

Akron Central School District

Code of Conduct



Board Approval:

A Learning Centered Community Dedicated to its Students

BOE Approved 8-6-25

Akron Central Schools Code of Conduct

Table of Contents

I.	Introduction.....	2
II.	Definitions.....	3
III.	Student Rights and Responsibilities.....	9
IV.	Essential Partners.....	10
	A. Parents	
	B. Teachers/Support Personnel	
	C. School Counselors/Social Workers/School Psychologists	
	D. Other School-Related Personnel	
	E. Principals/Building Administrators	
	F. Superintendent and District Administrators	
	G. Board of Education	
V.	Student Dress Code.....	16
VI.	Electronic Devices	18
VII.	Prohibited Student Conduct.....	19
	A. Disruptive, Insubordinate, or Disorderly Conduct	
	B. Violent Behavior	
	C. Endangering Safety, Morals, Health or Welfare	
	D. Academic Misconduct	
	E. Misconduct on a Bus	
VIII.	Reporting Violations	25
IX.	Disciplinary Procedures, Penalties & Referrals.....	25
	A. Penalties	
	B. Procedures	
	1. Detention	
	2. Teacher Disciplinary Removal of Disruptive Student	
	3. Suspension from Transportation	
	4. Suspension from Athletic Participation	
	5. Suspension from District Computer System	
	6. In-School Suspension	
	7. Suspension from School	
	C. Minimum Periods of Suspension	
	D. Referrals	
X.	Alternative Instruction.....	43
XI.	Discipline of Students with Disabilities.....	43
XII.	Corporal Punishment.....	49
XIII.	Student Searches and Interrogations.....	50
XIV.	Visitors to the Schools.....	51
XV.	Public Conduct on School Property.....	52
XVI.	Dissemination and Review.....	54
	Acceptable Use Policy (AUP) For Technology.....	56

I. INTRODUCTION

The Board of Education ("Board") is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

Each member of the school community must fulfill certain expectations if a positive learning environment is to be achieved. A cooperative relationship among parents, teachers, support personnel, school counselors, social workers, psychologists, principals, administrators, the superintendent, the Board of Education and students is essential.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct ("Code").

Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property or attending a school function. Each building also has a building Code of Conduct which expands on the District Code of Conduct which follows.

Akron Mission

The mission of the Akron Central School District, a learning-centered community dedicated to the dreams of our students, is to ensure that each student realizes his or her unique human potential and contributes positively to society, through a system characterized by:

- *Valuing the unique gifts and dreams of each person*
- *Developing all dimensions of each human being*
- *Advancing the knowledge, skills, and wisdom of each student*
- *Nurturing and respecting the dignity of each human being*
- *Cooperatively working to continuously create new realities*

LAND ACKNOWLEDGEMENT

Akron Central School District acknowledges that we gather on the traditional lands of the Tonawanda Seneca People. We honor the contributions of the Indigenous peoples past, present, and future with gratitude for the land and to the Seneca people as the caretakers throughout the generations. We work together with the Tonawanda Seneca Nation with a spirit of respect and understanding.

II. DEFINITIONS

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

For purposes of this Code, the following definitions apply:

“Bullying” is the intimidation that includes, but is not limited to, engaging in actions and/or statements that put an individual in fear of harm whether bodily or psychologically.

“Conflict” is defined as a disagreement or argument.

“Controlled Substance” means a controlled substance in schedules I through V of the Controlled Substances Act.

“Cyber-Bullying” means bullying behavior conducted with the use of instant messaging, e-mail, web sites, chat rooms, text messaging, voice mail, social media, or any other type of technology, and which interferes with the operation of the school, or infringes upon the general health, safety and welfare of District students or employees.

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

“Disciplinary Change in Placement” means a suspension or removal by the home school district of a student with a disability from his/her current educational placement that is either for more than ten consecutive school days, or for a period of ten 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 ten school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

“Disruptive Pupil” is defined by Education Law 3214 (2-a)(b) to mean an elementary or secondary student under twenty-one years of age who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

“District Computer System” includes, but is not limited to, software, hardware, computer networks and electronic communication systems.

“Electronic Devices” include, but are not limited to, radios, walk-mans, pagers, beepers, CD and/or DVD players, video games, cell phones, PDA's, IPODS's, MP3 players, cameras, tape recorders, laptops, computers and any assistive or augmentative devices which assist in communications. Some of these devices are used in the education process, but only if and when provided by the school district and/or specified in the student's educational program.

“Employee” means 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 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

“Gender” means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[5]).

"Gender Identity or Expression" means a person's actual or perceived gender-related identity, appearance, behavior, expression, or other gender-related characteristic regardless of the sex assigned to that person at birth, including, but not limited to, the status of being transgender.

“Harassment” means 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 wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. (Education Law Section 11[5]).

“Hazing” will be understood to be any activity undertaken or a situation created, by any individual, group of individuals or organization, in which individuals are voluntarily subjected to activities that have the potential to harass, intimidate, impart pain, humiliate, invite ridicule or cause undue mental or physical fatigue or distress, or to cause mutilation, laceration, or bodily injury. The express consent of the victim will not be a defense.

"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. *While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on school grounds under state and federal laws and/or board policy.

“Parent” means the biological, adoptive or foster parent, guardian or person in parental relation to a student.

“Plagiarism” is the use or close imitation of the language of another author and representation of them as one's own original work. This includes copying from electronic resources (from the World Wide Web), even with minor alterations.

“School Bus” means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for

the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law Section 11[1] and Vehicle and Traffic Law Section 142). This would include waiting for a bus to arrive before and after school and all school events.

“School Function” means any school-sponsored or extracurricular event or activity, on and/or off site whether virtually or in person.

“School Property” means in or within any building, structure, athletic playing field, playground, parking lot or other land owned by the District, or on a school bus.

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

“Student Support Service Personnel” means any staff member who provides direct educationally related services or assists students in coping with peer pressure and emerging personal, social, emotional, and physical problems. These services are provided by psychologists, social workers, counselors, school counselors, ESL teachers, hearing teachers, vision teachers, mobility teachers, speech teachers, occupational, or physical therapists, and Native American liaisons.

“Vaping” means the use of an electronic cigarette.

“Violence” means rough or injurious physical force, action, or treatment.

“Violent student” means a student under the age of 21 who:

- Commits an act of violence upon a school employee.
- Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function.
- Possesses or facilitates transport, storage or usage of a weapon while on school property or at a school function.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys school district property.

“Weapon” means a firearm as defined in 18 USC § 921 for purposes of the Gun Free Schools Act. It also means any other weapon, device, instrument, material or substance that can cause serious physical injury or death including, but not limited to, a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, nunchucks, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb.

The Dignity for All Students Act identifies 11 protected classes, groups, or characteristics. The Dignity Act prohibits discrimination based on actual or perceived characteristics. These 11 protected classes are defined as:

Race means 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.

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

Weight means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".

National Origin means a person's country of birth or ancestor's country of birth.

Ethnic Group means 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.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

Religious Practice means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

Gender means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".)

Sexual orientation means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

Disability means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

Promoting Positive Student Behavior

Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Schools are expected to take a proactive role in nurturing students' prosocial behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social-emotional learning. Effective social-emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such

skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students' academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults reduces negative behavior. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills and support they need to thrive. Akron Central School District is proud to offer several extracurricular activities for students including but not limited to interscholastic supports, musical programming, theater, and a multitude of clubs which align with student interests. We encourage all students to get involved in programs they enjoy.

Proactive and Preventative Measures

The Student Support Services Team at Akron Central School District is a collaboration of our school counselors, school psychologists, school social workers and Native American counselor/liaison. Together, they provide an atmosphere to ensure the well-being of all students. The program addresses the academic, career, and social/emotional needs of the students. Our ultimate goal is to enable all students to achieve success in school and to be responsible and productive members of society.

