

North Tonawanda City School District



2026-2027 Student Activities Calendar



DISTRICT DIRECTORY

District Phone Directory • 807-3655

Schools

North Tonawanda High School*HS

405 Meadow Drive
Bradley Rowles, Principal
Rachel Wagner, Assistant Principal
William Lutey III, Assistant Principal
(716) 807-3600

NT Middle School*MS

455 Meadow Drive
Lauren Miranto, Principal
Joseph M. Pray, Ed.D, Assistant Principal
(716) 807-3700

**MS Parent Partnership

NT Intermediate School*NTI

1500 Vanderbilt Avenue
Gregory Burgess, Principal
Caroline Krug, Assistant Principal
(716) 807-3825

**Friends of NTI

Drake Elementary School*DR

380 Drake Drive
Scott Mueller, Principal
(716) 807-3725

**Friends of Drake

Ohio Elementary School*OH

625 Ohio Street
John Steckstor, Principal
(716) 807-3800

**O.H.I.O.

Spruce Elementary School*SP

195 Spruce Street
Lindsey Turner, Principal
(716) 807-3850

**S.P.T.O.

*School abbreviations in student calendar

**Parent Group abbreviations

FAC – Fine Arts Center

Prekindergarten Program operated by the Carousel Academy

1500 Vanderbilt Avenue
Amanda Karnath, Carousel Academy Program Administrator
Jillian Sylvis, Director - NT Site
(716) 807-3812 or (716) 622-7857



Board of Education

Dr. Dennis Garland, *President*

Chloe Mulvaugh, *Vice President*

Melissa Kimbrell

Joshua Krebs

Amy Usiak

Jeffrey Zellner

Graeme Ashby, Student Board Member

Board of Education Meetings are held on the first Wednesday of every month unless specified differently.

Meeting dates, times and location can be found online at www.ntschoools.org.



School Hours

Primary Schools:

Drake, Ohio & Spruce 9:34 a.m. – 3:50 p.m.

Intermediate School 8:45 a.m. – 3:05 p.m.

Middle School 7:30 a.m. – 2:30 p.m.

High School 7:35 a.m. – 2:35 p.m.

Prekindergarten:

Full Day 8:45 a.m. – 2:15 p.m.

Administration

Jeffrey Jachlewski, Ed.D. 807-3500
Superintendent of Schools

Patrick Holesko 807-3535
Executive Director of Educational Services

Joshua Janese, Ed.D. 807-3503
Assistant Superintendent of Administrative Services

Corey Gray , Ed.D. 807-3516
Director of Human Resources

James Hart 807-3517
Director of Facilities

Michael Tambroni 807-3561
Director of Student Services

Elizabeth Petryk 807-3565
Director of Special Education

Angela Lee 807-3537
Assistant Director of Special Education

John Collins 807-3840
Assistant Director of Special Education

Jeanne Tribuzzi, Ed.D. 807-3505
Director of Curriculum and Instruction

Matthew Cook 807-3647
Athletic Director

Eric Wood 807-3875
Director of Transportation

Family Resource Center 807-3571



Our Mission

Empower students to reach their fullest potential by cultivating a community of lifelong learners who think critically about the world around them.

Our Vision

Students reach their academic and social-emotional goals through an inclusive learning environment.

INFORMATION

Bus Scheduling And Routing

Bus routes are authorized by the Board of Education and any requests for a change must be submitted to the Superintendent or his designee.

Transportation services shall be provided to meet the needs of the students of the District within specified limits and areas established by the Board of Education.



Mileage Eligibility

The Board of Education chooses to provide transportation to and from school on the basis of the following distance policy:

Kindergarten - Grade 6	Beyond .75 of a mile
Grades 7 - 8	Beyond 1.67 miles**
Grades 9 - 12	Beyond 1.67 miles**

** For 2026-2027, the distance policy for MS and HS will be reduced from 2.0 miles to 1.67 miles to trial.

The above mileage policy is adhered to in providing transportation to both public and non-public students alike attending schools within the City School District boundaries.

Resident students who attend private or parochial schools outside the District and desire District transportation to and from those schools must request such transportation by April 1st of the school year preceding the transportation need. In such cases the District will provide NFTA bus passes.

Education Law Section 2503 (12), 3621, and 3635



Kindergarten & Pre-K registration dates are displayed on the District calendar, for up-to-date information please see the District website.

How Do I?

Change my address if I move within the NT school boundaries?

You must change your address in person at the Board of Education building by completing a Change of Address form and providing a current lease/mortgage statement along with a current utility bill. Notifying your child's school will not officially change your address.

Obtain working papers?

The application can be found on our website. In the search bar enter "working papers". You may also apply at the Middle School or High School Student Support Center.

Enroll in the Before and After School Program?

Boys & Girls Club: (716) 693-2307
YMCA: (716) 874-5051

Receive a free breakfast and/or lunch for my child?

The North Tonawanda City School District now qualifies for the Community Eligibility Provision (CEP). This means all students qualify for one (1) free breakfast and one (1) free lunch per day at no cost. More information can be found at <https://www.ntschoools.org/foodservice>

Resolve a transportation problem?

Call (716) 807-3888

Resolve a student problem?

First call the teacher, counselor and/or social worker; then the school principal.

Obtain information on Special Education students (including Pre-School), Handicapped, Resource Room, Home Teaching, Speech Correction, School Psychologist or Social Workers?

Contact Special Education Office at (716) 807-3565.

Learn more about the athletics program?

Contact the Athletics Office (716) 807-3647.

Obtain permission to use a school building or grounds?

Refer to our district website, www.ntschoools.org
- Our District
- Facility Use Requests/Scheduling (Master Library).

Obtain a High School Equivalency or GED Diploma?

Call (716) 264-4985.

Child Find

Child Find is a continuous process of public awareness activities, screening, and evaluation designed to locate, identify, and refer as early as possible young children with disabilities and their families who are in need of an Early Intervention Program or Pre-School Special Education Services through the Individuals with Disabilities Education Act (IDEA).

To receive an Early Intervention Program or Special Education, children must meet eligibility guidelines according to the IDEA. IDEA requires all states to have a "comprehensive Child Find System" to assure that all children who are in need of Early Intervention or Special Education Services are located, identified, and referred.

If you believe that your child may be a child with a disability or in need of support services, please call (716) 807-3561.



www.facebook.com/NTCitySchools

Follow us on Twitter: @NTCitySchools

Website: www.ntschoools.org



Dignity Act Coordinators

Drake:

Scott Mueller, *Principal*
Emma McCorry, *Social Worker*
Jessica Stuewe, *School Counselor*

Ohio:

John Steckstor, *Principal*
Molly Wade, *Social Worker*
Nathan Schelble, *School Counselor*

Spruce:

Lindsey Turner, *Principal*
Christopher Zon, *School Counselor*
Camryn Linsner, *Social Worker*

North Tonawanda

Intermediate:

Gregory Burgess, *Principal*
Alexandria Cretacci, *Social Worker*
Georgia Marzullo, *Social Worker*
Kimberly Zackey, *School Counselor*

Middle School:

Lauren Miranto, *Principal*
Joseph Pray, *Assistant Principal*

School Counselors: Alyssa Hawkins, Angela Vecchio
Social Workers: Jill Lyons, Christopher Janicki-Howe

High School:

William Lutey III, *Assistant Principal*
Rachel Wagner, *Assistant Principal*
School Counselors: Jennifer Kupiec, Jennifer Schultz, Lynn Wright, David Musielak
Social Worker: Meghan Snopkowski
Family Support Center: Kimberly Capriotti

