GRAND ISLAND CENTRAL SCHOOL DISTRICT
1100 Ransom Road
Grand Island, NY 14072



CODE OF CONDUCT POLICY 2026 - 2027

Adopted 9/8/2026

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I. PHILOSOPHY, DEFINITIONS, AND DASA

A. PHILOSOPHY OF SCHOOL CONDUCT AND DISCIPLINE

The Board of Education of the Grand Island Central School District has adopted and implemented a written policy on school conduct and discipline designed to promote responsible student behavior. This policy was developed locally in consultation with teachers, administrators, other school service professionals, students and parents/legal guardians, and includes:

- A bill of rights and responsibilities of students which focuses upon positive student behavior, and is publicized and explained to all students on an annual basis;
- A discipline code for student behavior setting forth prohibited student conduct and the range of penalties which may be imposed for violation of such code which is publicized and explained to all students;
- Strategies and procedures for the maintenance and enforcement of public order on school property which shall govern the conduct of all persons on school premises, in accordance with §2801 of the Education Law and accepted principles of due process of law;
- Procedures within each building to involve student service personnel, administrators, teachers, parents/legal guardians and students in the early identification and resolution of problems;
- For students identified as having handicapping conditions, the policy includes procedures for determining when a student's conduct shall constitute a reason for referral to the Committee on Special Education for review and modification, if as appropriate, of the student's individualized education program;
- Alternative educational programs appropriate to individual student needs;
- Disciplinary measures for violation of the school policies developed in accordance with §3214 of the Education Law;
- Guidelines and programs for staff education to ensure effective implementation of school policy on school conduct and discipline.

The Board of Education will annually review this policy on school conduct and discipline and amend it when appropriate. The policy shall be filed in each school building, and shall be available for review by an individual.

B. DEFINITIONS

For purposes of this code, the following definitions apply:

Authorized School Official means Building Principals, Supervisors, other Administrators, and the Superintendent.

Cisgender describes a person whose gender identity corresponds to the assigned sex

at birth.

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

Cyberbullying means the harassment/bullying, as defined above, through any form of electronic communication. This may include, among other things, the use, both on and off school property, of electronic technology, including but not limited to, email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others.

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

Discrimination means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including but not limited to discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Disruptive Student means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

Emotional Harm 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.

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

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.

Gender Expression is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.

Gender Identity is a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth. Everyone has a gender identity.

Gender means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11(6).d). Gender also means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".)

Gender Nonconforming (GNC) is used to describe people whose gender expression differs from stereotypic expectations. The terms "gender variant" or "gender atypical" are also used. Gender Nonconforming individuals may identify as male, female, some combination of both, or neither.

Harassment/Bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyber bullying as defined in Education Law 11(8), that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The term threats, intimidation and abuse shall include verbal and non-verbal actions.

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

Parent means parent, guardian or person in parental relation to a student.

Race means a group of persons related by common descent or heredity. For purposes of enumeration the U.S. Census Bureau used terms such as "White/Caucasian", "Black/African American/African-descent", "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States. Race also includes hair texture and protective hairstyles such as braids, locks, and twists.

Religion means specific fundamental beliefs and practices generally agreed to by large numbers of the group or 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.

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

School Function means a school sponsored extracurricular event or activity (Education Law Section 11(21)).

School Property means in or 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; or in or on a school bus (Education Law Section 142).

Sex means the biological and physiological characteristics that define men and women (MALE and FEMALE denotes "sex").
Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11(5)). Sexual Orientation describes a person's emotional and sexual attraction to other people based on the gender of the other person. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily to members of the same sex is characterized as homosexual. A person with strong or viable attraction to both genders is characterized as bisexual or pansexual. Sexual Orientation is not the same as Gender Identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual youth display gender-nonconforming characteristics.

Transgender describes a person whose gender identity does not correspond to their assigned sex at birth.

Transition is the process by which a person socially and/or physically aligns their gender expression more closely to their actual gender identity and away from that associated with their assigned sex at birth.