District Wide:

- 1) SAEBRS (Behavioral and Emotional Screening System)
- 2) Parent Teacher Conferences
- 3) Senior Graduation Parade
- 4) Homecoming Celebrations
- 5) Parent Communication
- 6) Start With Hello Sandy Hook Promise
- 7) Every Child Matters Day

Elementary:

- Kindergarten orientation
- Academic Screening/Benchmarking
- Second Step Social Emotional Learning curriculum
- Meet the Teacher Night
- Character Education - Bucket Filling
- Positive Classroom Management Strategies
- Introductory Support Staff Visits in Classrooms
- Building Wide Positive Behavior Incentives
- Explicit teaching of rules and expectations
- Regular Recess time
- Movement Break
- Mindfulness Activities (i.e. Mindful Mondays, teacher use of strategies)
- Open House
- Homegrown Assemblies
- No Name Calling Week

- Author Visits
- Career Exploration Week
- Restorative Practices within classroom (community circles)
- Second Step Social Emotional Learning Classroom Lessons
- Spirit Weeks
- Halloween Parade
- Wellness Day

Middle School:

- Tour the school for 6th grade
- Character Counts
- 6th grade summer orientation
- Second Step 6, 7, 8
- Naviance
- Personal Education Plans 6-12
- 5th to 6th grade classroom push-in
- Spirit Week
- Trade School/Vocational Field Trip
- Team Building Day
- 8th grade scheduling presentation
- 8th grade fun day

High School:

- Freshman Orientation
- Freshman Seminar course
- Junior Seminar
- Wellness Day
- Naviance (Career Exploration)
- Personal Education Plans 6-12
- Wellness Wednesday tips
- Spirit Week
- Welcome Back Celebration
- BOCES Orientation (10th grade)
- Sophomore Career Day

For more specific details, please refer to the [District Comprehensive School Counseling Plan](#).

III. STUDENT RIGHTS AND RESPONSIBILITIES

The role of our school is to foster growth in social, academic and personal responsibilities for all of our students. To accomplish these goals, certain forms of order are necessary. The discipline philosophy of the Akron Central School District reflects the concern for an optimal learning situation by providing consistent expectations for student behavior.

The Board, therefore, assures district students that they shall have all the rights afforded them by federal and state constitutions, statutes and regulations. The Board also recognizes all federal, state and local laws in connection with these rights and reminds students that certain responsibilities accompany these rights.

<u>RIGHTS</u>	<u>RESPONSIBILITIES</u>
1. Attend school and be granted the opportunity to receive an appropriate education.	Attend school regularly and on time, complete assignments and strive to do the highest quality work possible. Be prepared to learn.
2. Be treated with dignity and respect by peers, teachers and staff. Enjoy a positive school environment protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.	Respect one another and treat the property and rights of others fairly and in accordance with the Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others to report any incidents of intimidation, harassment or discrimination..
3. Be safe in the school environment.	Behave in a manner that will not jeopardize the safety and well-being of oneself or others.
4. Be afforded the opportunity to participate in extracurricular activities on an equal basis regardless of race, color, creed, religion, gender, sexual orientation, national origin, political affiliation, age, marital status, military status or disability.	Be aware of and abide by the rules and expectations governing participation and support these activities. Hold themselves to the highest standard of conduct, demeanor and sportsmanship.
5. Present their version of the facts and circumstances in all disciplinary matters.	Be familiar with the Akron Code of Conduct, obey the rules it contains and conduct oneself in a manner not distracting to others. Be truthful and respectful when responding to school personnel authorized to impose any disciplinary action.

6. Dress according to personal taste.	Dress in a manner which does not endanger physical health, safety or limit participation in school activities or cause distraction to the teaching/learning environment. Dress will be in accordance with the Akron Code of Conduct.
7. To express themselves in a socially acceptable manner.	To react to directions given by school personnel in a respectful, positive manner.
8. Access to a variety of technological resources to support learning.	Know and follow the District's Technology Accepted Use Policy.

IV. ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Establish positive working relationships with school personnel and other families.
3. Ensure their children attend school regularly on time, ready to participate and learn.
4. Ensure absences are minimal and for reasons that are legally excusable.
 - Akron Central School District is committed to ensuring each child's regular participation in their education through their attendance. Failure to comply with building attendance policies may result in mandatory meetings with building administration, school social workers, and essential school personnel.
5. Ensure their child is dressed and groomed in a manner consistent with the student dress code and conducive to learning.
6. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment according to the "Code."
7. Know and support school rules and help their children understand them. Lead by example and conduct themselves in a courteous, respectful manner.
8. Convey to their children a supportive attitude toward education and the district.

9. Provide school with proper contact information, including phone numbers where they can be reached.
10. Help their children deal effectively with peer pressure in accordance with the "Code."
11. Exemplify an enthusiastic attitude towards school and education by acquainting with their child's school, staff, curriculum, and activities. This may include attending parent/teacher conferences, meetings, school functions, and contacting staff regarding concerns.
12. Inform school officials of changes in home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Demonstrate dependability, integrity, and other standards of ethical conduct, including monitoring their child's online activity (ex. Social media) and encouraging students to be responsible in their use of electronic communication.
15. Exemplify and teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.
16. Model behavior that is free from harassment or discrimination.
17. Report any school-related concerns to a building administrator.

B. Teachers/Support Personnel

All District teachers and support personnel are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules and enforce them in a fair and consistent manner.
3. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students

e. Classroom discipline plan

4. Communicate regularly with students, parents and other teachers concerning growth and achievement.
5. Assist students in dealing effectively with peer pressure and emerging personal, social, and emotional issues that affect success at school. Work collaboratively to teach students about the ramifications of destructive peer pressure and teasing.
6. Build good relationships with their students, parents, student support staff (Social Worker, School Counselors, and Psychologists), and administrators.
7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to their attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
8. Maintain confidentiality about all personal information and educational records concerning students and their families.
9. Act as role models for students; maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against Board of Education Policy #6180. Employees are expected to maintain a professional, ethical relationship with students.
10. Be familiar with the district and building emergency and security policies and procedures, and assist in their implementation as appropriate/required. Report any school-related safety concerns to a building administrator.
11. Be prepared.
12. 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.
13. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. School Counselors/Social Workers/School Psychologists

All District school counselors, social workers and school psychologists are expected to:

1. Establish meaningful relationships that affirm and support students.
2. Assist students in coping with peer pressure and emerging personal, social and emotional challenges.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.

4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Act as role models for students, maintain appropriate personal boundaries with students and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against Board of Education Policy #6180. Employees are expected to maintain a professional, ethical relationship with students.
8. 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, 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.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
10. Be familiar with the district and building emergency and security policies and procedures, and assist in their implementation as appropriate/required. Report any school-related safety concerns to a building administrator.

D. Other School-Related Personnel

All other school staff are expected to:

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity, respect and other standards of ethical conduct.
3. Assist in promoting a safe, orderly and stimulating school environment.
4. Maintain confidentiality about all personal information and education records concerning staff, students and their families.
5. Report any school-related safety concerns to a building administrator for resolution.
6. 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, 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.

7. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
8. Be familiar with the district and building emergency and security policies and procedures, and assist in their implementation as appropriate/required. Report any school-related safety concerns to a building administrator.

E. Principals/Building Administrators

All District principals and/or designee are expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of student complaints/grievances.
3. Closely monitor the implementation of curriculum content and performance standards across all disciplines.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Enforce the Code of Conduct and ensure that all cases are resolved promptly and fairly.
6. Act as role models for students; maintain appropriate personal boundaries with students and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against Board of Education Policy #6180. Employees are expected to maintain a professional, ethical relationship with students.

Note: Each principal shall be responsible for informing all students and their parents of the building dress code at the beginning of the school year.

7. 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, 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.
8. 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 Dignity Act Coordinator (DAC).

F. Superintendent and District Administrators

The Superintendent of Schools and/or designee is expected to:

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, support active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Review with district administrators the policies of the Board of Education and State and Federal laws relating to school operations and management.
4. Inform the Board of Education concerning educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Include training on Code of Conduct to all new teachers as part of new teacher orientation.
8. Act as role models for students; maintain appropriate personal boundaries with students, and refrain from engaging in any behavior that could reasonably lead to even the appearance of impropriety. Inappropriate fraternization of staff with students is against Board of Education Policy #6180. Employees are expected to maintain a professional, ethical relationship with students.
9. Report incidents of discrimination and harassment that are witnessed or otherwise brought to his/her attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
10. Maintain confidentiality about all personal information and educational records concerning students and their families.
11. Communicate any immediate changes with the District Safety Team.
12. Effectively address and resolve all school-related safety concerns reported by members of the school community. Know their school's emergency and security procedures and ensure their proper implementation

G. Board of Education

1. 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 or

expression, or sex, with an understanding of appropriate appearance, language, and conduct, which will strengthen student's self-image and promote confidence to learn.