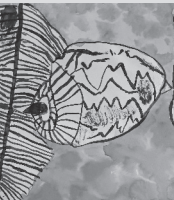
SEPTEMBER 2026

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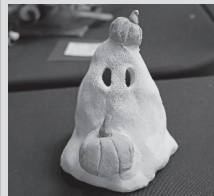
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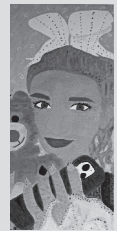
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SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY																																																																																														
 30	31	1 PROFESSIONAL DEVELOPMENT DAY	2 MS - 7th Grade Supply Drop-Off 6:00-7:30 p.m. Board Meeting 6:30 p.m.	3	4 LABOR DAY (Observance)	 5																																																																																														
6	7 LABOR DAY (NO SCHOOL)	8 Day-1 First Day of School (K-12) Marking Period 1 Begins (K-12)	9 Day-2	10 Day-3	11 Day-4	12 DR - FOD Fundraiser: Chipotle Night 4:00-8.00 p.m.																																																																																														
 13	14 Day-5	15 Day-6	16 Day-1 DR - Friends of Drake Meeting 6:30 p.m. OH - O.H.I.O. Meeting 6:30 p.m MS/HS - Meadow Campus Open House 4:30-7:30 p.m. HS - Financial Aide Night 5:00-6:00 p.m.	17 Day-2 SP - SPTO Meeting 6:30 p.m. NTI (EA) - Open House	18 Day-3	19 																																																																																														
20	21 Day-4	22 Day-5	23 Day-6	24 Day-1 DR/OH/SP - Open House (K-3) 5:30-7:30 p.m.	25 Day-2	26 																																																																																														
 27	28 Day-3	29 Day-4 HS - Student Picture Day	30 Day-5 HS - Student Picture Day	AUGUST 2026 <table><tr><th>SUN.</th><th>MON.</th><th>TUES.</th><th>WED.</th><th>THURS.</th><th>FRI.</th><th>SAT.</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table>			SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						OCTOBER 2026 <table><tr><th>SUN.</th><th>MON.</th><th>TUES.</th><th>WED.</th><th>THURS.</th><th>FRI.</th><th>SAT.</th></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table>			SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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11				12							Day-1					13		Day-2		14		Day-3		15		Day-4		16		17			
				COLUMBUS DAY (NO SCHOOL)																DR - Friends of Drake Meeting 6:30 p.m.				HS - PSAT @ NTHS 8:00-11:00 a.m.				DR - Trunk or Treat 6:00-7:30 p.m.					
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									DR - Student Picture Day																			HS - T-NT Parade HS - T-NT Football Game 6:00 p.m.		HS - Homecoming Dance 7:00-10.00 p.m.			
25				Day-4					26		Day-5					27		Day-6		28		Day-1		29		Day-2		30		31			
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NOVEMBER 2026

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 8	Day-2 9 DR/OH/SP/NTI - Marking Period 2 Begins	Day-3 10 SP - Spruce Literacy Night & Book Fair 6:00-7:00 p.m. OH - O.H.I.O. Meeting 6:30 p.m. FAC (EA) - HS Band Concert	11 VETERANS' DAY (NO SCHOOL)	Day-4 12 DR - Friends of Drake Meeting 6:30 p.m.	Day-5 13 MS - Student Picture Retake Day MS/HS - Marking Period 1 Ends	14 DR/OH/SP - K-3 Turkey Trot @ Meadow Campus Sports Field 10:00 a.m.																																																																																																		
 15	Day-6 16 NTI - Student Picture Retake Day MS/HS - Marking Period 2 Begins	Day-1 17 SP - Student Picture Retake Day	Day-2 18 DR - Rainbow Roller Rink Skate Night 5:00-7:30 p.m. MS/HS - Early Release	Day-3 19 DR - Turkey Trot 9:30 a.m. DR - Studnt Picture Retake Day DR/OH/SP/NTI - Marking Period 1 Report Cards Issued DR/OH/SP/NTI - Parent Teacher Conference Day (1/2 Day K-6) DR/OH/SP/NTI - Parent Teacher Evening Conferences	Day-4 20 DR/OH/SP/NTI - Parent Teacher Conference Day (No School K-6) FAC - NYSSMA Senior High Area All-State @ SUNY Fredonia	21 FAC - NYSSMA Senior High Area All-State @ SUNY Fredonia																																																																																																		
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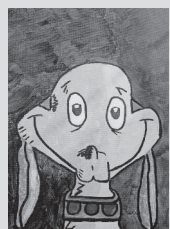
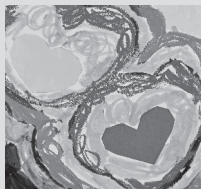
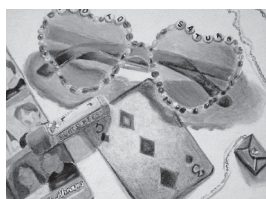
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	Day-21 Pre-K/Kindergarten Registration Begins MS/HS - Marking Period 3 Begins	Day-32	Day-43 Board Meeting 6:30 p.m.	Day-54 SP - Spruce Movie Night 6:00-7:30 p.m. Carnegie Student Spotlight Art Show @ Carnegie Art Center 6:00-7:30 p.m.	Day-65 DR/OH/SP/NTI - Data Day (1/2 Day K-6) DR - Glow Dance 6:00-7:30 p.m.	6																																																																																																								
7	Day-18	Day-29	Day-310 MS/HS - Early Release DR - Friends of Drake Meeting 6:30 p.m. OH - O.H.I.O. Meeting 6:30 p.m.	Day-411 SP - SPTO Meeting 6:30 p.m.	Day-512	 13																																																																																																								
14 Valentine's Day	15 PRESIDENT'S DAY (NO SCHOOL) Presidents Day	Day-616	Day-117	Day-218	Day-319	20 																																																																																																								
21 	Day-422	Day-523	Day-624	Day-125 NTI - Student Spring Picture Day MS - Global Food & Culture Fest 6:00 p.m.	Day-226 DR/OH/SP/NTI - Marking Period 2 Grades Close FAC - NCMEA All County Festival 2 @ Lockport HS	27 FAC - NCMEA All County Festival 2 @ Lockport HS																																																																																																								
28			KEY: HS - North Tonawanda High School MS - North Tonawanda Middle School DR - Drake Elementary School NTI - North Tonawanda Intermediate School OH - Ohio Elementary School SP - Spruce Elementary School FAC - Fine Arts Center EA - Evening Activity	<table><tr><th colspan="7">JANUARY 2027</th></tr><tr><th>SUN.</th><th>MON.</th><th>TUES.</th><th>WED.</th><th>THURS.</th><th>FRI.</th><th>SAT.</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr><tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr><tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr><tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	JANUARY 2027							SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<table><tr><th colspan="7">MARCH 2027</th></tr><tr><th>SUN.</th><th>MON.</th><th>TUES.</th><th>WED.</th><th>THURS.</th><th>FRI.</th><th>SAT.</th></tr><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr><tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr></table>	MARCH 2027							SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
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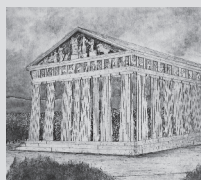
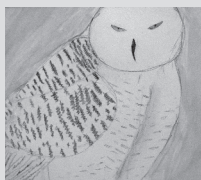
MARCH 2027

KEY:

HS - North Tonawanda High School
MS - North Tonawanda Middle School
DR - Drake Elementary School

