for the student in the Student Support Center. The principal must keep a log of all removals of students from class. No student removed from the classroom by a classroom teacher will be permitted to return to the classroom until the principal has determined whether any additional responses are warranted. If the student is assigned to the Student Support Center for additional class periods when the student would otherwise be attending class with the referring teacher, the referring teacher will provide educational assignments for the student until the student is permitted to return to the classroom.

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents/guardians, by telephone and in writing, that the student has been removed from class and the reason(s) why. The notice must also inform the parent/guardian that he or she has the right, upon request, to meet informally with the principal or an administrator to discuss the reason(s) for the removal. The written notice must be postmarked within 24 hours of the student's removal to the last known address for the parents/guardians. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting

parents/guardians. The communication must inform the parent that she/he can request a conference with an administrator and/or teacher to discuss reason(s) for classroom removal. Within 24 hours of the incident (until Monday close of school, if incident occurred on Friday), the student's parent can request a phone or in-person conference with the principal and/or teacher to discuss reason(s) for classroom removal and next steps to resolve the problem.

The principal may require the teacher who removed the student from the classroom to attend an informal conference with the student and parent. The goal of the informal conference is to explain why the student was removed, ensure that the teacher and student can present their versions of the incident, respond to parent questions, and agree on next steps that the student and teacher will take to resolve the problem. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent/guardian and principal.

If an informal conference with an administrator, student, and parent has not taken place, the teacher must facilitate a one-to-one conference with the student within 48 hours of the student's return to class OR arrange for a student support team member to facilitate a conference between the student and teacher to discuss reasons for removal and make a plan to improve the student's behavior and engagement in the classroom. The teacher is expected to complete the conference log documentation and is expected to monitor the student's progress through timely oral and written feedback.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or another school administrator that the removal will not violate the student's rights under state or federal law or regulation. For additional information, refer to "Students with Disabilities" (pages 35-38.)



SUSPENSIONS

Suspension from athletic participation, extracurricular activities and other privileges

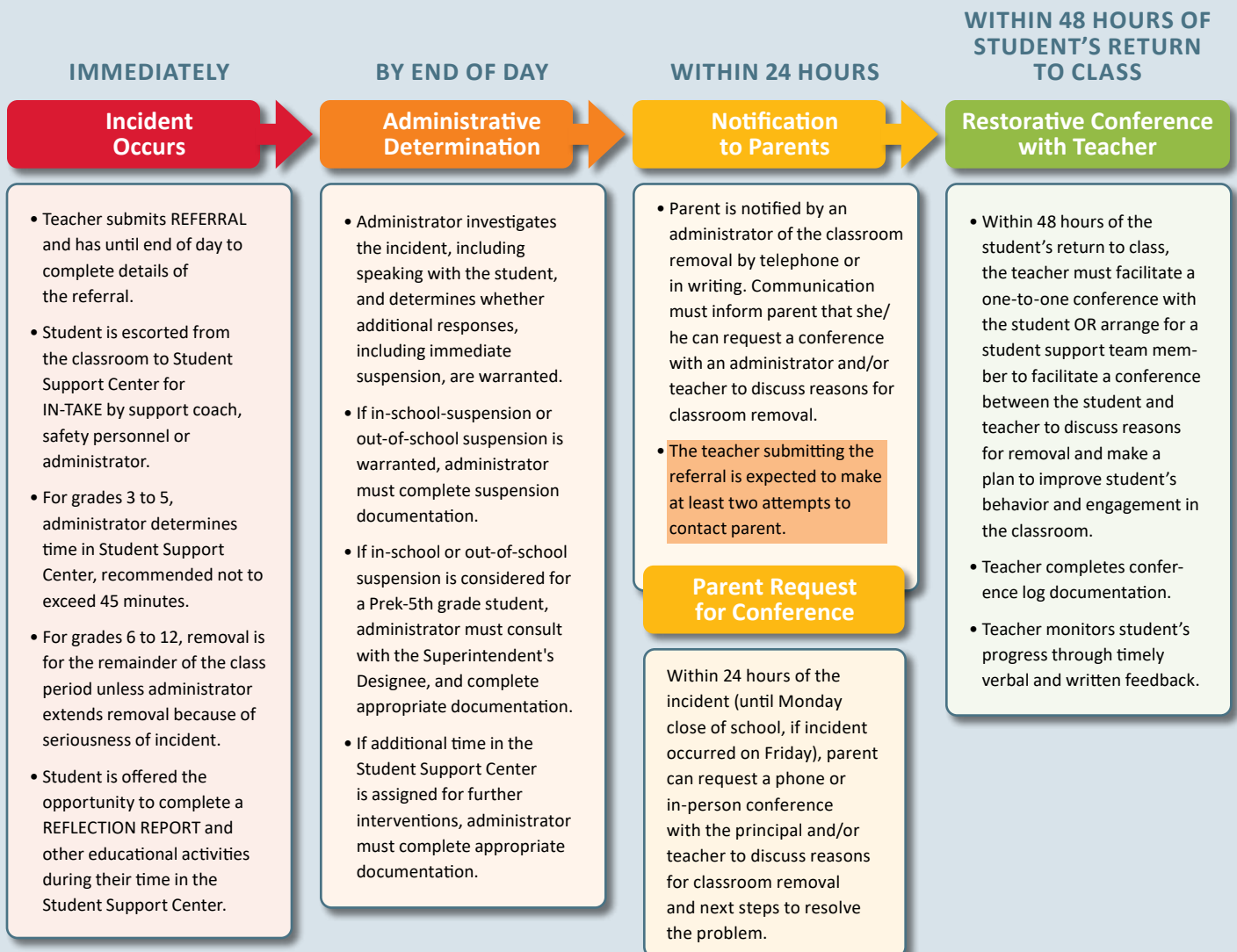
- A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent/guardian will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the assigned disciplinary actions.