2. Collaborate with students, teachers, administrators, parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
3. Adopt and review at least once a year the Code of Conduct and evaluate its effectiveness, fairness and the consistency of its implementation.
4. Review and approve a budget that provides programs and activities that support Akron's goals and the goals of this Code.
5. Conduct Board meetings in a professional, respectful, courteous manner, thus leading by example.
6. Appoint a Dignity Act Coordinator in each school building. 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, 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.

V. STUDENT DRESS CODE/ CIVILITY

All student interaction and communication among themselves, other students, teachers, administrators, other district personnel and visitors on District property will be appropriate, civil and respectful. Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and school staff. Individual behavior should not interfere with the rights of others. Profanity, vulgar language including, but not limited to, negative comments based on race or ethnicity and obscene comments or gestures towards others will not be tolerated. Appropriate disciplinary action will be taken.

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance provided that attire is not destructive to ACS property, complies with requirements for health and safety, does not interfere with or distract from the educational process, or infringe upon the rights of others. The administration may take action in instances where individual dress does not meet these stated requirements.

Teachers and all other District personnel should exemplify and reinforce acceptable student dress and help students develop and understand appropriate appearance in the school setting.

A student's dress, grooming and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational program.
2. Not be revealing or see-through; undergarments must be completely covered with outer clothing.

3. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
4. Not include the wearing of hats, bandanas, hoods of sweatshirts and sunglasses
The wearing of hats is prohibited in the Middle and Elementary School buildings in the building, except for special school sanctioned activities or when a medical condition or religious reason dictates otherwise.
The wearing of hats is permitted at the High School as articulated in building level guidelines below:
Headwear must allow the face to be visible to staff and not interfere with the line of sight of any student, staff, or security camera.
Hoods may not be worn at any time.
5. **Not include any** clothing item or accessory that in any way could be used as a weapon or pose a threat to the safety of others.
6. Not include items that are sexually explicit, vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, disability, or any other discriminatory reference.
7. Not promote sex and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
8. **Not include** any other clothing item deemed to interfere with the learning environment or pose a safety hazard or be offensive to others. **Specific dress requirements may be required by the District for students participating in activities in which clothing and jewelry may be a safety or health concern, such as science laboratories, physical education, technology (Industrial Arts) classes and interscholastic athletics.**
9. Not display any signs of gang affiliation that have been observed to increase the level of conflict or violent behavior in schools or under circumstances in which school or BOCES authorities may reasonably forecast that violence or substantial disruption of their activities will occur.

Each building principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the dress code shall be required to modify their appearance by covering or removing the offending item and. If necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including school suspension. Any student who repeatedly fails to comply with the dress code shall be subject to further disciplinary action up to and including long term suspension pursuant to this Code.

VI. USE OF PERSONAL TECHNOLOGY and ELECTRONIC DEVICES

Personal technology and electronic devices include all existing and emerging technology devices that can take photographs; record or play audio or video; input text; upload and download media; connect to or receive information from the internet; and transmit or receive messages, telephone calls, or images, that belong to the student or the student's family, and that have not been provided by ACS. Examples of personal technology include, but are not

limited to, tablets; laptop and netbook computers; personal digital assistants (PDAs); cell phones and smartphones; and any device with similar capabilities.

Students are prohibited from using or possessing any video camera or electronic devices, including but not limited to, smart watches, mobile telephones, cellular telephones, laser pointers or pens or any other type of telecommunication device during instructional time, except as expressly permitted in connection with authorized use in the classrooms. Absolutely no cellphones/ electronic devices shall be used in locker rooms or restrooms. While students are permitted to possess such devices on school property, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This includes, but is not limited to, taking unauthorized photos and/or videos of others and/or social media postings. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, the building principal shall deal with any abuse of the privilege afforded under this provision at the building level under current disciplinary procedures in the School's Code of Conduct concerning the disruption of the educational environment. A student's electronic device, battery, memory card or media storage device may be confiscated and subject to a search in accordance with Section XII below, if school officials have reasonable suspicion to believe that the search will reveal evidence of a violation of law, the Code of Conduct, or other school rules.

Instructional Uses

Instructional uses include, but are not limited to, approved classroom activities, research, college admissions activities, career development, communication with experts, homework, and other activities considered appropriate by ACS staff. Students are expected to act responsibly and thoughtfully when using technology resources. Students are prohibited from using them in any manner which invades the privacy of students, employees, volunteers, or visitors, or that otherwise violates law or any provision of this Code of Conduct. If a student violates this prohibition, then he or she may be disciplined under this Code of Conduct. Students should keep any permitted electronic device on ACS property in a safe and responsible manner as instructed by the building principal. Passwords and personal technology devices should not be shared with others. A student's electronic device may be confiscated and subject to a search in accordance with this Code, if ACS administration have reasonable suspicion to believe that the search will reveal evidence of a violation of law, the Code of Conduct, or other ACS rules or policies.

Non-Instructional Uses

Per Internet Enabled Device Policy, Appropriate use of personal technology during non-instructional time is not permitted,

For more specific information in regards to district technology, please refer to our District Acceptable Use Policy.

Internet Enabled Devices:

- No unsanctioned use of smartphones and other internet-enabled personal devices on school grounds K-12 schools for the entire school day, including classroom time and other settings like lunch and study hall periods.

Students will be responsible for locking their cell phone or internet enabled device including smartwatches or tablets in their lockers for the duration of the school day. If a student is observed using their cell phone or internet enabled device during the school day, the following process will be followed:

- A verbal warning will be given to allow students to return device to be locked in a locker or in a district approved secure location.
- After one verbal warning, the cell phone will be confiscated by an administrator or district personnel. The cell phone or internet enabled device will be given to our SRO/greeter.
- Parents or guardians will be responsible for picking up the cell phone or internet enabled device from the SRO/Greeters Office between the hours of 7:30am-3:30pm.

Prohibition During State Assessments

Unless authorized by law, regulation, or government rule, all students are prohibited from bringing electronic devices into a classroom or other location where a New York State assessment is being administered. Test proctors, monitors, and school officials have the right to collect prohibited electronic devices prior to the start of the test and hold them while the test is being administered, including break periods. Admission to any assessment will be denied to any student who refuses to relinquish a prohibited device.

Teachers and all other Akron personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

VII. PROHIBITED STUDENT CONDUCT

The Board of Education expects students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel and other members of the school community and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, and for the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to set standards and focus upon safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. In addition, the Board also recognizes the need for administration to impose discipline when behavior occurring off campus transfers to the school setting and negatively impacts the educational experience of students and/or substantially or materially disrupts instruction. District personnel, who interact with students, are expected to use disciplinary action when necessary and regularly reinforce the students' ability to grow in self-discipline.

A. Conduct that is disruptive, insubordinate, or disorderly.

Some examples of this conduct include, but are not limited to:

1. Running in hallways.

2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community, regardless of where the act occurs.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Pulling a fire alarm without cause.
8. Failing to comply with the directions of teachers, administrators or other school employees in charge of students, or otherwise demonstrating disrespect.
9. Lateness for or leaving school without permission.
10. Skipping detention.
11. Truancy.
12. Possession of drugs, drug paraphernalia, with or without intent to sell.
13. Using the District Computer System (DCS) (ie. Chromebooks) in any way that might disrupt the use of the DCS by others. Examples of this include, but are not limited to:
 - Downloading extensive files, transmitting or propagating malicious codes, such as a virus, Trojan horse, worm, script, file, or macro, evading the District's content filter; using an outside wireless network; or sending mass e-mail messages or any violation of the ACS Acceptable Use Policy.
 - Visiting inappropriate websites, utilizing the Chromebook to promote cyber-bullying or for any other reason not related to school setting. Utilizing school e-mail and/or Google Meets outside of the educational setting is strictly prohibited.
14. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, smart watches, and other personal electronic devices deemed inappropriate by the administration). See also Section VI.
15. Unauthorized use of personal computer, laptop, iPad and/or other computerized information resources through the District Computer System. See also District Accepted Use Policy. See also Section VI.