NTI - North Tonawanda
Intermediate School
OH - Ohio Elementary School

SP - Spruce Elementary School
FAC - Fine Arts Center
EA - Evening Activity

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY																																										
	Day-3 1 DR/OH/SP/NTI - Marking Period 3 Begins	Day-4 2	Day-5 3 Board Meeting 6:30 p.m.	Day-6 4	Day-1 5 MS/HS - Progress Report 3 Ends FAC - NCMEA All County Festival 3 @ Niagara Wheatfield HS	6 FAC - NCMEA All County Festival 3 @ Niagara Wheatfield HS																																										
 7	Day-2 8	Day-3 9	Day-4 10 DR - Friends of Drake Meeting 6:30 p.m. OH - O.H.I.O Meeting 6:30 p.m.	Day-5 11 DR/OH/SP/NTI - Marking Period 2 Report Cards Issued DR/OH/SP/NTI - Parent Teacher Conference Day (1/2 Day K-6) SP - SPTO Meeting 6:30 p.m.	12 FAC - NTHS Musical DR - Friends of Drake Fundraiser: Meat Raffle 7:00-9:00 p.m. PROFESSIONAL DEVELOPMENT DAY (NO SCHOOL)	13																																										
 14	Day-6 15	Day-1 16	Day-2 17 FAC - MS Band & Chorus Concert Policy Workshop Meeting 6:00 p.m. St. Patrick's Day	Day-3 18	Day-4 19	20 																																										
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SPRING RECESS (NO SCHOOL)																																																
			DR - Rainbow Roller Rink Skate Night 5:00-7:30 p.m.		Good Friday																																											
28 Easter	29	30	31	FEBRUARY 2027 <table> <tr><th>SUN.</th><th>MON.</th><th>TUES.</th><th>WED.</th><th>THURS.</th><th>FRI.</th><th>SAT.</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>			SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						
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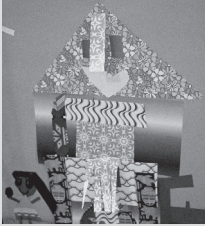
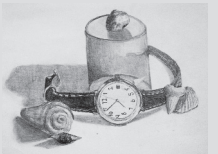
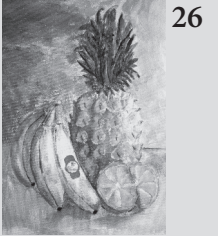
APRIL 2027

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 11												Day-4 12												Day-5 13 FAC (EA) - HS Band Concert												Day-6 14 DR - Friends of Drake Meeting 6:30 p.m.												Day-1 15 FAC (EA) - HS Chorus Concert												Day-2 16 MS/HS - Marking Period 3 Ends												17 FAC - NYSSMA Solo Festival @ Lew-Port MS (All-State Auditions)																																																																							
 18												Day-3 19 MS/HS - Marking Period 4 Begins												Day-4 20												Day-5 21 OH - Student Spring Picture Day												Day-6 22 SP - Spruce Multicultural Night & Book Fair 6:00-7:00 p.m. Earth Day												Day-1 23 FAC - NYSSMA Solo Festival @ TBD (All-State Auditions)												24 FAC - NYSSMA Solo Festival @ TBD (All-State Auditions)																																																																							
 25												Day-2 26												Day-3 27												Day-4 28 MS/HS - Early Release FAC (EA) - MS/HS Jazz Concert												Day-5 29												Day-6 30																																																																																			

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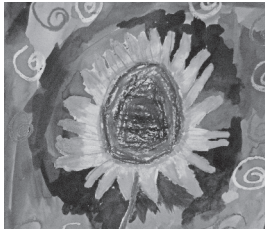
JUNE 2027

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6	Day-1 7 HS - Award Ceremony 6:00 p.m.	Day-2 8	Day-3 9 DR - Friends of Drake Meeting 6:30 p.m. FAC (EA) - NTI 5th & 6th Grade Band & Chorus Concerts	Day-4 10 HS - M.U.D. Ceremony (1/2 Day Grades 9-12) SP - Spruce Awards Night 6:00 p.m. OH - O.H.I.O. Meeting 6:30 p.m. SP - SPTO Meeting 6:30 p.m.	Day-5 11 DR - Field Day DR/OH/ SP /NTI - Data Day (1/2 Day K-6) DR/OH/SP/NTI - Marking Period 3 Grades Close	12																																																																																														
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27 HS - Class of 2027 Commencement @ Artpark 10:00 a.m.	28	29	30	MAY 2027 <table><tr><td>SUN.</td><td>MON.</td><td>TUES.</td><td>WED.</td><td>THURS.</td><td>FRI.</td><td>SAT.</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr></table>			SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						JULY 2027 <table><tr><td>SUN.</td><td>MON.</td><td>TUES.</td><td>WED.</td><td>THURS.</td><td>FRI.</td><td>SAT.</td></tr><tr><td></td><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td></tr><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr><tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr><tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr></table>			SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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NORTH TONAWANDA CITY SCHOOL DISTRICT • CODE OF CONDUCT

I. PHILOSOPHY AND INTRODUCTION

The North Tonawanda City School District Board of Education 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, on and/or off site. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. It is essential that a safe learning environment is afforded to all students, one that is free from discrimination and harassment on the basis of but not limited to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender identity, gender nonconformity and gender expression. In accordance with applicable law, regulations, and guidelines, the District will ensure that students have equitable access to all school programs, facilities, and activities. The District will assess and address the specific needs of each student on a case-by-case basis.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. The District is committed to administering the Code of Conduct in a manner that is fair, equitable, and free from discrimination, including monitoring for unintentional disproportionate impact on student groups. In addition to the expectations articulated in this code, the District recognizes that there are other adopted Board of Education policies that govern behavior and decorum. Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on school property or attending a school function.

II. PROVISIONS REGARDING CONDUCT IN SCHOOL OR ON SCHOOL PROPERTY

No person on school district property shall engage in conduct that violates the law or that threatens to result in, results in, or is likely to result in the following:

1. Physical injury to self or another person
2. Damage to school property, the property of students, employees or visitors
3. Disruption of orderly conduct in classes, hallway, cafeteria, lavatory, locker room, on school bus, or at any other school program or activity
4. Harassment of or interference with the rights of others
5. Sexual harassment
6. Disobedience of a direct request made by a teacher or staff member

7. Loitering on school property
8. Bullying and intimidation

III. STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

The role of any school is to foster growth in social, academic, and personal responsibilities for all of its students. To accomplish these goals, all members of the school community must assume courteous, respectful, and responsible behavior.

The Board recognizes that students learn best when:

- adults in their environment are positive role models.
- differences are unconditionally accepted and celebrated.
- expectations for excellence are clearly defined and consistently enforced.

All students are encouraged to share their individual and collective voices in expression of opinions, in support of causes, and to discuss issues responsibly, respectfully, and peacefully, in support of and in accordance with the policies established by the Board of Education.

The North Tonawanda City School District reflects the prioritization of an optimal learning environment by providing consistent expectations for student behavior. In addition, all federal, state and local laws in connection with the rights afforded by the federal and state constitutions, statutes and regulations are recognized, with the reminder that certain responsibilities accompany these rights.

It is the student's right:

- To attend school in the district in which one's parent or legal guardian resides.
- To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly.
- To be respected as an individual.
- To express one's opinions verbally or in writing.
- To dress in such a way as to express one's personality.
- To be afforded equal and appropriate educational opportunities.
- To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability.
- To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.
- To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

It is the student's responsibility:

- To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
- To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
- To respect one another, and to treat others in the manner that one would want to be treated.
- To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others.
- To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
- To be aware of available educational programs in order to use and develop one's capabilities to their maximum.
- To be accountable for and reflective of their actions and, when harm has occurred, participate in reasonable efforts to repair relationships and restore trust.
- To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others.
- To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
- To respect one another and treat others fairly in accordance with the District 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.

IV. ESSENTIAL PARTNERS

A. Expectations for Parents/Guardians, and Persons in Parental Relation

1. Recognize that the education of their children is a joint responsibility of the parents or guardians and school community.
2. Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.
3. Insist their children be dressed and groomed in a manner consistent with the student dress code.
4. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
5. Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the District Code of Conduct.

6. Convey to their children a supportive attitude towards education and the District.
7. Build good relationships with teachers, other parents and their children's friends.
8. Work with our schools to maintain open and respectful communication.
9. Help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are completed.
12. 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.

B. Expectations for Visitors

1. Follow the District Code of Conduct at all times.
2. Report to the office and sign in before visiting a class or speaking to a teacher or pupil during regular school hours.
3. Wear a visitor's badge during regular school hours.

C. Expectations for Teachers

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, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules and enforce them in a fair and consistent manner.
5. Communicate to students and parents/guardians:
 - a. Course objectives and requirements.
 - b. Marking/grading procedures.
 - c. Assignment deadlines.
 - d. Expectations for students.
 - e. Classroom discipline plan.
6. Communicate regularly with students, parents/guardians and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Address personal biases that may prevent equal treatment of all

students in the school or classroom setting.