Suspension from Transportation

- The building principal is authorized to suspend a student from transportation. Before the suspension takes place, the principal must offer the student and parent/guardian an opportunity to appear informally before the principal and to discuss the factual situation underlining the threatened disciplinary action. When a suspension from transportation results in a suspension from attendance because of the distance between home and school and the absence of alternative means of transportation, the school district must make arrangements to provide for the pupil’s education.

Why Would a Student be Removed from the Classroom?

If student’s inappropriate, unacceptable or unskillful behavior is identified as a Level 2 violation and jeopardizes students’ safety in the classroom or seriously interrupts learning for a protracted period of time after other interventions have been attempted, the teacher may remove student from the classroom. If student’s inappropriate, unacceptable or unskillful behavior is identified as a Level 3 or 4, the student must be removed from classroom.





In-school suspension

- The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes deans of students, administrative interns, vice principals, principals, directors, executive directors, chiefs, assistant Superintendents and the Superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct, Character and Support violation in “in-school suspension.” The in-school suspension program will be supervised by a staff member designated by the principal.
- A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student’s parent/guardian will be provided with a reasonable opportunity for an informal conference with the district official with authority to impose the in-school suspension to discuss the conduct involved and the assigned disciplinary actions.

Suspension from school

- Suspension from school shall be imposed in accordance with the requirements of applicable law and this Code.
- Suspension from school is a severe measure of accountability, which may be imposed only upon students who are violent or whose conduct otherwise endangers the safety, moral character, physical or mental health, or welfare of others. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the principals.
- Any staff member may recommend to the Superintendent or the principal that a student be suspended. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared by end of day by the staff member recommending the suspension.
- The Superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Short-term (5 days or fewer) suspension from school

If a student in grades 3-5 engages in pervasive or serious aggressive acts that cause injury or threaten children’s safety in the classroom, the principal must consult with the Superintendent’s Designee if considering out-of-school suspension. The principal must immediately provide written notification to the Superintendent’s Designee. In addition, an intervention plan should be developed. Parents must be invited to be directly involved in the development of the intervention plan to support their child’s success.

For grades 6-12, when the Superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parent/guardian in writing that the student may be suspended from school. Notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent/guardian.