B. Conduct that is violent.

1. Threatening and/or committing an act of violence (such as hitting, pushing, kicking, biting, punching and scratching) upon another student or any other person lawfully on school property.
2. Engaging in any other act that would qualify the student to be defined as “violent student” in accordance with Education Law Section 3214 (2) (2-a).
3. Engaging in harassing conduct, verbal threats, bullying, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
4. Possessing a “weapon” as defined above in Section II. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
5. Displaying what appears to be a weapon.
6. Threatening to use any weapon.
7. Using weapon(s).
8. Intentionally damaging or destroying the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
9. Intentionally damaging or destroying school district property.
10. Communication by any means, including oral, written or electronic (such as through the Internet or e-mail) on or off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or (b) results in, or can be reasonably forecast to result in material or substantial disruption to the educational environment.

C. Conduct that endangers the safety, morals, health or welfare of self and/or others.

Examples of such conduct include, but are not limited to:

1. Lying, deceiving or giving false information to school personnel. This can include, but not limited to, knowingly making false statements or knowingly submitting false information during a grievance process under Title IX, DASA, and/or any other administrative investigation.
2. Stealing Akron property or the property of other students, school personnel or other persons lawfully on school property. This includes data, equipment and intellectual property.

3. Acts of sexual harassment as defined in Board of Education Policy #6121 and #7551, which include unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature. Selling, using or possessing obscene material.
4. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, tobacco, tobacco **products**, including electronic cigarettes also known as e-cigarettes/vapes or any vapor like product, nicotine products or illegal substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or being under the influence of these “illegal substances” including, but not limited to, inhalants, marijuana, synthetic cannabinoids and THC in any form, dab pens, wax vaporizers, Delta 8, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as “designer drugs.”

*The definition of illegal drugs includes controlled substances. While cannabis (marijuana) is a controlled substance under federal law, it has been legalized by New York State for adult use under certain circumstances. However, it is illegal for anyone under the age of 21 to purchase, possess, or use adult-use cannabis. Regardless of age, the sale, purchase, possession, and/or use of cannabis is prohibited on ACS grounds under state and federal laws and/or ACS policy.

- a. According to Board Policy #5640 Smoking, Tobacco, and Cannabis Use:

The following actions are prohibited on school grounds and at school functions: smoking; vaping; using tobacco products; and/or using or ingesting any form of cannabis.

Smoking and vaping are prohibited within 100 feet of the entrances, exits, or outdoor areas of any of the District's schools.

- b. According to Board Policy #5640 Smoking, Tobacco, and Cannabis Use:

Tobacco promotional items (e.g., brand names, logos, and other identifiers) are prohibited:

- i. On school grounds;
- ii. In any vehicles used to transport students or school personnel;
- iii. At school functions;
- iv. In school publications;
- v. On clothing, shoes, accessories, gear, and school supplies

5. Inappropriately possessing or using or sharing prescription and over-the-counter drugs.

6. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include, but is not limited to, posting or publishing video, audio recordings or pictures within written material, on cell phones, over the Internet, on YouTube, etc.
7. Sending or receiving sexually explicit videos, recordings, or other communications of a sexual nature.
8. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
9. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
10. "Internet bullying" (also referred to as "cyber bullying"), including the use of instant messaging, e-mail, web sites, chat rooms, and text messaging, when such use interferes with the operation of the school, or infringes upon the general health, safety, and welfare of student(s) or employee(s).
11. Participating in hazing, which includes any intentional or reckless act as directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team. 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 drugs.
 - c. Dangerous hazing: hurtful, aggressive, destructive and disruptive behaviors.
12. Harassment, the creation of a hostile environment by physical conduct communication (verbal or written, electronic, or graphic) resulting in 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 wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
13. Use of a camera device, including cell phones or personal digital assistants (PDAs), to photograph another person to harass, intimidate, or bully another person or to invade their privacy.

14. Using vulgar or abusive language, cursing or swearing.
15. Inappropriate touching and/or indecent exposure.
16. Gambling and gaming.
17. Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.

D. Academic misconduct

Examples include, but are not limited to:

1. Plagiarism.
2. Cheating in any form or by any means, including virtually.
3. Copying.
4. Altering records, including but not limited to, accessing other users' e-mail accounts or network storage accounts and/or attempting to read, delete, copy, modify, and/or interfere with the transferring and receiving of electronic communications.
5. Violations of the District Acceptable Use Policy for Technology.
6. Violation of copyright laws.
7. Violation of intellectual property rights.
8. Defacing or damaging ACS, school, class, library, or others' materials, work, or documents.
9. Taking exam, quiz, lab, or any other instructional questions, answers, or forms to further one or more students' grade or progress.
10. Assisting another student in any of the above actions.

E. Misconduct on a school bus

The Board of Education believes it is crucial for students to behave appropriately while riding on District buses, to ensure their safety, that of other passengers and have the fewest possible distractions for bus drivers. Since the school bus may be regarded as an extension of the classroom, children are required to conduct themselves on the bus in a manner consistent with the expectations established under the "Code." Excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated. Drug use of any kind is strictly prohibited (see Section VII). It is important that those waiting for buses not on school property to conduct themselves in accordance with Board of Education Policy #7440 and the District "Code."

VIII. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, support staff, the building principal or his/her designee. Any student observing an individual committing, attempting to commit, or threatening to commit an act of violence; possessing or threatening to use a weapon; or possessing alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or to the Superintendent.

The building principal must notify the appropriate local law enforcement agency of those Code violations that may constitute a crime, violation of the Penal Law, or substantially affect the order or security of a school as soon as practicable, but in no event later than the close of business the day after the principal learns of the violation. The notification may be made by telephone and followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the "Code" of Conduct and constituted a crime.

IX. DISCIPLINARY PROCEDURES, PENALTIES AND REFERRALS

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

1. The student's age.
2. The nature of the offense and the circumstances that led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Input from parents, teachers, counselors, social workers, and/or others, as appropriate.
6. Other extenuating circumstances.

Note: Discipline will be progressive. Prior to any disciplinary action, every effort will be made to utilize preventative measures set forth by the district. "Progressive discipline" means that a student's first violation will usually merit a lighter penalty than subsequent violations unless the conduct is so serious or criminal in nature that a more serious penalty or referral to law enforcement is deemed necessary at the discretion of school officials.

Elementary Grade K-5

MINOR INFRACTIONS

Infraction	Range of Possible Outcomes
• Disorderly conduct in school, on the bus, in the cafeteria, and at any school function • Bus discipline referrals, especially those that reflect events listed	• Restorative conference with student • Restorative circle with other students involved in incident • Counseling with member of support staff

above (depending on behavior and amount of referrals) • Insubordination, such as failing to comply with the reasonable directions of teachers, school employees in charge of students, or otherwise demonstrating disrespect • Using vulgar or abusive language, cursing, or obscene gestures • Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/internet account; accessing inappropriate websites; or any other violation of the district's "Acceptable Use Policy" • Endangerment of the safety, morals, health or welfare of others as well as defamation of character • Intimidation or threats of any kind, which includes engaging in actions and/or statements that put an individuals in fear of bodily harm • Indecent exposure, that is, exposure to sight of the private parts of the body • Stealing • Fighting or provoking a fight • Cheating • Lying • Harassment • Internet-enabled devices violation	• Restorative justice activity • Oral warning • Written warning • Loss of privileges • Parent contact by the classroom teacher or administrator • Referral to the principal (s) and/or telephone call home • Detention and/or principal's telephone call home • Suspension from transportation • Suspension from social or extracurricular activities • In-school suspension • Removal from classroom by teacher
---	--

MAJOR INFRACTIONS

Infraction	Range of Possible Outcomes
• Outside of educational purpose, video or audio recording of any kind on school property is strictly prohibited. <u>This includes recording on personal device or use of chromebook provided by ACS.</u>	• Restorative conference with student • Restorative circle with other students involved in incident • Counseling with member of support staff • Restorative justice activity