9. Use developmentally appropriate, culturally responsive, and restorative strategies to de-escalate behavior, address harm, and support students in remaining engaged in the learning environment whenever possible.
10. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

D. Expectations for School Counselors, Social Workers, and School Psychologists

1. Assist students in coping with peer pressure and emerging personal, social and emotional needs.
2. Initiate and appropriately document teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with the students their educational progress, career plans and graduation requirements.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extra-curricular programs.
6. Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers.
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. Use developmentally appropriate, culturally responsive, and restorative strategies to de-escalate behavior, address harm, and support students in remaining engaged in the learning environment whenever possible.
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.

E. Expectations for Student Support Service Personnel

1. Support educational and academic goals.
2. Know school rules, abide by them and enforce them in a fair and consistent manner.
3. Assist students in coping with peer pressure and emerging personal, social and emotional needs.
4. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.

5. Maintain confidentiality about all personal information and educational records concerning students and their families.
6. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
7. Regularly review with students their educational progress and career plan.
8. Provide information to assist students with career planning.
9. Encourage students to benefit from the curriculum and extra-curricular programs.
10. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
11. Use developmentally appropriate, culturally responsive, and restorative strategies to de-escalate behavior, address harm, and support students in remaining engaged in the learning environment whenever possible.
12. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

F. Expectations for Other School Staff

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 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 educational records concerning students and their families.
5. 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.
6. 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.

G. Expectations for Principals and Assistant Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.

NORTH TONAWANDA CITY SCHOOL DISTRICT • CODE OF CONDUCT

2. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
3. Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
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. Arrange for the continuing educational programming for the student removed from class.
8. Use developmentally appropriate, culturally responsive, and restorative strategies to de-escalate behavior, address harm, and support students in remaining engaged in the learning environment whenever possible.
9. 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).

H. Expectations for the Superintendent

1. Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting 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. Inform the School Board about educational trends, including student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Address all areas of school-related safety concerns.

I. Board of Education

1. Collaborate with students, teachers, administrators and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expecta-

tions for the conduct of students, District personnel and visitors on school property and at school functions.

2. Approve and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Appoint a Dignity Act Coordinator in each school building. The 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.
4. Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

V. STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

Per the New York State's Distraction Free Schools Law, students are prohibited from using internet-enabled devices and the associated headphones/headsets (Bluetooth-enabled accessories) during the entire school day (bell to bell) on school grounds. This includes all instructional and non-instructional periods (i.e., homeroom, lunch, recess, study halls, and passing time). "Internet-enabled devices" include any smartphone, tablet, smartwatch, (non-school-issued) laptop, smart glasses or other wearable device, MP3 player, iPod, iPad, or any other device capable of connecting to the Internet and enabling the user to access content on the Internet, including, but not limited to, social media applications.

This includes devices capable of being connected to the internet and not just those that are currently connected.

Students are prohibited from using any device in a manner that 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 type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved.

All students are encouraged to leave their devices at home. If they are brought to school in grades 4-12, they must be turned off and stored in their locked personal locker for the entire day. In grades K-3, they must be turned off and stored in their backpacks for the entire day.

Enforcement of this section will be progressive and developmentally appropriate, with reasonable exceptions made in accordance with a student's IEP, 504 Plan, health needs, translation needs, or other documented school-approved circumstances.

Staff should exemplify and reinforce acceptable student behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate conduct in the school setting.

VI. STUDENT DRESS CODE

The responsibility for student dress and general appearance rests with individual students and parents. However, the Board of Education will regulate a student's dress to ensure that students attend school or school-sponsored events such as dances in appropriate attire that meets health and safety standards and does not interfere with the learning process.

For example:

- Clothing and jewelry worn to make a political or religious statement will not be banned unless it is disruptive of the educational process, lewd or offensive.
- Clothing, footwear and jewelry will be banned if they present a threat to the student's, or another student's health and safety.
- 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.
- Wearing clothing or materials on school grounds, at school functions, or school-sponsored events that are obscene; advocate illegal action; promote and/or endorse the use of alcohol, tobacco, tobacco products, smoking paraphernalia of any kind, or illegal drugs or encourage other illegal or violent activities; appear libelous, or denigrate others on the basis of race, color, religion, creed, national origin, gender, sexual orientation or disability; obstruct the rights of others, or are disruptive to the school program will not be allowed.

Each building principal 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.

Dress code enforcement shall be applied consistently and in a manner that does not reinforce or rely upon stereotypes related to race, body type, gender, gender expression, culture, religion, or socioeconomic status.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replace it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out-of-school suspension.

The principal and other designated administrative personnel shall have the authority to require a student change their attire should it be deemed inappropriate according to the above guidelines. Administrators, teachers, and all other District personnel should exemplify and reinforce acceptable student dress.

VII. DISCIPLINE CODE FOR STUDENT BEHAVIOR

Students are responsible for conducting themselves in an orderly manner in accordance with school District policy and within the legal limits of the law.

The following behaviors will not be tolerated on school property or at school-sponsored events:

- a. **Disorderly Conduct** - endangerment or harassment (i.e. bullying, intimidation) of others or the willful disruption of the orderly conduct of classes, school program and/or school activities. This would include bomb threats and or other threats against people or property, defaming, vandalizing, disrespecting and/or destroying school or contracted property, as well as property off-campus that is visited as a result of a field trip or school-sponsored event.
- b. **Insubordination** - failure or refusal to comply with the reasonable requests of an administrator, a teacher, or a staff member or any school policy including but not limited to the Code of Conduct.
- c. **Physical Aggression** - fighting and/or aggressive physical contact in school, on school property, or at school-related events.
- d. **Inappropriate Behavior/Expression** - swearing, racial or sexual behavior/expressions or innuendoes, abusive language and/or similar behavior (including but not limited to public displays of affection) at any time, on school property or at school-sponsored events.
- e. **Alcohol/Other Drugs** - consuming, sharing, transmitting, selling, buying (including "intent" to purchase), possession and/or being under the influence of alcohol, tobacco (to include e-cigarettes & e-juice), nicotine products (unless the latter are prescribed by a physician and as authorized for use in accordance with District policy and procedure as part of a documented smoking cessation treatment plan), CBD products (including oil, gummy worms, candies, bakery products, and edibles etc.), or any other drugs (including the misuse of prescription medication and other unauthorized substances to include vitamins, supplements, and herbs), at any time on school property or at school-sponsored events.
- f. **Unauthorized Substances** - possession of paraphernalia for consuming (use) of alcohol, tobacco, vitamins, supplements, herbs, cannabinoids, synthetic cathinones, and other substances (including vapor cigarettes, Juul and other similar devices, and associated liquid substances), as well as the consuming (use), sharing, transmitting, buying and/or selling of substances (including the misuse of prescription medication) on school property and/or at school-sponsored events.

- g. **Hazing** - any conduct including any method of initiation into any student organization or school team, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or another person.
- h. **Bullying** - including any conduct-encompassing an imbalance of power and a variety of negative acts such as, but not limited to: physical (hitting, kicking, spitting, taking personal belongings); verbal (taunting, malicious teasing, name calling); psychological (spreading rumors, manipulating social relationships, extortion, or intimidation) carried out repeatedly over time.
- i. **Harassment** - including any conduct that creates a hostile environment by conduct or verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being.
- j. **Sexual Harassment** - inappropriate visual, verbal or physical conduct directed by an adult to an adult, an adult to a student, a student to an adult or a student to a student.
Elements of sexual harassment may include:
 - i. Sexual in nature or gender based
 - ii. Unwanted or unwelcome
 - iii. Severe, persistent or pervasive
 - iv. Interferes with ability to do work, learn or study
- k. **Disruptive Materials** - distribution of or wearing materials on school grounds or at school functions that are obscene, inflammatory, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- l. **Discrimination** - including any conduct that intimidates, harasses, or discriminates against any person on the basis of the individual's perceived or actual race, color, weight, nationality, religion, religious practice, age, sex, sexual orientation or disability by school employees or students on school property or at school-sponsored events.
- m. **"Cyber" Violations** - inappropriate and/or unauthorized use of technology (i.e., personal electronic devices such as smartphones or cell phones; computers; cameras; video and/or audio taping equipment; software; etc.) and/or the Internet to engage in behaviors including, but not limited to bullying, intimidating, threatening, harassing, maligning and/or defaming others, accessing websites for non-academic purposes (e.g. social networking; media downloads, etc.), as well as use of unauthorized proxies or "tunneling". Cyber violations also include violations of the Acceptable Use Policy and/or Electronic Devices with Text Messaging Capabilities Policy. Such behavior may result in disciplinary action regardless of whether it occurs on school property and/or at school-sponsored events or off-campus when a nexus between the behavior and substantial disruption to the school environment or material interference with school activities exists or is foreseen to exist.
- n. **Weapons Violation** - the possession, purchase, sale or distribution, in any manner of a weapon.