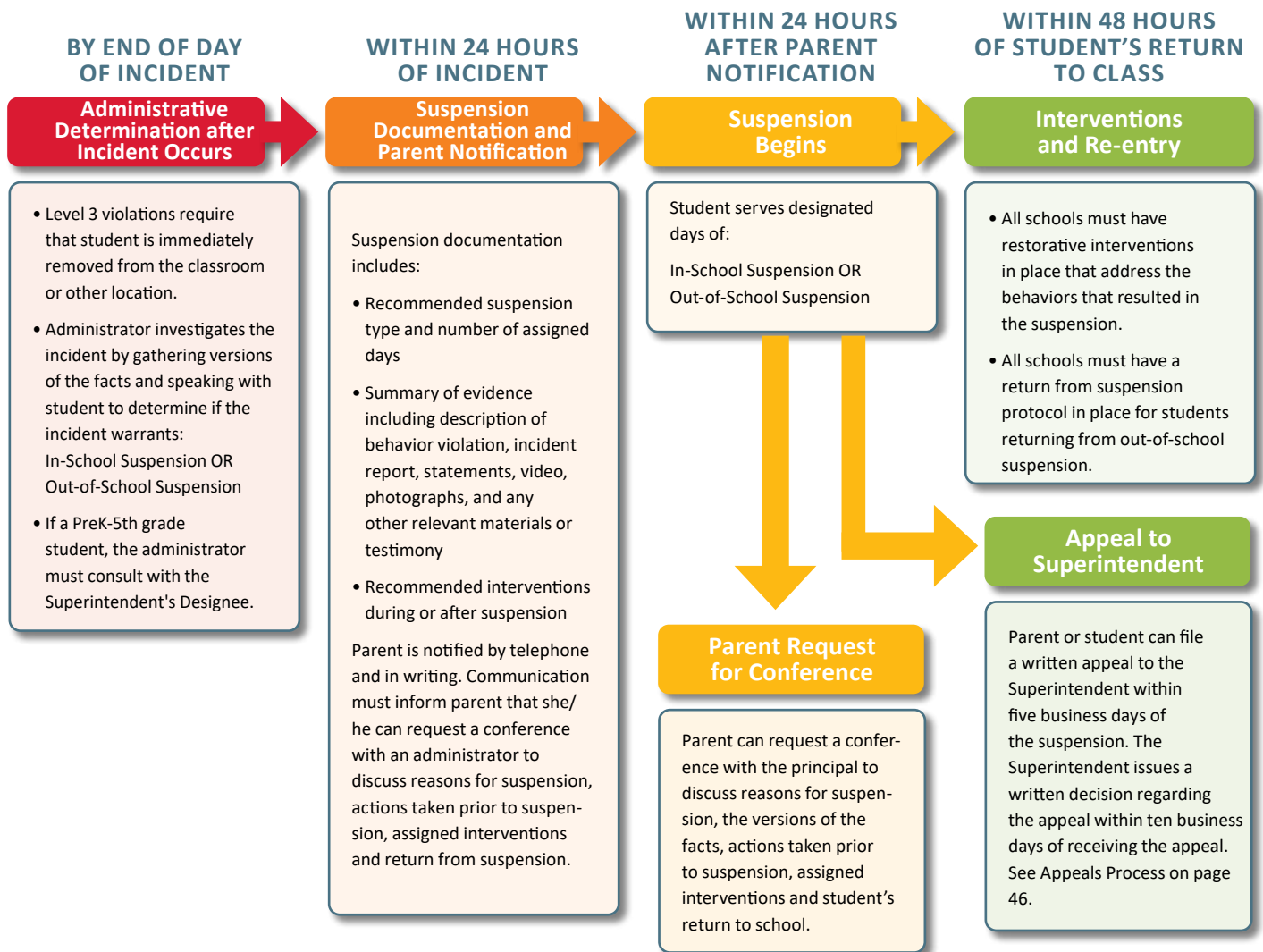
The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents/guardians of the right to request an immediate informal conference with the suspending authority where the parents/guardians, upon request, shall be permitted to ask questions of complaining witnesses under such procedures as the suspending authority may establish. The notice and opportunity for informal conference shall be provided prior to the suspension unless the student’s continuing presence in the school poses a continuing danger to persons or property, or an ongoing threat of disruption. Where the student’s continuing presence in the school poses a continuing danger to persons or property, or an ongoing threat of disruption, the student may be immediately suspended and the notice and informal conference shall be afforded as soon as reasonably practicable. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents/guardians. If the informal conference is requested, it will be scheduled at the earliest convenience of the suspending authority.

After the conference, the suspending authority shall promptly advise the parents/guardians of his or her decision, which may be in writing. The suspending authority shall advise the parents/guardians that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents/

guardians are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education's District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Final decisions rendered by the Board of Education may be appealed to the New York State Commissioner of Education within 30 days of the decision.

What are the Short-Term In-School or One- to Three-Day Out-of-School Suspension Procedures and Timeline?

If student's inappropriate, unacceptable or unskillful behavior is identified as a Level 2 violation, it may warrant short-term in-school suspension. If student's inappropriate, unacceptable or unskillful behavior is identified as a Level 2 or 3 violation, it may warrant a short-term-in-school or out-of-school suspension.



Alternative Programs

When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the principal will take steps to provide continued educational programs and activities, alternative means of instruction, for the student. The alternative instruction may be provided by personnel in the school, or at an alternative site, by home instruction, or by a school suspension instruction program. The alternative instruction shall begin as soon as practicable, but in no event later than the third day of suspension. The method of alternative instruction shall be appropriate to the circumstance (e.g., long-term, short-term, in-school suspension, or removal from class). In all cases, it shall be incumbent on the principal and building staff to ensure that alternative instruction is provided to each eligible student, and that each student has course assignments available for him or her for the period of removal or suspension; and that upon return to regular classes those assignments are turned in, within the same time frames as provided for make-up opportunities in the case of excused absence. When a student of compulsory age is suspended for more than five days, the Superintendent will make a final decision regarding placement in an alternative setting. The District is obligated to provide alternative instruction to students of compulsory attendance age. Alternative Placements will be monitored by an Alternative Placement Committee (APC) which screens requests for Alternative Placements and checks for timely exits from those Placements.