- Discrimination, which includes the use of race, color, weight, national origin, ethnic group, religion or religious practice, sex, gender/gender identity, sexual orientation, or disability as a basis for treating another in a negative manner
- Possession or sharing of alcoholic beverages or illegal substances, or being under the influence of either
- Possession or sharing of drugs, medicines, or any vaping device
- Bus discipline referrals, especially those that reflect events listed above (depending on behavior and amount of referrals)
- Using vulgar or abusive language, cursing, or obscene gestures
- Intimidation or threats of any kind, which includes engaging in actions and/or statements that put an individuals in fear of bodily harm
- Bringing a weapon or any toy weapon to school, including a pocket knife
- Indecent exposure, that is, exposure to sight of the private parts of the body
- Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/internet account; accessing inappropriate websites; or any other violation of the district's "Acceptable Use Policy"
- Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher
- Intentionally inflicting harm on another human being
- Fighting or provoking a fight
- Intentionally damaging school or others' property
- Harassment
- Endangerment of the safety, morals, health or welfare of self and/or others as well as defamation of character
 - This includes making false

- Oral warning
- Written warning
- Loss of privileges
- Parent contact by the classroom teacher or administrator
- Referral to the principal (s) and/or telephone call home
- After school detention and/or principal's telephone call home
- Suspension from transportation
- Suspension from social or extracurricular activities
- In-school suspension
- Removal from classroom by teacher
- Short-term (five days or less) suspension from school
- Long-term (more than five days) suspension from school
- Permanent suspension from school

In the event of a threat made by a student to harm themselves or others with a weapon or the threat of use of a weapon, the following process will take place:

1. A threat assessment conducted by a building principal or student support staff member
2. Decision on consequence or outcome communicated with parent either through phone or in-person meeting
3. Restorative conference with student and ongoing check

Students who choose to **severely or repeatedly** violate class, playground, or general school rules will receive a behavioral referral to the principal. Depending on the nature and frequency of the referral, one or more of the following will occur as a result of the referral:

statements or unprivileged representations about an individual or identifiable group of individuals that harms the reputation of others	
---	--

Grades 6-8: Class One Offenses

Class One Offenses- Including, but not limited to...

The following are examples of Class One Offenses Disciplinary Responses	Range of Possible
a. Violation of classroom, hall or lavatory rules set forth by the principal or teacher b. Disruptive behavior c. Tardiness d. Using profanity or abusive language e. Pushing, wrestling, or general horseplay in a building, on a vehicle or at a supervised activity	The staff member supervising the student will either: a. Withdraw certain privileges b. Assign extra work c. Assign detention Parents will be notified of serious breaches of these rules. Repeated violations of these rules will be considered a class two offense and be referred to the principal or assistant principal. In addition, possible responses could also include: • Restorative conference with student • Restorative circle with other students involved in incident • Counseling with member of support staff • Restorative justice activity

Grades 6-8: Class Two Offenses

Class Two Offenses- Including, but not limited to...

The following are examples of Class Two Offenses Disciplinary Responses	Range of Possible
a. Repeated class one offenses b.*Truancy	The principal or assistant principal shall assign the offending student to:

c. Cutting class d. Leaving the building without permission e. Loitering in school buildings or on school grounds while school is in session f. Possession of lighter, matches or any flame generated mechanism g. Violation of student driving and parking rules h. Lying i. Computer/electronic communications misuse, including any unauthorized use of computers, software, or Internet/Intranet account; accessing inappropriate website; and other violation of the District's Acceptable Use Policy j. Cheating/academic dishonesty/ plagiarism k. Public displays of Affection (PDA) *Violation of State or Federal Laws	a. Supervised study, or b. Detention or parent contact c. Suspension until parental conference is arranged d. Parent Conference e. Loss of credit on work in question (cheating) f. Suspension of revocation of driving privileges g. Suspension of computer privileges h. In- house detention i. Repeated violations of these rules will be considered a class three offense and will result in suspension of a period of one to five days In addition, possible responses could also include: • Restorative conference with student • Restorative circle with other students involved in incident • Counseling with member of support staff • Restorative justice activity
--	---

Grades 6-8: Class Three Offenses

Class Three Offenses- Including, but not limited to...

The following are examples of Class Three Offenses Possible Disciplinary Responses		Range of
a. Repeated class two offenses	The principal shall suspend for a period of between one and five days; in addition, the principal may remove bus riding privileges, initiate claims seeking restitution for damages	
b. Smoking/Possession and/or use of tobacco of any kind		

c. Fighting d. *Tampering and misuse of an emergency system (911) e. *Vandalism/ graffiti f. Defiance of a staff member's request; insubordination g. Stealing and/or possession of stolen property h. Discrimination, which includes the use of race, color, creed, national origin, religion, gender sexual orientation or disability as a basis for treating another in a negative manner i. Harassment j. Bullying k. Threatening another student l. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team m. Any act that endangers the safety, health or welfare of self and/or another person(s) n. Disrespectful behavior to any other individual <i>*Violation of State or Federal Laws</i>	and may notify legal authorities of violations of penal law. Some class three offenses may also be serious enough to warrant a hearing before the Superintendent of Schools under Education Law 3214. Repeated violations of these rules will be considered a class four offense and may result in a hearing before the Superintendent of Schools. In addition, possible responses could also include: • Restorative conference with student • Restorative circle with other students involved in incident • Counseling with member of support staff • Restorative justice activity
---	--

Grades 6-8: Class Four Offenses

Class Four Offenses- Including, but not limited to...

The following are examples of Class Four Offenses Disciplinary Responses	Range of Possible
a. Repeated class three offenses b. * The consumption, sharing, selling and/or buying, use and/or possession of alcoholic beverage, illegal drugs, controlled substances, counterfeit and designer drugs, or paraphernalia for the use of such drugs, or any attempts to do so at any school sponsored event or on school property at all times c. Possession of or under the influence of alcohol/drugs d. *Assault on a staff member e. Any act that seriously endangers the safety, health, or welfare of self and/or another person(s) f. *Possession of weapons g. *Threatening a staff member or student h. Sexual and/or racial harassment i. Inappropriate use of prescription drugs and/or over the counter drugs <i>*Violation of State or Federal Laws</i>	The principal shall suspend offending students for a period of five days and may notify legal authorities of violations of penal codes. In addition, the principal may bring formal charges against a student requesting that the student be removed from school for a period greater than five days or be expelled. The Superintendent of Schools shall hear these charges in accordance with Education law 3214 and decide on the matter. In addition, possible responses could also include: • Restorative conference with student • Restorative circle with other students involved in incident • Counseling with member of support staff • Restorative justice activity

Grades 9-12: Class One Offenses:

Class One Offenses- Including, but not limited to...

The following are examples of Class One Offenses Possible Disciplinary Responses	Range of
a. Violation of classroom, hall or lavatory rules set forth by the principal or teacher b. Disruptive behavior c. Tardiness d. Using profanity or abusive language e. Pushing, wrestling, or general horseplay in a building, on a vehicle or at a supervised activity	The staff member supervising the student will either: a. Withdraw certain privileges b. Assign extra work c. Assign detention Parents will be notified of serious breaches of these rules. Repeated violations of these rules will be considered a class two offense and be referred to the principal or assistant principal. In addition, possible responses could also include: • Restorative conference with student • Restorative circle with other students involved in incident • Counseling with member of support staff • Restorative justice activity

Grades 9-12: Class Two Offenses

Class Two Offenses- Including, but not limited to...

The following are examples of Class Two Offenses Disciplinary Responses	Range of Possible
a. Repeated class one offenses b. *Truancy c. Cutting class d. Leaving the building without permission e. Loitering in school buildings or on school grounds while school is in session f. Parking in school lots without a student permit	The principal or assistant principal shall assign the offending student to: a. Supervised study, or b. Detention or parent contact c. Suspension until parental conference is arranged d. Parent Conference e. Loss of credit on work in question (cheating) f. Suspension or revocation of driving privileges g. Suspension of computer privileges

g. Possession of lighter, matches or any flame generated mechanism h. Violation of student driving and parking rules i. Lying j. Computer/electronic communications misuse, including any unauthorized use of computers, software, or Internet/Intranet account; accessing inappropriate website; and other violation of the District's Acceptable Use Policy k. Cheating/academic dishonesty/ plagiarism l. Public displays of Affection (PDA) <i>*Violation of State or Federal Laws</i>	h. In- house detention i. Repeated violations of these rules will be considered a class three offense and will result in suspension of a period of one to five days In addition, possible responses could also include: • Restorative conference with student • Restorative circle with other students involved in incident • Counseling with member of support staff • Restorative justice activity
---	--

Grades 9-12: Class Three Offenses

Class Three Offenses- Including, but not limited to...