- o. **Gambling** - playing at any game of chance for money or other stakes.
- p. **Sexual Activity** - including inappropriate behavior of a sexual nature, such as indecent exposure, forcible or consensual sexual contact, sexual intercourse, oral sex, or possession of sexually explicit material of any kind on school property, on a school bus, or at a school function.

VIII. STUDENT CONDUCT ON 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 the fewest possible distractions for bus drivers.

Some students are eligible for District transportation. While the law requires the District to furnish transportation for such students, it does not relieve parent(s) or guardian(s) of responsibility for supervision until such time as the student boards the bus in the morning and after the student leaves the bus at the end of the school day. Only after a child boards the bus do they become the responsibility of the District. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

Since the school bus may be regarded as an extension of the classroom, students are required to conduct themselves on the bus in a manner consistent with the expectations established under the Disciplinary Code for Student Behavior. Excessive noise, pushing, shoving and fighting, harassment and discrimination will not be tolerated. It is important that those waiting for buses conduct themselves properly in respect to the rights and property of others.

If a student does not conduct themselves properly on a bus, such instances shall be brought to the attention of the building principal and/or designee, by the bus driver. Only the building principals, Transportation Supervisor, or the Superintendent have the authority to suspend the riding privileges of students who are disorderly or insubordinate on the bus. In such cases, the parent(s) or guardian(s) of those students become responsible for seeing that their children get to and from school safely. Should the suspension from transportation amount to a suspension from attendance at school, the school District will make appropriate arrangements to provide for the student's education. Any such suspension shall be in accordance with the provisions of the Education Law.

Prior to or in conjunction with suspension of riding privileges, the District may utilize restorative conferences, problem-solving meetings, behavioral agreements, assigned seating, or other interventions when appropriate.

IX. DISCIPLINARY ACTIONS

Students may be subject to disciplinary action, up to and including suspension from school, when they engage in or promote:

A. Conduct that is disorderly

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

- 1. Running in hallways.
- 2. Making unreasonable noise.

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3. Using language or gestures that are profane, lewd, vulgar, abusive or threatening.
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, discharging a fire extinguisher, pulling an AED alarm, making a bomb threat and/or threat of violence and/or calling 911 without cause.
8. Defaming, vandalizing, disrespecting, and/or destroying school District owned or contracted property, as well as property off-campus that is visited as a result of a field trip or school-sponsored event.

9. Misusing computer electronic communication devices.

B. Conduct that is insubordinate

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

1. Failing to comply with the lawful directions and/or responding to reasonable inquiries of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
Note: External suspension from school will not be employed as a disciplinary measure in circumstances involving chronic truancy, as such penalty is inconsistent with the educational goal of encouraging students to regularly attend and participate fully in school.
3. Skipping detention.
4. Lying to school personnel.
5. Failing to abide by the Code of Conduct.

C. Conduct that is disruptive

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

1. Failing to comply with the reasonable requests of teachers, school administrators or other school personnel in charge of students.
2. Being late for school or class.
3. Being unprepared for class.

D. Conduct that is violent or physically aggressive

Examples of physical aggression include, but are not limited to:

1. Threatening and/or committing an act of violence (such as hitting, kicking, biting, punching, and scratching) upon a teacher, administrator, or other school employee.
2. Threatening and/or committing an act of violence (such as hitting, kicking, biting, punching, and scratching) upon another

student or any other person lawfully on school property.

3. Possessing, selling, purchasing, or distributing in any manner (on your person, in personal belongings, or in/on school-owned property such as a school locker) a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. "Weapon" means (but is not limited to) a gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, bullets, dagger, dirk, razor, stiletto, switchblade or Swiss Army knife, pocket knife, gravity knife, multi-tool, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, num chucks, electronic stun gun, pepper spray or other noxious spray, firecracker(s), explosive or incendiary device and/or bomb, or other dangerous instrument that can cause physical injury or death.
5. Displaying what appears to be a weapon.
6. Threatening to use any weapon.
7. Intentionally defacing, vandalizing, damaging or destroying the personal property of a teacher, administrator, other District employee or any person lawfully on school property, or at a school District function, including graffiti or arson.
8. Intentionally defacing, vandalizing, damaging or destroying school District property.
9. Bullying, which encompasses an imbalance of power and a variety of negative acts such as: physical (hitting, kicking, spitting, taking personal belongings); verbal (taunting, malicious teasing, name calling); psychological (spreading rumors, manipulating social relationships, extortion, or intimidation) carried out repeatedly over time by a student or group of students towards a less powerful student(s).
10. Engaging in harassing 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.
11. Communicating, by any means including oral written or electronic (such as through the internet, including social media or email) 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 material or substantial disruption to the educational environment.

E. Conduct that endangers the safety, morals, health or welfare of others

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

1. Stealing, possessing or assisting in the theft of District property of other students, school personnel or any other person lawfully on school property or attending a school function.

2. Vandalism or destruction of school property or the property of others located on school District property or on a school bus.
3. Acts of sexual harassment as defined in the District's sexual harassment policy and/or engaging in sexual behaviors while on school property or attending school functions.
4. Buying, selling, using, possessing or distributing obscene/pornographic material.
5. Possessing, distributing or smoking a cigarette, including vapor cigarettes (and associated liquid substances, such as "e-juice"), cigar, pipe or using chewing or smokeless tobacco.
6. Possessing, consuming, buying (including "intent" to purchase), selling, distributing or exchanging alcoholic beverages, vitamins, supplements, herbs or illegal substances, or being under the influence of such substances. "Illegal substances" but not limited to include inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs (substances that resemble or are used to "represent" "illegal" substances, including those used to stimulate drug-use behaviors), natural/synthetic cannabinoids (e.g. man-made chemicals that are applied onto plant material and marketed as a "legal" high that mimic THC in marijuana), CBD products (oil, gummy worms, etc.), synthetic cathinone (e.g. man-made chemicals related to amphetamines, bath salts, etc.), and any substances commonly referred to as "designer drugs".
7. Inappropriately using, sharing or selling prescription and over-the-counter drugs.
8. Inappropriately misusing common household or other products in a manner inconsistent with the intended purpose to become intoxicated or to alter one's physical and/or mental state.
9. Possessing paraphernalia used in connection with cigarettes, including any type or brand of vapor cigarettes or vaping devices (and associated liquid substances, such as "e-juice"), lighters, alcoholic beverages, illegal substances, prescription drugs and over-the-counter medications.
10. 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 includes, but is not limited to, posting or publishing video, audio recordings or pictures (hard copy, cell phones, internet, YouTube, or any social media of any kind etc.).
11. Behaving in a manner either on school property or at a school-sponsored function that discriminates against a student based upon that person's perceived or actual race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, or gender.
12. Engaging in cyber bullying, including the use of email, instant messaging, websites, 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 students or employees.