Positive Alternative to Student Suspension (PASS):

- The PASS Program is available on the third consecutive day that he or she has been suspended out of school. Students have the opportunity to make up and complete work while on suspension in the program. In most schools, PASS operates each day after school. PASS is offered two hours per day for secondary students and one hour per day for elementary students. Students are offered the opportunity to attend the PASS Program at the time of suspension.

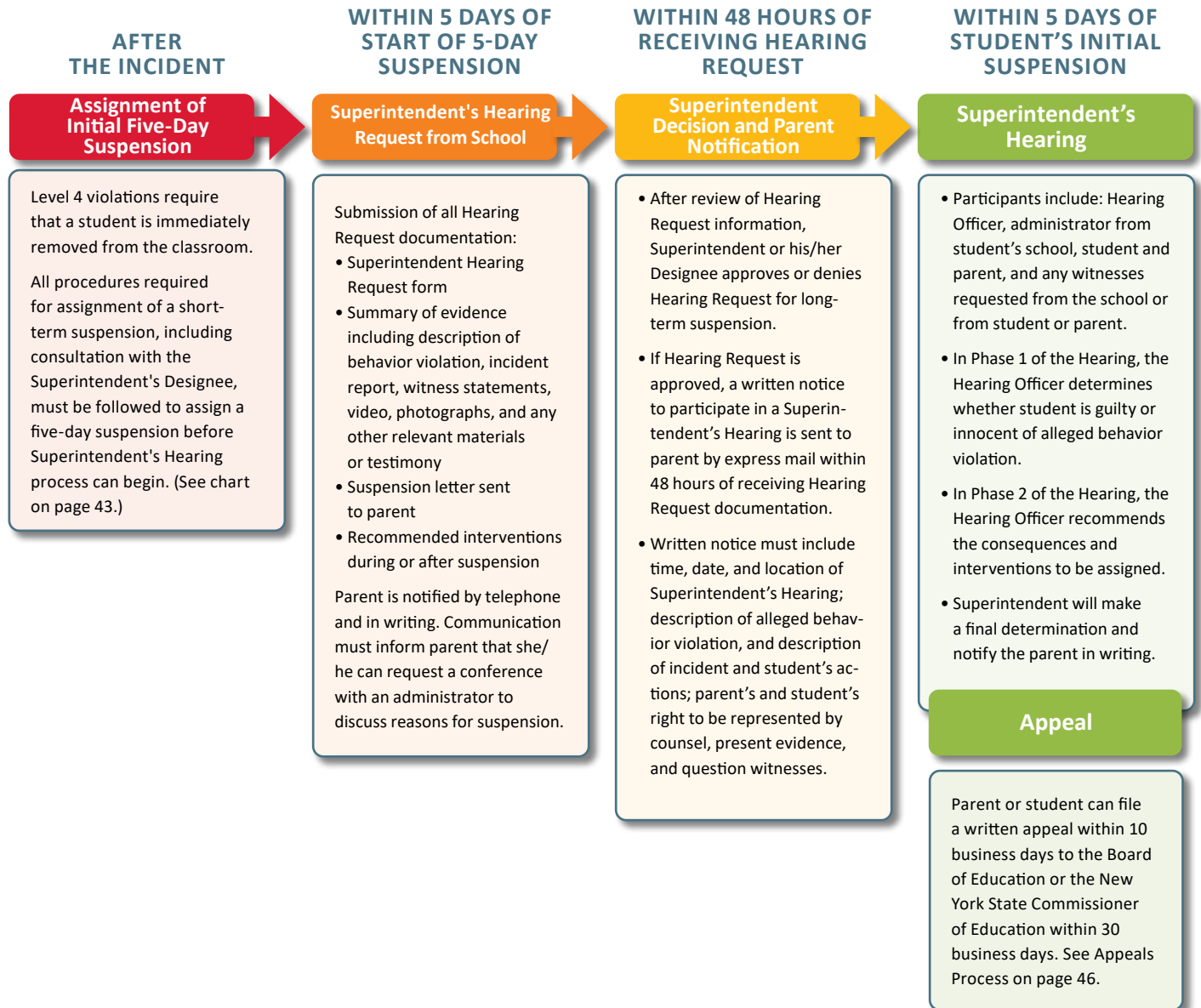
Long-term (more than five days) suspension from school

- When the Superintendent, or his/her designee, determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents/guardians of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf. If the Board determines to conduct the fair hearing itself, it must provide the required notice of hearing.
- The Superintendent may personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof. The Superintendent shall render a written determination.
- An appeal of the decision by the Superintendent may be made to the Board. The Board will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the Superintendent's decision, unless the parents/guardians can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the New York State Commissioner of Education within 30 days of the decision.