The following are examples of Class Three Offenses Possible Disciplinary Responses		Range of
a. Repeated class two offenses b. Smoking/Possession and/or use of tobacco of any kind c. Fighting d. *Tampering and misuse of an emergency system (911) e. *Vandalism/ graffiti f. Defiance of a staff member's request; insubordination g. Stealing and/or possession of stolen property	The principal shall suspend for a period of between one and five days; in addition, the principal may remove bus riding privileges, initiate claims seeking restitution for damages and may notify legal authorities of violations of penal law. Some class three offenses may also be serious enough to warrant a hearing before the Superintendent of Schools under Education Law 3214. Repeated violations of these rules will be considered a class four offense and may result in a hearing before the Superintendent of Schools. In addition, possible responses could also include: • Restorative conference with student • Restorative circle with other students involved in incident	

h. Discrimination, which includes the use of race, color, creed, national origin, religion, gender sexual orientation or disability as a basis for treating another in a negative manner i. Harassment j. Bullying k. Threatening another student l. Hazing, which include any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team m. Any act that endangers the safety, health or welfare of self and/or another person(s) n. Disrespectful behavior to any other individual <i>*Violation of State or Federal Laws</i>	• Counseling with member of support staff • Restorative justice activity
---	---

Grades 9-12: Class Four Offenses

Class Four Offenses- Including, but not limited to...

The following are examples of Class Four Offenses Possible Disciplinary Responses		Range of
a. Repeated class three offenses b. * The consumption, sharing, selling and/or buying, use and/or possession of alcoholic beverage, illegal drugs, controlled substances, counterfeit and designer drugs, or paraphernalia for the use of such drugs, or any attempts to do so at any school sponsored event or on school property at all times c. Possession of or under the influence of alcohol/drugs	The principal shall suspend offending students for a period of five days and may notify legal authorities of violations of penal codes. In addition, the principal may bring formal charges against a student requesting that the student be removed from school for a period greater than five days or be expelled. The Superintendent of Schools shall hear these charges in accordance with Education law 3214 and decide on the matter. In addition, possible responses could also include: • Restorative conference with student	

d. *Assault on a staff member e. Any act that seriously endangers the safety, health, or welfare of self and/or another person(s) f. *Possession of weapons g. *Threatening a staff member or student h. Sexual and/or racial harassment i. inappropriate use of prescription drugs and/or over the counter drugs <i>*Violation of State or Federal Laws</i>	• Restorative circle with other students involved in incident • Counseling with member of support staff • Restorative justice activity
--	--

A. PENALTIES

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, either alone or in combination with one another. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Verbal warning – any member of the district staff.
2. Written warning – teachers, principals, superintendent.
3. Written notification to parents or guardians – teachers, principals, superintendent.
4. Detention – teachers, principals, superintendent.
5. Suspension from transportation – principals, director of transportation, superintendent.
6. Suspension from athletic participation – principals, superintendent, athletic director.
7. Suspension from social or extracurricular activities (i.e.: to include, but not limited to, athletic contests or events, celebratory events, clubs, dances, graduation, moving up day, prom)- principals, superintendent.
8. Suspension of other privileges (i.e., leadership positions, National Honor Society, student competitions, field trips, driving to school, permission to possess a cell phone on school grounds)–principals, superintendent.
9. Positive Alternative with Support (PAWS)- In-school suspension – principal, superintendent.
10. Temporary removal from classroom by teacher – teachers, principals.

11. Short-term (five days or less) suspension from school – principal, superintendent, Board of Education.
12. Long-term (more than five days) suspension from school – superintendent, Board of Education.
13. Permanent suspension from school – superintendent, Board of Education.

B. PROCEDURES

Due process is a student's right. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the impositions of the penalty. Students, who are to be given penalties (other than a verbal warning, written warnings, written notification to their parents or detention), are entitled to additional rights before the penalty is imposed. These rights are explained below.

1. Detention

Teachers and administration may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. Teacher disciplinary removal of disruptive student

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 teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control. Such practices may include, but not be limited to a short-term "time-out" in an elementary classroom or in an administrator's office.

On occasion, a student's behavior may become disruptive. For purposes of this "Code," a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent non-willingness to comply with the teacher's instructions or repeatedly (i.e. three or more times) violates the teacher's classroom behavior rules. A classroom teacher may remove a disruptive student from class for up to four (4) consecutive school days, the first day being any part of the period that a student is removed from. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. (Please see attached flow chart for more information).

Following each incident involving removal of a student from a classroom, the teacher must submit an Office Discipline Referral Form, describing the evidence to substantiate the removal to the principal within 24 hours (one school day). The teacher's evidence supporting the disruptive behavior should be objectively stated, provide appropriate and adequate information including witnesses and victims, and include steps the teacher took to address the behavior or a clear reason why no such steps were attempted.

If the disruptive student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher should, however, explain to the student why he/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24 hours. The teacher must complete a District established Office Discipline Referral Form and meet with the principal/designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal forms. *** Under normal circumstances, prior to initiating the removal process, the teacher must notify the parent of a potential removal. Prior to the Principal's parent contact, the removing teacher shall make a reasonable attempt to contact the student's parents to explain the circumstances of the student's removal.** Within 24 hours, written notification of the student's removal will be mailed home to the student's parent. The notice will inform the parent that they have the right, upon request, to meet informally with the principal/designee and the teacher to discuss the reasons for the removal. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number for the purpose of contacting a parent.

The principal/designee may require the teacher, who ordered the removal, to attend the informal conference during the workday. If, at the informal meeting, the student denies the charges, the principal/designee will explain why the student was removed and give the student and parent a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the meeting may be extended by mutual agreement of the parent and principal.

The principal/designee may only overturn the removal of the student from class if the principal finds any of one of the following:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the District's Code of Conduct.

The conduct warrants suspension from school pursuant to Education Law 3214, and a suspension will be imposed.

The principal/designee may overturn a removal at any point (pursuant to reasons outlined in the paragraph above) between receiving the referral form issued by the teacher and the end of the school day following the 48-hour period for the informal conference, if a

conference is requested. No student removed from the classroom by the teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

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

Each teacher must complete an Office Discipline Referral Form for all cases of removal of students from their class. *Note: Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement.*

Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building administrator's attention. Students, who become serious disciplinary problems, may have their transportation privileges suspended by the building principal. In such cases, the student's parent will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education. A student assigned a suspension from transportation is **not** entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extracurricular activities and other privileges

A student assigned a suspension from athletic participation (per Athletic Code of Conduct), 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 will be provided with a reasonable opportunity for an informal conference with the administrator imposing the suspension to discuss the conduct and the penalty involved.

4. Suspension from district computer resources

A student assigned a suspension from District computer resources or other privileges is **not** entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the administrator imposing the suspension to discuss the conduct and the penalty involved.

5. In-school suspension

The Board recognizes that 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 building principals to assign in-school suspension for students who would otherwise be suspended from school as the result of a "Code" violation. In-school suspension is the temporary removal of students from the classroom and their placement in another area of the school building designated for such a suspension where students will receive a substantially equivalent education.

A student assigned an in-school suspension is **not** entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the administrator imposing the sanction to discuss the conduct and the penalty involved.

Positive Alternative with Support (PAWS) may be used for students whose conduct would result in an in-school suspension. The district will make every effort to reinforce prosocial behaviors within the PAWS program while simultaneously repairing any harm caused as a result of the infraction through a restorative approach.