13. Sending, and/or forwarding sexually explicit videos, pictures or auditory recordings and other communications of sexual nature.
14. "Cyber" violations-inappropriate and/or unauthorized use of technology (i.e., personal electronic devices such as smartphones or cell phones; computers; cameras; video and/or audio taping equipment; software; etc.) and/or the internet to engage in behaviors including, but not limited to, bullying, intimidating, threatening, harassing, maligning and/or defaming others, videotaping acts of physical aggression/fighting and posting or sharing such video with others (exclusive of reporting to the authorities), accessing websites for non-academic purposes (e.g., social networking; media downloads, etc.), as well as use of unauthorized proxies or "tunneling." Cyber violations also include violations of the Acceptable Use Policy and/or Electronic Devices with Text Messaging Capabilities Policy. Such behavior may result in disciplinary action regardless of whether it occurs on school property and/or at school-sponsored events or off-campus when a nexus between the behavior and substantial disruption to the school environment or material interference with school activities exists or is foreseen to exist.
15. Engaging in harassment and/or intimidation including communication (verbal, written, or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status or disability that has the purpose or effect of substantially or unreasonably interfering with an individual's work performance, academic performance, or participation in an educational or extracurricular activity; is used as a basis for employment decisions affecting such individual; and/or creates an intimidating, hostile or offensive work environment.
16. "Gambling"- accepting, recording or registering bets, and/or risking potential loss of something of value while engaging in a game of chance for money or other stakes.

F. Academic Misconduct

Examples include, but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Violations of the District Acceptable Use Policy for Technology, including the inappropriate use of electronic devices with photographic recording (audio and or/video) or text messaging capability.
6. Violation of the District field trip procedure and behavioral expectations.
7. Violation of copyright laws.
8. Violation of intellectual property rights.
9. Assisting another student in any of the above actions.

X. DISCIPLINARY EXPECTATIONS AND CONSEQUENCES

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. Practices that allow educators to address behavior concerns as opportunities for learning instead of punishment are far more successful in changing a student's behavior. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. Except where a student's presence poses an immediate safety threat or substantial disruption, exclusionary discipline should be used only after appropriate preventive, instructional, and restorative responses have been considered. It is the responsibility of school officials to evaluate all circumstances and options for disciplinary intervention.

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 consequences will consider the following:

- The student's age (e.g., a child five (5) years of age may not receive the same consequences as a student 16 years of age due to differences in developmental stage, understanding of a causation, comprehension of consequences, etc.).
- The nature of the offense and the circumstances that led to the offense.
- The student's prior disciplinary record.
- The effectiveness of other forms of discipline.
- When appropriate, documentation should reflect the preventive, supportive, and restorative interventions attempted prior to imposing exclusionary discipline.
- Input from parents, teachers, mental health staff (e.g. school counselors, social workers and psychologists) and/or others, as appropriate.
- Student's understanding of the impact of their behavior.
- The impact of the overall school community.
- Seriousness of the behavior and the degree of harm caused.
- Other extenuating circumstances.

North Tonawanda City School District understands the importance of restorative practices when student behavior issues affect the safety of the classroom and school or interfere with the learning of all students. Restorative practices may be implemented when/if possible and this may be done in conjunction with discipline consequences.

Restorative practices are interventions designed to hold students accountable for harm while addressing the needs of students, staff, and the school community. Restorative practice may be defined as a way of thinking and responding to conflict and problems and one which includes all participants.

When choosing interventions and consequences for student behavior, teachers, administrators, and all staff must balance the building's goals of ensuring equity, minimizing disruptions, and maximizing student instructional time. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an

opportunity to learn from their mistakes.

As a general rule, discipline will be progressive. This means that both the number of violations and severity of the behavior will be considered when determining consequences. For example, a student's first violation will usually merit a lighter consequence than subsequent violations. In addition, discipline will include an educative component, providing students with an understanding of the effects of their behavior upon others and an opportunity, as determined by District administration and when appropriate, to repair the harm done as a component of the process.

With progressive consequences, we aim to help students:

- Understand why the behavior is unacceptable.
- Understand the harm the behavior caused and the impact that it has.
- Take responsibility for their action.
- Be given the opportunity to repair the harm caused by their behavior.
- Be given the opportunity to learn pro-social strategies and skills to use in the future.

When student conduct becomes a disruption to the educational process, school staff and principals respond logically, appropriately, and consistently.

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

- Verbal warning - any member of the District staff
- Written notification to parent - teachers, building administrators, Superintendent
- Written warning - teachers, building administrators, Superintendent
- Detention - teachers, building administrators, Superintendent
- Temporary removal from classroom by teacher (in accordance with provisions of the SAVE legislation) - teachers
- Monetary restitution for costs or damages incurred by the District as a result of the misconduct - building administrators, Superintendent
- In-school suspension - building administrators, Superintendent
- Suspension from transportation - building administrators, Director of Transportation, Superintendent
- Suspension from athletic participation - building administrators, Superintendent
- 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) - building administrators, Athletic Director, Superintendent
- Suspension of other privileges (i.e., leaderships positions, National

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Honor Society, student competitions, field trips) – building administrators, Superintendent

- Short-term (five days or less) suspension from school – building administrators, Superintendent, Board of Education
- Long-term (more than five days) suspension from school - Superintendent, Board of Education
- Permanent suspension from school – Superintendent, Board of Education

XI. UNDERSTANDING TYPES OF CONSEQUENCES

The amount of due process a student is entitled to receive before a consequence is imposed depends on the infraction. In all cases, the school personnel who is authorized to impose the consequences, must inform the student of the alleged misconduct, and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequences in connection with the imposition of the infraction(s). Students who are to be given consequences other than a verbal warning or written notification to their parents are entitled to additional rights before the consequences are imposed.

Detention

Teacher, principals, other school administrators, and designees may use lunch, before-school, and after-school detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention is imposed only after the student's parents have been notified and arrangements for appropriate post-detention transportation home have been made. In elementary or middle school, the teacher and/or administrator is responsible for notifying the parent of the detention and for ensuring that the parent plan for appropriate transportation home, following detention.

Suspension from Transportation

If a student does not conduct themselves appropriately on a school bus, the bus driver is expected to bring the misconduct to the school principal's attention.

Students who exhibit dangerous or chronically problematic behavior on the bus may have their riding privileges suspended by the school principal, or their designee. In such cases, the student's parents will become responsible for getting their child to and from school safely. Should the suspension from transportation lead to school absence, the District will make appropriate arrangements to provide for the student's education. The student suspended from transportation is not entitled to a full hearing pursuant of Education Law 3214. The student and parent, however, will be provided with a reasonable opportunity for an informal conference with the school principal or the principal's designee to discuss the conduct and the consequence.

Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. When safety permits, staff should first attempt reasonable de-escalation, redirection, and regulation supports prior to removal. The goal is to give the student an opportunity to regain their self-control and readiness to learn. If a student poses a danger to self and others, the teacher may order the student to be removed immediately. In the case of serious misconduct, the teacher may request that the principal exclude the student from class pursuant to subdivision 3 of Section 3214 of the Education Law and not be re-admitted until after the principal, parents, and teacher have conferred jointly.

The teacher must report the incident in the school management system and meet with the school principal or designee as soon as possible-but no later than the end of the school day-to explain the circumstances of the removal. The school principal or designee may overturn the removal of the student from class if:

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

The principal or designee may overturn a removal at any point between receiving the referral by the teacher and the close of business on the day following the 48-hour period of removal ends, whichever comes first. Any student removed from the classroom by the teacher shall be offered educational programming and activities until he/she is permitted to return to the classroom.

The principal will keep a record of all student removals and ensure that root causes and interventions are addressed.

In-School Suspension

School principals and superintendents are authorized to place students, who would otherwise be suspended from school because of a Code of Conduct violation, in "in-school suspension." A student subjected to in-school suspension is not entitled to a full hearing, pursuant to Education Law 3214. The student and parent, however, will be provided with a reasonable opportunity for an informal conference with the principal imposing the in-school suspension to discuss the conduct and consequences involved. They will also be provided with academic work, from the classroom teachers, to complete.

Out-of-School Suspension

- Suspensions from school shall be imposed in accordance with the requirements of applicable law and this Code of Conduct.

- Suspension from school is a severe consequence which may be imposed only upon a student whose violent actions or whose conduct otherwise endangers the safety, moral character, physical or mental health or welfare of others. The Board of Education retains authority to suspend a student, but places primary responsibility for the suspension of students with the superintendent and school principals.
- All staff members must immediately report and refer violent incidents to the school principal or the superintendent as violations of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendations or referral warrant immediate action.
- The superintendent or principal, upon receiving a recommendation or referral for suspension, shall gather the facts relative to the matter and record them for subsequent presentation if necessary.