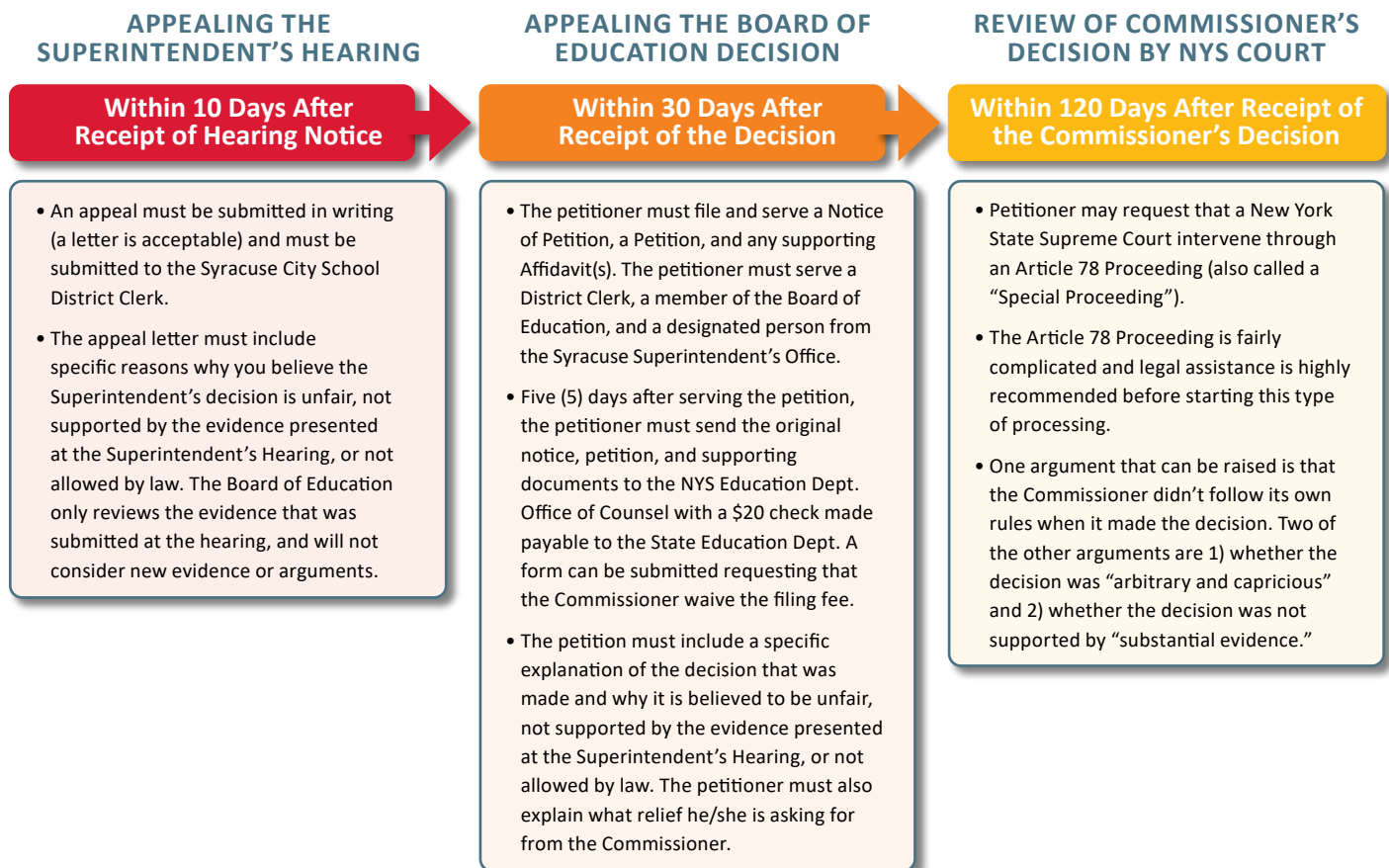
What are the Five-Day Suspension and Superintendent's Hearing Request Procedures and Timeline?

If student's inappropriate, unacceptable or unskillful behavior is identified as a Level 4 violation that warrants possible assignment of long-term suspension of more than five days or other district-assigned disciplinary measures, the following procedures and timeline must be followed.