6. Suspension from school

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

Any staff member may recommend to the superintendent or the principal that a student be suspended. All staff members must immediately report a violent student to the principal or the superintendent for a violation of the Code of Conduct. All recommendations and referral shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension. The superintendent or principal, 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.

a. Short-term (five days or less) suspension from school

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. Within 24 hours, written notification of

the student's suspension will be mailed home to the student's parent. 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 the parent.

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

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

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

When the superintendent 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 parent(s) 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/her and the right to present witnesses and other evidence on his/her behalf.

The superintendent shall personally hear and determine the proceeding or may, at his/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/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.

An appeal of the decision of the superintendent may be made to the Board of Education which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded

them from doing so. The Board of Education may adopt, in whole or in part, the decision of the superintendent. Final decisions of the Board of Education may be appealed to the Commissioner of Education within 30 days of the decision.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances, such as when a student's conduct poses an extremely serious 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.

C. Minimum Periods of Suspension

a) Students who bring a weapon to school.

Any student, other than a student with a disability*, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law 3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

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

b) The superintendent is required to refer the following students to the County Attorney (or the appropriate law enforcement authorities) for a juvenile delinquency proceeding before the Family Court.

- i. Any student under the age of 16 who is found to have brought a weapon to school, or
- ii. Any student 14 or 15 years old qualified for juvenile offender status under the Criminal Procedure Law.

The superintendent is required to refer students over the age of 16 or any student 14 or 15 years old who qualifies for juvenile offender

status to the appropriate law enforcement authorities. A student 14 or 15 years old who possesses a firearm, machine-gun or loaded firearm (as defined in section 265.00 of the Penal Law) on school grounds or school authorized functions (as defined in section 220.00 (14) of the Penal Law) qualifies for juvenile status under section 1.20 of the Criminal Procedure Law.

c) **Students who commit violent acts, other than bringing a weapon to school.**

Any student, other than a student with a disability*, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one year suspension for possessing a weapon.

d) **Students who repeatedly and substantially disrupt the educational process or repeatedly and substantially interfere with the teacher's authority over the classroom.**

Any student, other than a student with a disability*, who engages in conduct which results in the student being removed from the classroom by a teacher(s) on four or more occasions during a semester, can be suspended from school for up to five days. If the proposed penalty is up to a five day suspension, the student and student's parent(s) will be given the same notice and opportunity for a hearing given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one year suspension for possessing a weapon.

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

D. Referrals

1. Student Services

The principal shall refer students to the guidance or counselor's office in each school and shall also refer students whom the principal recommends for psychological or social work services provided by school district employees, and shall notify the student's parent or guardian in a manner consistent with law and the regulations of the Commissioner of

Education. School counselors are available to students on a group or individual basis as needed. The principal or other school official shall notify a student's parent if referral for private individual or family counseling is recommended.

2. PINS Petitions

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

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

3. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following student to the county attorney for juvenile delinquency proceedings before Family Court.

- Any student under the age of 16 who is found to have brought or possessed a weapon onto school property, or
- Any student 14 or 15 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 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

X. ALTERNATIVE INSTRUCTION

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

XI. DISCIPLINE OF STUDENTS WITH DISABILITIES

If the conduct of a student is related to a disability or suspected disability, the student may be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code of Conduct for disciplining students with a disability. A student identified as having a disability shall not be disciplined for behavior directly caused by his/her disability, without following the procedures mentioned above.

A. Authorized Suspension or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply:

A **"suspension"** means a suspension pursuant to Education Law 3214.

A **"removal"** means a removal for disciplinary reasons from the student's current educational placement, other than a suspension. Removal also includes placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.

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 modification, including those described on the student's current individualized education program (IEP), that will 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 or a building principal may order the placement of a student with a disability into an IAES, 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, 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 determined 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 the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or used illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
3. Subject to specified conditions required by both federal and state law regulations, an impartial hearing officer may order the placement of a student with a disability in the IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm 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 education 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, based on a pattern of suspensions or removals 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

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

1. The District's Committee on Special Education shall:

a. Conduct functional behavior 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 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 subsequently 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 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 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 parent 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 the disability for discipline purposes.

a. The superintendent and building principal 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:
 - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination in the manner required by applicable law and 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 by discipline purpose shall 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 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 safeguard notice prescribed by the Commissioner of Education shall accompany the notice of disciplinary removal.
- 4. The parent 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 divided into a guilt phase and 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 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.
2. During the 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 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. If school personnel proposed to change the student's placement after expiration of an IAES placement, during any proceeding to challenge the proposed change in placement prior to removal to the IAES, except where the student is again placed in an IAES.

3. An expedited 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.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to which a crime is reported.

XII. CORPORAL PUNISHMENT

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

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

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

XIII. STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or of the District Code of Conduct. Students are not entitled to any sort of “Miranda” type warning before being questioned by school officials, nor are school officials required to contact a student’s parent(s) before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the superintendent or the superintendent’s designee, building principal and his/her designee, to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District “Code.”

An authorized school official may conduct a search of a student’s belongings that is minimally intrusive, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search. An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant.

Before searching a student or the student’s belongings, the authorized school official should attempt to get the student to admit that he/she possesses physical evidence that they violated the law or the District Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Factors to be considered in determining whether a search is reasonable at its inception include, but are not necessarily limited to:

1) Nature and reliability of the information received regarding the proscribed activity. An authorized ACS official may search a student or the student’s belongings based upon information received from a reliable informant. ACS employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Other individuals, other than the ACS employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, make an admission against their own interest, provide the same information that is received independently from other sources, or appear to be credible and the information they are communicating relates to an immediate threat to safety.

2) The existence of observable phenomena, such as direct observation of use or the physical symptoms of using or being under the influence of illegal controlled substances or alcohol such as slurred speech, disorientation, a pattern of abnormal conduct, or erratic behavior.

The measures adopted in searching a student will be considered reasonable in scope when they are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

A. Student Lockers, Desks and other School Storage Places

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

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording all appropriate information about each search.

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

C. Police Involvement in Interrogations of Students

The District is committed to cooperating with law enforcement authorities to maintain a safe school environment. Police officials may interview or search students in schools or at school functions, or use the school facilities in connection with police work in accordance with law and Board policy (see Board of Education Policy #7330).

D. Child Protective Services Investigations

Consistent with the District’s commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local Child Protective Services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse and/or neglect. Such interviews will be completed in accordance with District policy (see Board of Education Policy # 7330) and District procedures. In circumstances where criminal activity is suspected, Child Protection Service workers may be accompanied by police officers who are assisting in the investigation.

XIV. VISITORS TO THE SCHOOLS

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

- c. Anyone who is not a regular staff member or student of the school will be considered a “visitor”.

- d. Visitors may be granted entrance to the school buildings upon signing in at the Welcome Center (Greeter), presenting photo identification, stating the intention of their visit, and wearing a visitor's identification badge. Visitors must wear the identification badge at all times while in the school or on school grounds. The visitor must return the identification badge to the Main Office or the Welcome Center (Greeter) before leaving the building.
- e. Parents or visitors who wish to observe a classroom while school is in session are required to arrange such visits in advance through the principal's office, so that class disruption is kept to a minimum. Teachers are not expected to take class time to discuss individual matters with visitors.
- f. Any unauthorized person on school property will be reported to the principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- g. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct. The principal may limit the access of any visitor if the visitor's conduct disrupts the educational process or environment of the school.

XV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The Board of Education is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For the purposes of this section of the "Code," public shall mean all persons when on school property or attending a school function, including students. The purpose of the "Code" is to maintain public order and prevent abuse of the rights of others.

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

A. Prohibited Conduct (including, but not limited to the following):

- 1. Intentionally injuring any person or threatening to do so.
- 2. Intentionally damaging or removing District property.
- 3. Using language or gestures that are profane, lewd, vulgar or abusive.
- 4. Disrupting the orderly conduct of classes, school programs or other school activities.
- 5. Intimidating, harassing or discriminating against any person on the basis of race, color, creed, national origin, religion, age, gender, disability, political affiliation, sex, sexual orientation, marital status, military status, veteran status, or use of a recognized guide dog, hearing dog or service dog.