Short Term (5 days or less) Suspension from School

- When the superintendent or principal proposes to suspend a student for misconduct, for five (5) days or less, pursuant to Education Law 3214 (3), the suspending authority must immediately notify the student verbally.
- If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension. Whenever possible, the notice should also be provided by telephone if the school has been provided with the telephone number for the purpose of contacting the parent.
- The notice shall provide a description of the charges against the student and the incident for which the suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the principal.
- Translation services will be offered at all stages of the process.
- 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 person, property, or an on-going threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension is reasonably practical.
- After the conference, the principal shall promptly advise the parent in writing of the decision.
- The principal shall advise the parent that if they are not satisfied with the decision and wish to pursue the matter, they must file a

written appeal to the superintendent within five (5) business days, unless they can show extraordinary circumstances precluding them from doing so.

- The superintendent shall issue a written decision regarding the appeal within 30 business days of receiving the appeal.
- If the parent is not satisfied with the superintendent's decision, the parent must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the board may be appealed to the commissioner within 30 days of the decision. The District may, in its discretion, continue to impose the suspension during the pendency of any appeal.

Long-Term (More than 5 days) Suspension from School

- When the superintendent or principal determines that a suspension for more than five (5) days may be warranted, he or she may give reasonable notice to the student and the student's parent of the 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 produce witnesses and other evidence on his/her behalf.
- The superintendent shall personally hear and determine the proceedings, or may, in their decision, 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 proceedings before them. A record of the hearing shall be maintained but no stenographic transcript will be required. Tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only and the superintendent may accept all or any part thereof.
- The superintendent shall render a written decision.
- Appeal of the decision of the superintendent may be made to the Board of Education. The Board will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the District Clerk within 30 business days of the date of the superintendent's decision, unless the parents can show extraordinary circumstances precluding them from doing so.
- The Board may adopt or reject, in whole or in part, the decision of the superintendent.
- Final decision of the Board may be appealed to the commissioner within 30 days of the decision. The District may, in its discretion, continue to impose the suspension during the pendency of any appeal.

NOTE: When a student of any age is removed from class by a teacher or when a student of compulsory education 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.

XII. RE-ENTRY PROCESS

A re-entry meeting should occur for any student suspended from school. This allows an opportunity to engage in a restorative conversation as well as to determine whether additional supports may be needed to support the student's success.

The re-entry meeting may include:

- review of what happened
- impact on others and school climate
- support needs
- academic re-engagement
- safety planning if needed
- restorative conversation and/or agreement
- clear adult point person going forward

XIII. STUDENTS WITH DISABILITIES

A student with a disability or presumed to have a disability may be suspended for violating school rules only in accordance with the procedures and safeguards set forth in state and federal law. A short-term suspension of ten days or less may be imposed in the same manner as it may with non-disabled peers, as described in the previous sections of this policy.

If a school suspends a student with disabilities for more than 10 consecutive school days in a row or for 11 total days in the same school year for discipline related to similar behaviors, a manifestation determination review must occur with the Committee on Special Education (CSE) before the 10 day threshold. The purpose of the review is to determine whether the behavior that led to the suspension was caused by the student's disability. If the CSE finds that the behavior leading to the suspension is related to the student's disability, no further suspension may be imposed for that similar behavior and the student must return to the placement they were in prior to the suspension. The exception to this return is when the CSE recommends a new placement or the behavior involves drugs, weapons, or inflicted serious bodily injury. In this case, the student may be suspended for up to 45 school days even if the CSE finds in the manifestation determination that the behavior leading to the suspension was related to the student's disability.

If within the course of the manifestation determination the CSE finds that the behavior leading to the student's suspension is not a manifestation of the student's disability, the student may be suspended beyond the ten-day threshold to the same extent as non-disabled peers.

XIV. REPORTING

All violations of the Code of Conduct must be referred to a building administrator in writing within a reasonable time frame (appropriate to the event). There will be an investigation into the alleged misconduct. All written teacher made referrals will be returned in writing. All student and parent referrals will be handled most expediently either by phone, in person, or in writing. The Code of Conduct and

the appropriate School Handbook will be consulted to assign consequences for violations of the code. All handbooks will be in line with the Code of Conduct and are to be approved annually by the Board of Education.

All students are expected to promptly report violations of the Code of Conduct to a teacher, school counselor/social worker, the building principal or his/her designee. Any student observing another student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, principal's designee, or the superintendent. The District prohibits retaliation against any individual who reports misconduct, discrimination, harassment, bullying, or safety concerns in good faith.

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

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

Every effort will be made to keep the Code of Conduct in compliance with prevailing laws. In addition, the school attorney will review and advise the District when any changes are proposed in either law or in the Code of Conduct.

Parents or person in parental relation to students shall be contacted by school personnel when their child is going to be suspended.

XV. REFERRALS

1. Counseling - The school counseling office (school counselor or a social worker) shall handle all referrals of students to counseling.
2. INS 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:
 - a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 - b. Engaging in ongoing or continual course of conduct which make the student ungovernable or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly or unlawfully possessing marijuana or any other illegal drug in violation of Penal Law §22 1.05. A single

NORTH TONAWANDA CITY SCHOOL DISTRICT • CODE OF CONDUCT

violation of this law will be sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders - The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law 1.20 (42).

NOTE: The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities. (A 14 or 15-year-old student who possesses a firearm on school grounds qualifies as juvenile offender under Criminal Procedures Law. See Penal Law 265 for weapon/fire-arm and Penal Law 220.000 (14) regarding juvenile offender status).

XVI. FAMILY RIGHTS AND PRIVACY (FERPA)

Notice Regarding Family Rights and Privacy

The District's procedures for the confidentiality of student records are consistent with federal statutes, including the Family Educational Rights and Privacy Act (FERPA). The parents, those acting in a parental relationship, of eligible students of the North Tonawanda City School District are hereby notified that you have the following rights in relation to student records under the Family Educational Rights and Privacy Act (FERPA) and Board of Education Policy #7240:

1. The right to inspect and review student's education records, unless otherwise limited by court order or other legally binding instrument, within 45 days of receipt of request.
2. The right to request the amendment of the student's education record that the parent or eligible student believe are inaccurate.
 - a. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School Principal (or appropriate school official); clearly identify the part of the record they want changed; and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - a. One exception, which permits disclosure without consent, is

disclosure to school officials with legitimate educational interests. A school official is a person employed by the School District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA.
 - a. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-460
5. If either a student's parent, those acting in a parental relationship, or the eligible student desire to obtain copies of the policy pertaining to student records, notification should be presented in writing to the Administration Building, 176 Walck Road, North Tonawanda, NY 14120.

NOTE: All rights and protections given parents under FERPA and this policy transfer to the student when he or she reaches age 18 and petitions for self-determination, or attends a post-secondary school, or has been designated an "emancipated minor." The student then becomes an "eligible" student.

XVII. DESIGNATED DIRECTORY INFORMATION

The school district designates the following personally identifiable information contained in a student's education record as "directory information" and shall release the information without prior written consent unless it is for commercial purposes.

1. Student's name
2. Name(s) of the student's parent(s) or legal guardians
3. Student's grade designation (i.e. first grade, tenth grade, etc.)
4. Student's extracurricular school activities and offices (e.g. member of the Math Club; Secretary of Student Council)
5. Student's school achievement, awards and honors (e.g. member of National Honor Society; selected for MVP award in Soccer)
6. Relevant statistics and personal data if a member of an athletic

team or other school sponsored course, organization or activity

7. Present and previous school(s) attended by the student.

Any other information will require parental consent through an "opt-out" process to release to any agency including military recruiters, institutions of higher education, and potential employers. You must advise the school district in writing of any and all items which you refuse to permit the District to designate as directory information about the student.