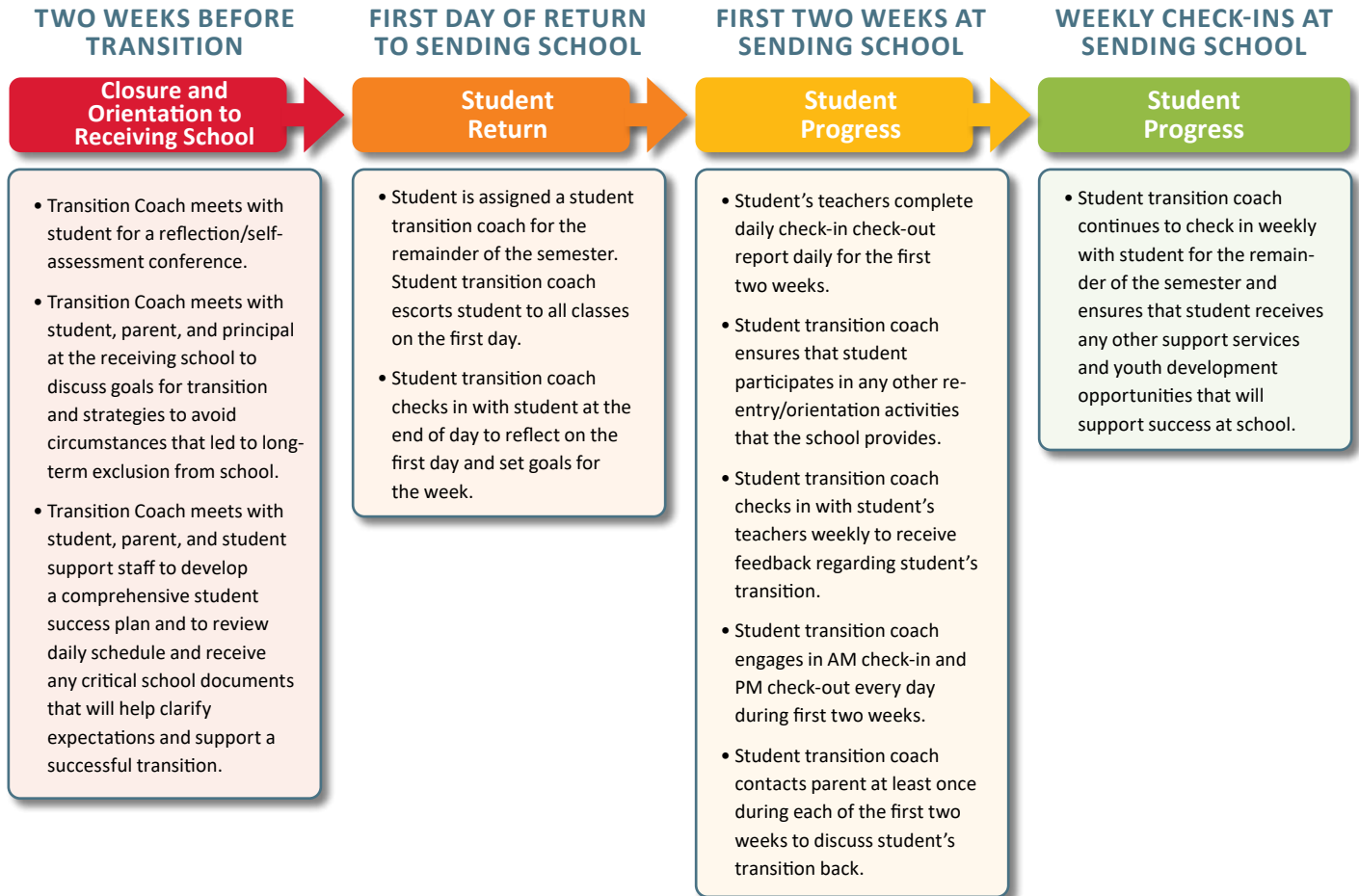
What are the Appeal Process Procedures and Timeline for Superintendent's Hearing Decision?

Parents, guardians, custodians, persons who have the care, custody or control of the child, or students over the age of 18 can be the petitioner. You should consider filing an appeal when you believe that you did not receive the proper notice of the disciplinary hearing, the rules about the hearing process were not followed (for example, you were not permitted to question witnesses who provided statements against you), or you believe that the decision was not supported by the evidence or is in violation of the law. A student cannot be punished for filing an appeal. It is important to remember that you may not submit new evidence in support of your appeal.



What is the Transition Timeline for Student’s Return to School after Long-Term Suspension or Time in Alternative Placement or Juvenile Facilities?

To ensure a student’s optimal transition back to a regular school program, the following structures and procedures should be in place.