Violent Student means a student under the age of 21 who:

- Commits an act of violence upon a school employee, or attempts to do so.
- 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, or attempts to do so.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Knowingly and/or intentionally damages or destroys the school district property.
- Knowingly and/or intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- Possesses, while on school property or at a school function, a weapon.
- Threatens, while on school property or at a school function, to use a weapon

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

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

C. DIGNITY FOR ALL STUDENTS ACT

In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race (including but not limited to hair texture and protective hairstyles such as braids, locks, and twists), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex by school employees or students on school property, on a school bus, or at a school function. The Dignity Act emphasizes the creation and maintenance of a positive learning environment for all students.

In addition, the amended Dignity Act requires the development of measured, balanced, progressive and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Remedial responses should place the focus of discipline on discerning and correcting the reasons why discrimination, harassment and bullying occurred. They should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include but are not limited to:

- Peer support groups.
- Assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day.
- Corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience.
- Engagement of students in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed.
- Supportive intervention and/or mediation where constructive conflict resolution is modeled.
- Behavioral assessment or evaluation.
- Behavioral management plans or behavior contracts, with benchmarks that are closely monitored.
- Student counseling and parent conferences that focus on involving a person in a parental relationship in discipline issues.

II. STUDENT RIGHTS AND RESPONSIBILITIES

All students are entitled to exercise their constitutional rights as long as they do not interfere with the rights of others, or the orderly process of the school. The school has the right to adopt reasonable regulations in order to provide an orderly school environment. We demonstrate that we value our rights by behaving in a responsible manner.

A. IT IS THE STUDENT'S RIGHT TO:	**B. IT IS THE STUDENT'S RESPONSIBILITY TO:**
To be lent a Chromebook to complete coursework on.	To treat the Chromebook with care and return it the way I received it.
Attend Google Meet classes online when in-person classes are unavailable throughout the district.	Take an active part in online learning by arriving on time for classes and completing necessary coursework.
Attend school in this district when residence requirements are met.	Attend school daily except when ill, and to be on time to all classes.

Dress in such a way as to express his or her personality.	Dress so as to not endanger others' health and safety, or to distract others.
Expect that the school will be an orderly place for all students to gain an education.	Be aware of all rules and expectations regulating student behavior and to conduct himself/herself in an orderly manner.
Supply information of importance in disciplinary cases. Be given due process in cases of disciplinary action, including suspensions and/or expulsion.	Supply factual and honest information when asked in disciplinary proceedings.
Be represented by an active student government selected by free school elections (Grades 6-12).	Take an active part in student government by running for office, conscientiously voting for the best candidates and/or making his/her problems known to the representatives.
Be granted equal educational opportunities.	Take advantage of all programs in order to develop abilities to the fullest.
Be afforded the opportunity to participate in athletic teams and extra-curricular activities regardless of gender.	Be physically fit and have an aptitude for the athletic event(s), and be aware of all rules and expectations governing participation and to conduct him/herself in accordance with these guidelines.
Have access to information concerning drug and alcohol abuse, and to individuals or agencies capable of providing direct assistance.	Be aware of the information and services available in order to seek assistance in dealing with personal problems.

Have his/her student records available for inspection upon request.	Be aware of the right to inspect student records and the process to be followed.
Retain a reasonable degree of privacy.	Be aware of actions which constitute serious and dangerous wrongdoing and not commit such acts.
Be given a formal grievance process.	Try to resolve grievances informally before moving to the formal stage.
Be free from discriminatory practices.	Refuse to join in any discriminatory practices against others.
Be respected as an individual who is entitled to his/her personal dignity and integrity.	Demonstrate appreciation for the dignity and integrity of all.
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.	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.

III. ESSENTIAL PARTNERS

A. PARENTS

All parents are expected to:

- Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.

- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time.
- Ensure absences are legally excused.
- Insist their children be dressed and groomed in a manner consistent with the student dress code.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know school rules and help their children understand them.
- Convey to their children a supportive attitude toward education and the district.
- Build good relationships with teachers, other parents and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- 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.
- Abide by and model the communication and behavioral expectations of the District Code of Conduct when on school property or attending school-related events.

B. TEACHERS

All district teachers are expected to:

- 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.
- Be prepared to teach.
- Demonstrate an interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents:
    - Course objectives and requirements.
    - Marking/grading procedures.
    - Assignment deadlines.
    - Expectations for students.
    - Classroom discipline plan.
- Communicate regularly with students, parents, and other teachers concerning growth and achievement.
- Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.

- Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 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.