6. Entering any portion of the school premises without authorization or remaining in any building or facility after it is normally closed.
7. Obstructing the free movement of any person in any place to which this Code applies.
8. Violating the traffic laws, parking regulations or other restrictions on vehicles.
9. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, illegal or controlled substances, or being under the influence of any on school property or at a school function.
10. Possessing or using firearms or other weapons (including device, instrument, material substance that can cause serious physical injury or death including, but not limited to, a gun pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, metal knuckle knife, box cutters, cane sword, electric dart gun, Kung Fu star, nunchucks, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb) in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district
11. Loitering on or about school property.
12. Gambling on school property or at school functions.
13. Refusing to comply with any lawful order of identifiable school District Officials performing their duties.
14. Willfully inciting others to commit any of the acts prohibited by this code.
15. Violating any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Smoking or use of other tobacco products on school property.
17. Selling or distributing tobacco products or nicotine products on school property.
18. Violating the Acceptable Use Policy established by the school district.

B. Penalties

1. Visitors shall be subject to immediate ejection and, as the facts may warrant, preclude from being allowed on the premises of all school buildings and grounds. The length of said suspension shall be determined by the severity of the violation and the violator will receive written notice of the determination.
2. Students shall be subject to immediate ejection and to disciplinary action as the facts may warrant, including any of the penalties listed in the "Penalties" section in accordance with the due process of law requirements.

3. Tenured faculty members shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Education Law, Section 3020(a) or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law Section 75 shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law Section 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5 shall be subject to immediate ejection and to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The superintendent shall be responsible for enforcing the conduct required by this Code. The superintendent may designate other District staff who are authorized to take action consistent with the Code. When the superintendent or his/her designee sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the designated school official shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The school official shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the designated school official shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XVI. DISSEMINATION AND REVIEW

Dissemination of Code of Conduct

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

1. 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 each school year.
2. Mailing a summary of the Code of Conduct written in plain language to all families of District students before the beginning of the school year and making the entire Code available on the District website.

3. Providing all current teachers and other staff members with an electronic copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption; paper copies will be provided upon request.
4. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
5. Making copies of the Code available for review by students, parents or other persons in parental relationship to students, school related personnel and other community members.

On an annual basis, the Code of Conduct will be publicized and accessible in writing, to parents and guardians of students. A copy of the Code will be filed in each school building, where it will be available for review by any individual.

The Akron Superintendent may solicit the recommendation of the Akron staff regarding the in-service programs pertaining to the management and discipline of students.

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

Before approving any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested parties may participate.

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

AKRON CENTRAL SCHOOLS

GUIDELINES FOR APPROPRIATE USE OF TECHNOLOGY

Akron Central School District will make available a variety of technological resources to support learning and enhance instruction. Our goal is to provide access to diverse, state of the art technology tools to facilitate resource sharing innovation and communication. The users (defined as any student, teacher, administrator, staff member, or community member utilizing a District computer) of these tools take on certain responsibilities, including the use of technology in an ethical manner. (Also reference *Student Acceptable Use Policy BOE Policy 7315*, *Staff Acceptable Use Policy BOE Policy 6410*.)

Ethical Guidelines for Acceptable Use of Computer Networks in Schools

We encourage the use of computers and technology available at the District; however, with this privilege comes responsibility. Violations of the following guidelines will result in a loss of access as well as other disciplinary or legal action. Users will be expected to:

Respect the privacy of others:

- Users will keep their passwords confidential
- Users will not try to learn passwords of other users or network administrators
- Users will not attempt to gain unauthorized access to networked or stand alone systems
- Users will not modify or read files of other individuals; however, it should be noted that system administrators have access to all files. Privacy shall not be assumed in this case.
- **Student data is confidential information.** Employees who access student records from within or outside the district may not use, release, or share these records except as authorized by Federal and/or State law.
- Users have no expectation of privacy in files, disks, web or network use history, documents that have been created, entered, stored, or downloaded from district data sources; or used on district equipment. These documents, including email, may be subject to legal access requests.

Respect the legal protection provided by copyright and license to programs and data:

- Users will not make copies of licensed programs, in violation of Copyright Laws
- Users will not install software on district computers without authorization.
- Software licenses must be strictly respected.
- The rights of copyright owners are to be respected. Copyright laws are to be fully enforced and followed.
- Works may not be plagiarized.

Respect the integrity of the District networks and other networks to which we are connected:

- Users will not intentionally develop or use programs to harass others or infiltrate a computing system or damage or alter software components or network
- Users will not intentionally send inappropriate, obscene or hateful messages/mail to others
- Users will not copy or modify server or network system files
- Users will not abuse computer or network hardware (i.e. mice, keyboards, etc.)
- Users will not use encryption programs on district computers without authorization.
- Users will not intentionally take any step to circumvent the network filter or any other security measures put in place by the District. Users should promptly report any

concerns with the network filter or security measures to the Technology Department or administrator so that they may be promptly investigated/remedied as appropriate.

Respect the materials and resources of the District:

- Users will not play “games” on district computers that are not educationally related.
- Access to computer resources should be primarily for educational and professional development activities.
- Users will properly utilize computer time and will not waste limited resources and/or supplies that are provided by the District
- Users will work in ways that will not disturb others.

Respect the materials and resources of network accounts:

- Users will not send offensive material over the Internet
- Users will not use obscene, offensive, harassing, insulting, or otherwise abusive language over the Internet or on e-mail
- Users will not access another’s folders, work or files without permission.
- Access to computers should be primarily for educational and professional development activities.
- Users will not employ the network for commercial purposes.

Consequences of Violations

Suspected violations of acceptable use will be communicated to appropriate school personnel. Persons found to be in violation of acceptable use may be denied technology access on appropriate District equipment. Any determination of non-acceptable usage serious enough to require disconnection shall be promptly communicated to appropriate supervisory staff for further action.

Actions may include the following:

- Users could be banned from access to specific technological equipment or facilities for a period of time
- Users could be required to make full financial restitution
- Users could be banned from using computer facilities
- Users could lose INTERNET account privileges
- Suspension, detention or even expulsion are possible outcomes of severe violations
- Users could face prosecution if criminal activity is involved.

Liability

Use of the District computer equipment, Internet accounts, as well as networks and information contained on them is required to support the instructional program. While every reasonable effort will be made by District personnel to provide Internet filters to questionable materials, the student and the parent/guardian also must accept responsibility for the ethical usage of District facilities.

The District respects the right of each parent/guardian to be fully informed of all requirements of this policy and any procedures adopted to insure acceptable use of the District’s computer system. Student access to the District’s computer system will automatically be provided unless the parent has submitted written notification to the District that such access not be permitted.

Option Reference: STUDENT ACCEPTABLE USE POLICY (7315)

SUBJECT: STUDENT ACCEPTABLE USE POLICY

The Board will provide access to various computerized information resources through the District's computer system ("DCS" hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called "on-line services" and the "Internet." It may include the opportunity for some students to have independent access to the DCS from their home or other remote locations. All use of the DCS, including independent use off school premises, will be subject to this policy. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of the District.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

This policy is intended to establish general guidelines for the acceptable student use of the DCS and also to give students and parents or guardians notice that student use of the DCS will provide student access to external computer networks not controlled by the District. The District cannot screen or review all of the available content or materials on these external computer networks, thus, some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents or guardians.

It is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events. Parents and guardians should establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The acceptable use standards outlined in this policy apply to student use of technology via the DCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use

Generally, the same standards of acceptable student conduct which apply to any school activity will apply to use of the DCS. This policy does not attempt to articulate all required and/or acceptable uses of the DCS; nor is it the intention of this policy to define all inappropriate usage.

District students must also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the DCS in accordance with applicable due process procedures, and may be subject to further discipline in accordance with the District *Code of Conduct*. The District reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the District. Further, the District may bring suit in civil court against the parents or guardians of any student who willfully, maliciously, or unlawfully damages or destroys District property.

Student data files and other electronic storage areas will be treated like school lockers. This means that these areas will be considered to be District property subject to control and inspection. The Computer Coordinator may access all files and communications without prior

notice to ensure system integrity and that users are complying with the requirements of this policy. Students should not expect that information stored on the DCS will be private.

Notification

The District's Acceptable Use Policy will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and students' obligations when accessing the DCS.