Permanent suspension

Permanent suspension is reserved for extraordinary circumstances including, but not limited to, where a student’s conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

GLOSSARY OF TERMS

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

Arson Starting a fire or destruction of property as a result of starting a fire

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

Behavior Violations Student behaviors that are inappropriate (not appropriate in school setting), unacceptable (not acceptable in any setting), or unskillful (behavior not yet learned or behavior demonstrated unskillfully) that warrant predictable and timely interventions and accountability.

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

Bullying Repeated intentional acts done willfully, knowingly and with deliberation, by individuals or an individual, that target and harm another person physically or emotionally. Bullying is characterized by an imbalance of power between two students. If two students are equally engaged in an altercation, this is not a bullying situation, but instead considered a "conflict" between the two students. Because the act of bullying involves repeated actions intended to target, intimidate, or harm an individual, it is different than a one-time "Attack on Student."

Bystander A person who witnesses bullying, but does nothing to try to stop it. Most young bystanders do not act maliciously, but are simply unaware of their ability to help.

Child Pornography Sexually explicit images of children (younger than 17 years of age)

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

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

Consequence A result that follows from an action or condition.

Criminal Behavior Any behavior that is considered a violation against municipal, state, or federal laws.

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

Damage to Property Damage, destruction or defacement of property belonging to the school or others.

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

Denial of Bus Transportation The temporary or permanent withholding of bus transportation.

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

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

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

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

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

Discrimination Discrimination against any student by a student or students and/or employee or employees on School Property or at a School Function, including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/ gender identity/ gender expression, sex, or any other protected class.

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

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

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

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

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

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

Electronic Technology Devices and equipment such as cell phones, computers and tablets.

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

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

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

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

Excessive Absences, Truancy, Class Cutting, Tardiness Each school will determine interventions for students who accumulate multiple absences and tardiness during any grading period throughout the year.

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

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

Fighting Displaying or engaging in violence, combat or aggression.

Gambling Participation in games of chance, including, but not limited to, card playing for money and/or other things of value.

Gender The socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women (masculine and feminine denote “gender”); actual or perceived sex; and includes a person’s gender identity or expression (Education Law §11(6)).

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

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

Hallway Misbehavior Willful acts that impede normal operations and navigation on school grounds outside of buildings and in public spaces within any school building including, but not limited to, hallways, stairwells, cafeteria, library, auditorium, all offices, and all spaces not designated as classrooms. Hallway misbehavior includes, but is not limited to:

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

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

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

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

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

The term “hazing” includes, but is not limited to: any activity that intimidates or threatens a student with ostracism, or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or District policies/regulations.

Inciting or Participating in a Disturbance Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption, such as a riot.

Injury Sought or was advised by the school nurse, to seek medical attention and can provide documentation.

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

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

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

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

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

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

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

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

Material Incident of Harassment, Bullying, and/or Discrimination A single verified incident or a series of related verified incidents where a student is subject to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property.

A Material Incident of Harassment, Bullying and/or Discrimination is the subject of a written or oral complaint to the Superintendent, principal or their designee, or other school employees. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/ gender identity/ gender expression, sex or any other legally protected status.

National Origin A person’s country of birth or ancestor’s country of birth.

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

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

Offensive Touching An intentional act taken against a person with a part of the body or with an instrument, including, but not limited to, shoving, pushing, and striking, thereby causing offense, alarm, or minor physical harm.

Parent The biological, adoptive, or foster parent or guardian OR a person of record in parental relation to a student.

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

Physical Aggression Behavior causing or threatening physical harm towards others, including but not limited to, hitting, kicking, biting, and shoving.

Prohibited or Illegal Substances Include, but are not limited to, alcohol, inhalants, marijuana/cannabis, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, controlled substances, any substances commonly referred to as designer drugs or synthetic drugs, look-alikes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs when possession is unauthorized or such are inappropriately used or shared with others, and any product which, when misused, may result in an impaired or altered state; banned or illegal substances also include any paraphernalia related to these substances. Substances that are lawfully used and possessed by adults of the legal age are prohibited for students, visitors and staff in the SCSD.

- **Distribution:** Transfer possession of prohibited or illegal substances to another person with or without an exchange of money.
- **Using or Possessing:** Consuming prohibited or illegal substances or in possession of these substances on school property or at school functions.

Public Space Misconduct Willful acts that impede normal operations and navigation on school grounds outside of buildings and in public spaces within any school building including, but not limited to, hallways, stairwells, cafeteria, library, auditorium, all offices, and all spaces not designated as classrooms. Public space misconduct can be classified as serious and includes, but is not limited to:

- Bringing in unauthorized pets or animals
- Shoving, horseplay, play-fighting
- Clustering in groups in ways that impede the movement of students from one place to another
- Making unreasonable and excessive noise
- Obstructing vehicular traffic or pedestrian movement
- Unauthorized presence in any prohibited school area.