C. SCHOOL COUNSELORS
School Counselors are expected to:

- Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
- Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- Regularly review with students their educational progress and career plans.
- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extracurricular programs.
- Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers.
- 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.
- 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.

D. STUDENT SUPPORT SERVICE PERSONNEL
Student Support Service Personnel are expected to:

- Support educational and academic goals.
- Know school rules, abide by them and enforce them in a fair and consistent manner.
- Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
- Maintain confidentiality about all personal information and educational records concerning students and their families.
- 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.
- Regularly review with students their educational progress and career plan.

- Provide information to assist students with career planning.
- Encourage students to benefit from the curriculum and extra-curricular programs.
- 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.
- 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.

E. OTHER SCHOOL STAFF
Other School Staff are expected to:

- Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
- Assist in promoting a safe, orderly and stimulating school environment.
- Maintain confidentiality about all personal information and educational records concerning students and their families.
- 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.
- 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.

F. PRINCIPALS
Principals are expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- Evaluate on a regular basis all instructional programs.
- Support the development of and student participation in appropriate extracurricular activities.
- Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

- 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.
- 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).

G. DISTRICT DIGNITY ACT COORDINATOR

The Dignity Act Coordinator is expected to:

- Collaborate with district administrators, directors and supervisors to promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- Ensure that students and staff have the opportunity to communicate regularly for redress of grievances.
- Support the enforcement of the code of conduct and ensure that all cases are resolved promptly and fairly.
- 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.
- Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Dignity Act Coordinator's attention in a timely manner in collaboration with district administrators, directors, and supervisors.

H. SUPERINTENDENT

The Superintendent is expected to:

- Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
- Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
- Inform the board about educational trends relating to student discipline.
- Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

I. BOARD OF EDUCATION

Members of the Board of Education are expected to:

- Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
- Adopt 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.
- 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.
- Lead by example by conducting board meetings in a professional, respectful, courteous manner.

IV. STUDENT DRESS CODE

A. EXPECTATIONS

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.. A student's dress shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Ensure that undergarments are completely covered with outer clothing.
3. Include footwear at all times. Footwear that is deemed inappropriate and/or a safety hazard as determined by the Administrator will not be allowed.
4. Jewelry shall not be worn during the participation of athletic events and physical education including, but not limited to, any body piercing. Jewelry worn during the school day may not pose the potential for harm, including sharp objects or heavy chains.
5. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
6. Not include the wearing of hats in the building and/or classroom except for a medical, religious or relevant instructional purpose.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

B. COMMUNICATION OF THE DRESS CODE

Each building principal or their designee shall be responsible for informing all students and their parents/guardians of the student dress code at the beginning of the school

year and of any revisions made during the school year. Additional information regarding the implementation of the dress code is available and outlined in the High School Student/Parent Handbook and the Middle School Agenda.

C. DRESS CODE VIOLATIONS

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, replacing 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 student dress code includes, but is not limited to school, school dances, and school related functions.

V. PROHIBITED STUDENT CONDUCT

A. EXPECTATIONS

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. Teachers and all other Board personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

B. RESPONSIBILITIES

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

C. RULES OF CONDUCT

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school, when they engage in conduct that is disorderly.

D. DISORDERLY CONDUCT

Examples of disorderly conduct include but are not limited to:

1. **Computer/Electronic Communications Misuse and Destruction:**
    a. Unauthorized use of computers, software, or theirs or other's internet/intranet account.
    b. Accessing inappropriate websites.

c. Evading the District's content filter. This includes use of shared Google Documents to access external resources that would otherwise be banned.
d. Using an outside wireless network.
e. Unauthorized use of any software or other work of any other individual.
f. Any other violation of the district's acceptable use policy.
g. Unauthorized possession or use of wearable or portable devices capable of capturing, transmitting, or recording audio, video, or images, including but not limited to smart glasses (e.g., Meta/Ray-Ban glasses), wearable cameras, body cameras, hidden recording devices, or similar technology, unless specifically authorized by school administration.
h. Unauthorized possession or operation of unmanned aerial vehicles (drones) or remotely operated aircraft on school property or at school functions.