XVIII. DISSEMINATION AND REVIEW

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

1. Providing a public hearing prior to Board approval.
2. Providing copies of a summary of the Code to all students, in an age-appropriate, plain-language version, at a general school assembly held at the beginning of each school year.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Providing a summary of the Code of Conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.
5. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
7. Making copies of the Code available for review by students, parents and other community members and provide opportunities to review and discuss this Code with the appropriate personnel.

The Board will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

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

The Board may appoint an advisory committee to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher,

administrator, and parent organizations, school safety personnel and other school personnel.

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

XIX. GLOSSARY OF TERMS:

Abeyance: is when a student earns an early return to school while serving a long-term suspension. It comes with a set of abeyance conditions which are determined and often occurs when the student has engaged in their treatment plan, is regularly attending tutoring, and has proven they no longer pose a safety risk at school.

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

Behavior Violations: student behaviors that are inappropriate in school, unacceptable or that warrant response, interventions, and consequences.

Bomb Threat: the making of threats or providing false information, in writing, in person, on the phone, including text message or other means, about the presence of explosive material or devices on school property without cause.

Bullying: repeated intentional acts done willfully, knowingly and with deliberation, by an individual(s), that targets and harms another person physically or emotionally. Bullying is characterized by an imbalance of power between two students.

Controlled Substance: a drug or other substance identified in certain provisions of the federal Controlled Substance Act specified in both federal and state law and regulation applicable to this policy.

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

Cyber Bullying: harassment/bullying, as defined above, through any form of electronic communication. Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to, race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, and gender (which includes a person's actual or perceived sex, as well as gender identity and expression).

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

DASA Coordinator: an employee designated by the Board of Edu-

cation who ensures full compliance with the Dignity for All Students Act (DASA) and is trained to address issues in areas protected by the law. DASA Coordinators manage documentation, processing, actions, and interventions enforcing DASA. * See page 38 for more information

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

Discrimination: unjust or prejudicial treatment toward any student by a student(s) and/or employee(s) on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex, or any other protected class.

Disruptive Student: means a student under the age of 22 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Disruptive Student Behavior: means behavior from a student under the age of twenty-two (22) who is substantially disruptive to the educational process, impeding the delivery of a quality education or substantially interferes with the teacher's authority over the classroom. (NYS Education Law §3214(2-a) (b)).

- Continuously interferes with the educational process
- Continuously interferes with the educator's authority over the school environment
- Demonstrates a persistent unwillingness to comply with reasonable instructions

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

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

Equitable: means fair and impartial.

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

Fair: doing what is reasonable and in the best interest of the individual and/or group.

Firearm: is defined in 18 USC 921 for the purposes of the Gun-Free Schools Act.

Gender: a person's actual or perceived sex and includes a person's gender identity or expression. (Education Law 8 11(6))

Gender Expression: the way in which we express gender to others through behavior, clothing, hairstyle, activities, voice, or mannerisms.

Harassment: the creation of a hostile environment by conduct or by threats, intimidation or abuse that has or would interfere with a student's educational performance, opportunities, or benefits or mental, emotional or physical well-being or threat, intimidation or abuse that cause or would be expected to cause a student to fear for their physical safety.

Hazing: a specific form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of the student's willingness to participate. Hazing includes, but is not limited to, any activity that intimidates or threatens a student with ostracism or adversely affects that health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or district policies/regulations.

Illegal drug: a controlled substance (does not include a controlled substance legally possessed or used under the supervision of a licensed health care professional).

Inciting or participating in an incident of group violence: causing or participating in a group or large disruption to the atmosphere of order and discipline in the school (such as a riot).

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

Off-Campus Conduct: conduct off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation and/or abuse might reach school property.

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

Physical Aggression: behavior causing or threatening physical harm toward others including, but not limited to, hitting, kicking, biting, and shoving, physical aggression toward another that is not immediately provoked. Ex. A student or students set upon another student in a forceful, hostile, or aggressive manner. Provocation does not include an earlier conflict or verbal disagreement.

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

Positive Relationships: are the way in which two or more people regard and behave toward each other that is predictable, safe, and connected.

Race: group of persons related by common descent or heredity.

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

Religious Practice: attending worship services, praying, wearing religious garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression or refraining from certain activities.

Respect: is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts and opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one's hands to one's self and not violating others' personal space.

Responsibility: is an obligation to behave in accordance with social norms and being held accountable for one's actions.

Restorative Practices: an approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to make it right.

School Bus: every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (NYS Education Law §11(1) and Vehicle Traffic Law §142).

School Function: any school-sponsored extracurricular event or activity. This includes any event, occurring on or off school property, sanctioned or approved by the district including, but not limited to, off-site athletic events, school dances, plays, musical productions, field trips and other district-sponsored trips.

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

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

Sexual Orientation: actual or perceived heterosexuality, homosexuality, bisexuality, or asexual (Education Law Section 11 (5)).

Tardiness: arriving late to school or class.

Theft: taking or attempting to take property of another person or institute without permission or knowledge of the owner, with the intent to deprive the owner of its use. This includes the act of possessing or transferring the property of another without the consent of the owner.

Trespassing: being on school property without permission, including while suspended.

Truancy: being absent from school or class without a legal excuse/reason.

Using or Possessing: consuming alcohol, drugs, or inhalants or in possession of these substances on school property or at school functions.

Violent Student: a student under the age of 22 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 the personal property of any school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school District property.

Weapon: a firearm as defined above. 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, metal pipe, box cutter, cane sword, electronic dart gun, Kung Fu star, num chucks, electronic stun gun, pepper spray, other noxious spray, explosive or incendiary bomb.

***The DIGNITY FOR ALL STUDENTS ACT prohibits discrimination based on actual or perceived characteristics.**

These 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/ Latino" etc. to describe and classify the inhabitants of the United States.

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

Weight: aside from the obvious meaning in the physical sciences, 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"). Non-binary or gender queer is a spectrum of gender identities that are not exclusively masculine or feminine identities that are outside the gender binary. Non-binary identities can fall under the transgender umbrella, since many non-binary people identify with a gender that is different from their assigned sex.

Gender Expression: means the way an individual expresses their gender to the outside world through clothing, hairstyles, interests, mannerisms, and movement. It is typically labeled as masculine, feminine, or androgynous.

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.



Student Internet Access Permission

If at any time a parent or guardian wishes to withdraw student permission to have internet access, please notify the building principal in writing at your child's school.

Visit the District website for other required notifications.



The North Tonawanda City School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities including vocational education opportunities without regard to sex, race, color, national origin, age or disability.

Inquiries regarding this non-discrimination policy, as well as the Title IX policy may be directed to the Title IX Coordinator:

Corey Gray, Ed.D. (716) 807-3507
176 Walck Road
North Tonawanda, NY 14120

Dear Parent or Guardian:

The North Tonawanda City School District often publishes achievements of students on its website, the Internet, in the district newsletter, and through local newspaper and television media.

If you give permission to the School District to use your child(ren)'s art/classroom work, name, and photo/video in the aforementioned ways you **do not have to do anything with this form.**

If you do not give permission to the School District to use your child(ren)'s art/classroom work, name, and photo/video on the district website, Internet, district publications and newspapers/television, you must complete and return the form below by September 11, 2026 to the main office at your child's school. By returning this form, your child's name, photo/video or art/classroom work will not be used by the District.

Parents do have the opportunity to update this form at any time during their child's enrollment with the North Tonawanda City School District, as this form will be kept in their permanent folder. Additional forms are available at the District Office and on the district's website - www.ntschoools.org.

OPT-OUT FORM

I do not give permission for the North Tonawanda City School District to use my child's name, photograph/video and/or their art/classroom work for the newspaper, television, district newsletter or website.

☐ My child does not have permission to participate.

*****PLEASE READ THE LETTER ABOVE BEFORE SIGNING*****

*****YOU MAY NOT HAVE TO DO ANYTHING WITH THIS FORM*****

Student's Name

Parent's Signature

Date

Please clip and return this form to the Main Office of your child's school.

North Tonawanda is a 1 to 1 iPad district.

For more information on insurance and iPads please visit <https://www.ntschoools.org/ipad>.





North Tonawanda City School District
176 Walck Road
North Tonawanda, NY 14120

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