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

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

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

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

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

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

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

Robbery Taking money or property from another by force.

Root Cause A System Planning Process. Problem-solving approach asks 4 questions: *Where are we now? Where are we going? How will we get there? What is holding us back?*

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

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

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

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

School Property Outside grounds, all structures, and any space within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school.

Schoolwide Rules, policies, practices, procedures, and routines that involve every student and every staff member during every period of every day.

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

Serious Public Space Misconduct See Persistent and Public Space Misconduct

Sexual Offenses:

- **Sexual Assault** Physical sexual act by force or threat of force against a staff member or another student, including inappropriate touching.
- **Sexual Harassment** Unwelcome sexual advances, requests for sexual favors, taking or sending sexually explicit videos, pictures or auditory recordings or other inappropriate verbal, written or physical conduct of a sexual nature, directed toward others. The sexual harassment offender suggests, solicits, requests, commands, demands or otherwise attempts to induce another individual to have sexual contact or sexual intercourse or unlawful sexual penetration knowing that it is likely to cause annoyance, offense or alarm to that individual.
- **Sexual Misconduct**, which includes, but is not limited to, physical touching of intimate body parts of another or one's self. Consensual acts of intimacy are not appropriate in an educational setting and are prohibited.

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

Sexual Orientation The sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both gender/ gender identity/ gender expression is characterized as bisexual or pansexual. Actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11(5)).

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

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

Student Support Center

1. The SSC is a trauma-sensitive space used at any point throughout the instructional day. The goal for the SSC is to be a Universal support for students with adult guidance and available to all students in the school.
2. The SSC will be used to connect students to the staff and interventions they need to succeed, as well as for planned interventions and targeted skill development work.

Tardiness Arriving late to school or class.

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

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

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

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

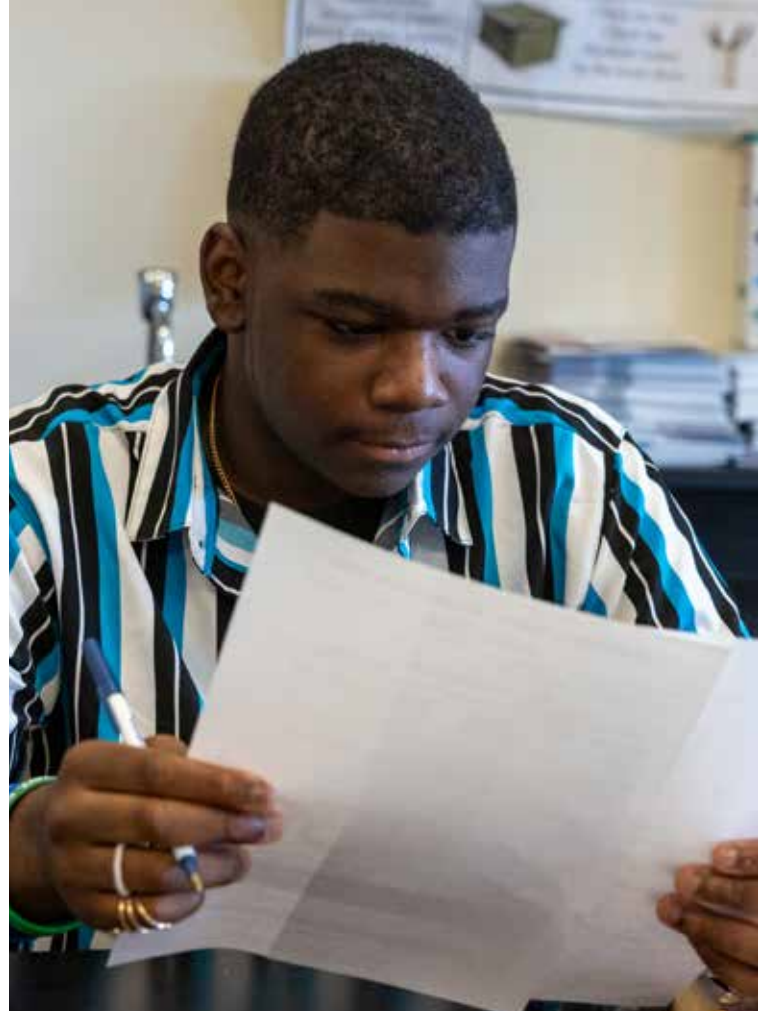
Unintentional Not intentional or deliberate; accidental.

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

Using or possessing Consuming banned or illegal substances or in possession of these substances on school property or at school functions.

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

Weight Reference to a person's size.



Syracuse City



School District

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