2. **Engaging in any willful act that disrupts the normal operation of the school community. Examples of disruptive conduct could include but are not limited to:**
    a. Failing to properly dispose of trash or unwanted items in all classrooms, cafeterias, and facilities.
    b. Using disruptive materials that could impact the senses such as excessive noise, scents, or items that would involve excessive tactile or visual stimulation.
    c. Not respecting student privacy in lavatories, student changing areas in locker rooms, and other areas and ensuring restroom stalls are for single person use only.
    d. Engaging in behavior in a classroom setting that impedes the learning of other students or a teacher's ability to provide instruction.
    e. Congregating in student restrooms in a manner that impedes other students' ability to use the restroom facilities, or affects other students' feeling of health and safety in the restroom.
    f. Any other behavior that causes a disruption to the normal operation of the school.
    g. Making unreasonable noise.
    h. Obstructing vehicular or pedestrian traffic.
    i. Running in hallways.
    j. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, or at such times as they are not attending educational activities or school functions.
    k. Unauthorized use of personal computer, laptop, tablet or E-reader and/or other computerized information resources through the District computer system is prohibited.
    l. Unauthorized use of personal electronic devices/equipment (i.e. cell phones, MP3 devices, cameras, earbuds/headphones, and other personal electronic devices deemed inappropriate by the administration).
    m. Unauthorized use of a faculty member, staff member, or students' image

or likeness for school-related work, assignments, or projects.Recording, photographing, livestreaming, transmitting, or otherwise capturing the image or voice of any student, employee, volunteer, or visitor without prior authorization, except where expressly permitted by school administration or applicable law.This includes the creation, alteration, or distribution of AI-generated images, audio, video, voice cloning, or other synthetic media intended to impersonate, embarrass, intimidate, harass, or misrepresent another person.

n. Intentionally damaging District-owned computer and/or electronic devices.
o. Intentionally damaging or removing a vape detector installed in the school restrooms or other locations.
p. Using abusive language, cursing or swearing or other language or gestures that are profane, lewd, or vulgar.
q. Intentionally vandalizing district-owned property; this includes graffiti.
r. Violation of traffic or parking safety rules in the district-owned parking lots or driveways. This also includes parking on district owned property without permission or in a lot not designated for student use.
s. Throwing any food or object in the cafeteria or in a classroom, at anyone or anything.

3. **Engaging in conduct that is insubordinate. Examples of insubordination include but are not limited to:**
    a. Engaging in conduct that is disruptive.
    b. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
    c. Lateness for, missing or leaving school property, leaving an assigned instructional area, or departing school before dismissal without administrative authorization.
    d. Skipping detention.
    e. Failure to relinquish an electronic device in class, hallways, etc.
    f. Refusal to change out of clothing that violates the dress code.
    g. Refusal or non-compliance with dress code expectations, including the expectation that hats and hoods are not worn in the school building.
    h. Undermining the authority of a school employee.
    i. Refusal to store student backpack in student locker.
    j. Refusal to store a cell phone or electronic devices in a designated storage location.
    k. Refusal to comply with search procedures in relation to reasonable suspicion of possession of items that violate the code of conduct, including in relation to an alert from a vape detecting device.
    l. Driving to CTE (BOCES) or other off-site school-associated classes or school-sponsored trips without a proper permission slip on file with the district.
    m. Driving to CTE (BOCES) or other off-site school-associated classes or

school-sponsored trips with additional student passengers who do not have a proper permission slip on file with the district. The student driver permission does not permit passengers to accompany the student driver.

n. Accompanying an approved or unapproved student driver to a CTE (BOCES) or other off-site school-associated classes or school-sponsored trips as a passenger in their vehicle without the proper permission slip on file with the school district.

4. **Intentionally activating or using an emergency device when not for the purpose of an emergency.** This includes, but is not limited to, pulling a fire alarm, activation of an AED/CPR machine, or use of the Narcan boxes. This also includes making false reports of emergencies, threats, hazardous conditions, or criminal activity, including false reports intended to disrupt school operations.

5. **Engaging in conduct that is violent or that causes a threat to safety. Examples of violent conduct include but are not limited to:**
    a. Committing an act of violence (such as hitting, kicking, pushing, punching, and scratching) upon a teacher, administrator, or other employee or attempting to do so.
    b. Committing an act of violence (such as hitting, kicking, pushing, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so. This includes engaging in horseplay, roughhousing, wrestling, or other unsafe physical conduct that creates a risk of injury.
    c. Displaying what appears to be a weapon.
    d. Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student, teacher, administrator or other district employee to fear for his or her physical well-being. This includes drawings or depictions of violence that would reasonably be expected to cause a student, teacher, administrator, or other district employee to fear for his or her physical safety or well-being.
    e. Intentionally damaging, vandalizing, destroying, or defacing school property or the personal property of any student, employee, volunteer, or other person lawfully on school property.
    f. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
    g. Possessing 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.) This includes possessing ammunition, firearm magazines, firearm components, or other ammunition-related materials, whether or not accompanied by a firearm. This additionally includes possessing knives or other sharp objects that could reasonably be considered to cause harm to others.

h. Threatening to use any weapon.
i. Threatening to create or use, and/or possession of, an explosive device. This includes possessing or using any explosive or incendiary device, including fireworks, smoke bombs, homemade explosive devices, combustible mixtures, lighters, matches, hazardous materials/chemicals, or similar devices capable of causing injury, fire, or disruption.
j. Use or possession of combustible items or those that may be used to create a fire, including lighters, matches, etc.
k. Possessing or using any item or device capable of producing noxious fumes, irritating vapors, smoke, chemical odors, or other airborne substances intended to disrupt school operations or endanger the health or safety of others. This includes but is not limited to fart spray, pepper spray, bear spray, aerosol sprays, smoke devices.

6. **Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to:**
    a. "Internet Bullying" (also referred to as "Cyberbullying") including the use of instant messaging, email, social media, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees. This also includes creating or using anonymous or impersonation accounts for the purpose of harassing, threatening, intimidating, or embarrassing another member of the school community
    b. Bullying or Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
    c. Coming to school under the influence, possessing, inhaling/using/consuming, selling, distributing, purchasing, intent to purchase and/or exchanging alcoholic beverages or illegal substances, counterfeit and designer drugs, or paraphernalia for the use of such drugs or being under the influence of such substances on school property or at a school function. "Illegal substances" include but are not limited to: Inhalants, Marijuana, Synthetic Cannabinoids, Cocaine, LSD, PCP, GHB, Ecstasy, Ketamine, Amphetamines, Heroin, Steroids, Look-Alike Drugs, and any substances commonly referred to as "Designer Drugs". This additionally includes vape devices that contain substances that include THC, sativa, or any other synthetic substance.
    d. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, the Internet, YouTube, etc.).
    e. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog, or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex,

gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.

f. Gambling.
g. Harassment, including the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
h. Hazing, including any knowing and/or intentional and/or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school-sponsored activity, organization, club or team.
i. Inappropriately using or sharing prescription and over-the-counter drugs. Possession of a prescription or over-the-counter medication without proper school medical documentation on file with the school nurse. Any student suspected of being under the influence of alcohol or drugs is subject to a field-screening test. The police, school resource officer or an administrator will administer this test.
j. Indecent exposure, that is, exposure to sight of the private parts, genitalia, of the body in a lewd or indecent manner.
k. Lying to school personnel.
l. Possession and/or use of tobacco and/or tobacco products/paraphernalia including, but not limited to smoking/possession of a cigarette, E-cigarette, nicotine vape devices, components, cartridges, refill containers, batteries, or accessories intended for use with such devices, cigar, pipe or using chewing or smokeless tobacco, or nicotine pouches intended for oral use.
m. Selling, using, or possessing obscene material.
n. Sexual Harassment whether intentional or not, as further set forth in District Policy, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings, and other verbal or physical conduct or communication of a sexual nature.

Examples include but are not limited to:

- exposing intimate body parts ("mooning")
- pulling down another person's pants or clothing ("pantsing")
- pulling at another person's clothing
- unwanted touching
- sexually explicit gestures

- simulated sexual acts
- grabbing another person's clothing
- intentionally exposing another person
- sexually degrading comments
- unwanted sexual contact

o. Stealing school property, stealing from an outside establishment/business, the property of other students, school personnel or any other person lawfully on school property or attending a school function and/or school sponsored field trip.
p. Occupying a single-occupant restroom stall or single-occupant restroom with another student or multiple students.
q. Occupying a single-occupant shower stall or changing room with another student or multiple students.
r. Instigating or provoking a physical altercation; Encouraging, promoting, surrounding, recording, or otherwise contributing to a physical altercation in a manner that interferes with staff intervention or escalates the incident.
s. Recording video, taking photos, and/or distributing photos of videos of a physical altercation that occurred on school property.
t. Recording of video or taking photos of self or others in a school restroom or locker room.
u. Engaging in unsafe behaviors in a science lab or technology shop which puts the student or peers at risk for injury.
v. doxxing or otherwise sharing or posting another person's private, identifying, or personal information without authorization for the purpose of intimidation, harassment, embarrassment, or retaliation. W. Possessing or using laser pointers or similar devices in a manner that distracts, endangers, or interferes with school operations.

7. **Engage in misconduct while on a school bus.** It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Examples of misconduct while on a school bus include but are not limited to:
    a. Bullying.
    b. Conduct endangering other drivers.
    c. Discrimination.
    d. Excessive noise.
    e. Fighting.
    f. Harassment.
    g. Inappropriate language.
    h. Pushing.
    i. Shoving.

8. **Engaging in any form of academic misconduct, including assisting another student in any form of academic misconduct. Examples of academic misconduct include but are not limited to:**
    a. Altering records and/or forgery.
    b. Cheating.
    c. Copying.
    d. Plagiarism.
    e. Submission of work or assignments that are not one's own authentic work.
    f. Other.

E. STUDENT USE OF ELECTRONIC COMMUNICATION DEVICES

Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner. The Grand Island Central School District is not responsible for loss or damage to any electronic device.

GRAND ISLAND CENTRAL SCHOOL DISTRICT
STUDENT PERSONAL ELECTRONIC DEVICE POLICY

Effective August 1, 2025
In compliance with New York State Education Law §2803, the Grand Island Central School District has adopted a uniform policy governing student use of personal electronic devices during the school day. This policy promotes a focused academic environment and safeguards student safety and well-being.

Definition of Personal Electronic Devices

"Personal Electronic Devices" include, but are not limited to:

- Smartphones and cell phones
- Smartwatches and wearable devices
- Tablets and e-readers
- Wired or wireless headphones and earbuds
- Fitness trackers
- Music players
- Cameras
- Voice recorders
- Personal calculators (not district-issued)
- Smart glasses
- Wearable recording devices
- Body cameras
- Wearable cameras
- Any device capable of capturing or transmitting audio, video, or images

Devices issued by the district for instructional purposes are not restricted under this policy.

General Policy Statement

Students are prohibited from using personal electronic devices during the school day, defined as the entire instructional day from the first bell to dismissal. This includes:

- Homeroom
- Classroom instruction
- Lunch and recess
- Study halls
- Hallway transitions

The district is not responsible for lost, stolen, or damaged devices.

Authorized Exceptions

Student use of personal electronic devices is allowed only when one or more of the following conditions are met:

1. **Educational Use** – Approved by a teacher or administrator.
2. **Healthcare Management** – For managing a documented medical condition.
3. **Emergency Situations** – As determined by school authorities.
4. **Translation Support** – Used to assist with language translation.
5. **Caregiving** – Case-by-case basis for verified primary caregivers.

Parents may submit written requests for exceptions to the building principal. Medical-related exceptions must be accompanied by healthcare documentation.

Students with IEPs or Section 504 Plans

This policy does not restrict device use if it is specifically documented in a student's:

- Individualized Education Program (IEP)
- Section 504 Plan

Parent Communication Procedures

To preserve the learning environment, parent-student communication during the school day should occur through the school's main office:

- **Middle & High School:** Contact the school office. A Clerk Typist will deliver messages to students.
- **Elementary School:** Main office staff will ensure timely delivery of important messages.

This communication protocol will be shared with families annually and at the time of student enrollment.

Device Storage Procedures

- **Elementary Schools:**
  - Students are discouraged from bringing personal devices.
  - If brought, devices must be powered off and stored in a classroom-designated location.
- **Middle & High Schools:**
  - Each classroom will have a lockable storage cabinet with assigned compartments.
  - Devices must be turned off and stored upon arrival during homeroom.

VI. REPORTING VIOLATIONS

A. STUDENT REPORTING

1. All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, bus driver, monitor, security, supervisor, the building principal or his or her designee.
2. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, bus driver, monitor, security, supervisor, the building principal, the principal's designee, or the superintendent.

B. EMPLOYEE REPORTING

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 supervisors, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Faculty and Staff are expected to follow the protocols for reporting code of conduct violations in accord with the building faculty/staff handbook expectations.

C. DISCOVERY OF WEAPON, ALCOHOL OR OTHER ILLEGAL SUBSTANCE

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

D. CRIMINAL ACTIONS

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. Notification to the Police shall be made only after consultation and notice to the Superintendent unless there is an emergency. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the individual involved, whether a student, employee,

administrator, volunteer, visitor, or other person associated with the District, and explain the conduct that violated the Code of Conduct or other applicable District policy and constituted a crime.

E. ADDITIONAL REPORTING REQUIREMENTS FOR DISCRIMINATION, HARASSMENT, AND BULLYING

The amendment to section 100.2(kk) of the Commissioner's Regulations revises the regulation to conform to and implement the reporting requirements of Chapter 102 by adding provisions for reporting of incidents of harassment, bullying/cyberbullying and discrimination to the superintendent, principal, or their designee, including requirements that:

1. School employees who witness harassment, bullying, and/or discrimination, or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or their designee not later than two school days after making an oral report.
2. The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
3. When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
4. The principal, superintendent, or their designee shall promptly notify the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.
5. Police and school officials should cooperate to determine when and how parents will be contacted. For evidence obtained from witnesses over sixteen years of age there is no parental notice requirement. It is a courtesy, but not a requirement to notify parents of victims and witnesses prior to interviewing them. The decision to refrain from or proceed with questioning a potential defendant over sixteen years of age without parental notice or consent should be left with the police.
6. Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

VII. DISCIPLINARY PENALTIES

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. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline.

A. DISCIPLINARY ACTION

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

- Extenuating circumstances.
- Information from parents, teachers and/or others, as appropriate.
- The effectiveness of other forms of discipline.
- The nature of the offense and the circumstances that led to the offense.
- The student's age.
- The student's prior disciplinary record.

B. DISCIPLINE OF STUDENTS WITH DISABILITIES

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education, and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

C. PENALTIES

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

Penalty	Authorized Personnel
Verbal warning	Any member of the district staff
Written warning	Coaches, teachers, assistant principal, principal, superintendent
Written notification to parent	Coaches, teachers, assistant principal, principal, superintendent
Detention	Teachers, assistant principal, principal, superintendent
Alternative to Suspension Program	Assistant principal, principal, superintendent
Suspension from transportation	Director of transportation, assistant principal, principal, superintendent
Suspension from athletic participation	Coaches, dean of athletics, assistant athletic director, athletic director, assistant principal principal, superintendent
Suspension from social or extracurricular activities	Activity director, assistant principal, principal, superintendent

Penalty	Authorized Personnel
Suspension of other privileges	Assistant principal, principal, superintendent
In-school suspension	Principal, superintendent
Removal from classroom by teacher	Teachers, assistant principal, principal
Short-term (five days or less) suspension from school (OSS)	Principal, superintendent, board of education
Long-term (greater than five days) suspension from school (OSS)	Superintendent, board of education
Permanent suspension from school (Expulsion)	Superintendent, board of education
Referral to Youth Court	Assistant principal, principal, superintendent, school resource officer

Students assigned an Out-of-School Suspension may be required to participate in a reentry meeting with school administration and/or designated staff prior to returning to the instructional program. The purpose of the meeting is to review/reinforce behavioral expectations and facilitate a successful transition back to school.

D. CORPORAL PUNISHMENT

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

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

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

VIII. DISCIPLINARY PROCEDURES AND REFERRALS

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, 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 penalty in connection with the imposition of the penalty.

Students who are to be given penalties other than an oral warning, written warning, or written notification to their parents, may be entitled to additional rights before the penalty is imposed.

A. DETENTION

Teachers, principals and the superintendent may use before or after-school detention, or lunch detention, as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified of the penalty, and the student has appropriate transportation home following detention when in the case of after school detention. In the case of a lunch detention, the student will be permitted to eat their lunch in an alternate location from the cafeteria.

B. SUSPENSION FROM TRANSPORTATION

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

C. SUSPENSION FROM ATHLETICS AND EXTRACURRICULARS

Students may be suspended from athletic participation, extracurricular activities and other privileges as per the Athletic and Extracurricular Code of Conduct. A student subjected to a suspension from athletic participation, extracurricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the district officials imposing the suspension to discuss the conduct and the penalty involved.

D. Alternative to Suspension Program

The Grand Island High School Viking Prep Program is an alternative to a traditional suspension program. We believe all members of our school community should be held accountable to each other, and that our school community works to restore harm, encourage empathy and responsibility, and transform future actions to accommodate necessary change. This program may be used for certain Code of Conduct violations as an alternative to suspension. Participation in the alternative to suspension program requires work with the school social workers, reflection on the code of conduct violation by the student, and the student development of a plan to prevent future recurrence of

the behavioral infraction.

E. IN-SCHOOL SUSPENSION

The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as of a code of conduct violation in "in-school suspension". The in-school suspension teacher will be a certified teacher when available.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

F. DEFINITION OF A DISRUPTIVE STUDENT

For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

G. TEACHER DISCIPLINARY REMOVAL OF DISRUPTIVE STUDENTS

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code. Such practices may include but are not limited to:

- Sending a student into the hallway briefly.
- Sending a student to a guidance counselor or other district staff member for counseling.
- Sending a student to the principal's office for the remainder of the class time only.
- Short-term "time out" in an elementary classroom or in an administrator's office.

1. No Danger or Ongoing Threat of Disruption

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher

remove a student from class. A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

2. Danger or Ongoing Threat of Disruption

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

H. DISCIPLINARY REMOVAL FROM THE CLASSROOM PROCESS

1. The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.
2. Within 24 hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.
3. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.
4. The principal may require the teacher who ordered the removal to attend the informal conference.
5. If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.
6. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.
7. Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class.
8. The principal must keep a log of all removals of students from class.

I. OVERTURNING A DECISION TO REMOVE FROM THE CLASSROOM

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.
4. The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever comes first.

J. REMOVAL OF A STUDENT WITH A DISABILITY

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

K. SUSPENSION FROM SCHOOL

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

1. All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of the code of conduct.
2. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.
3. The superintendent or principal, upon receiving a recommendation or referral for suspension; or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

L. SHORT-TERM (5 DAYS OR LESS) SUSPENSION FROM SCHOOL

1. When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214 (3), the suspending authority must immediately notify the student orally.
2. If the student denies the misconduct, the suspending authority must provide an

explanation of the basis for the proposed suspension.

3. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The administrator will send the parents/guardians of the student a letter that explains the days of suspension and the incident that led to the suspension. a. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. b. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents. c. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. d. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. e. After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. i. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. ii. If the parents are not satisfied with the superintendent's decision, they 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. iii. Only final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

M. LONG-TERM (MORE THAN 5 DAYS) SUSPENSION FROM SCHOOL

The administrator will send the parents/guardians of the student a letter that explains the days of suspension and the incident that led to the suspension. When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing.

1. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.
2. The superintendent shall personally hear and determine the proceeding or may, at

his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her.

3. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record.
4. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent.
5. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.
6. An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. a. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision. b. The board may adopt in whole or in part the decision of the superintendent. c. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

N. PERMANENT SUSPENSION

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a continuing danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

O. MINIMUM PERIODS OF SUSPENSION

1. Students Who Bring a Weapon to School

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. (A student with a disability may be suspended only in accordance with the requirements of state and federal law.)

Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following: a. Extenuating circumstances. b. Input from parents, teachers, and/or others. c. The student's age. d. The student's grade in school. e. The student's prior disciplinary record. f. The superintendent's belief that other forms of discipline may be more effective.

2. Students Who Commit Violent Acts Other Than Bring a Weapon to School

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term

suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon. The Superintendent may consider the cumulative effect of each and every act on the part of the student.

3. Students Who Are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interfere with the Teacher's Authority Over the Classroom

a. Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days.
b. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law §3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester.
c. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension.
d. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension
e. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

4. Change of Placement Rules

A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either: a. For more than 10 consecutive school days; or b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals, to one another.

P. REFERRALS

1. Counseling

The Guidance Office and building Principal shall handle all referrals of students to counseling.

2. PINS Petition

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 an ongoing or continual course of conduct that makes the student ungovernable or habitually disobedient and beyond the lawful control of the school. c. Knowingly and unlawfully possessing marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a 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).

Students who engage in a physical altercation on school premises, and students who are in possession of vape devices, drugs, or drug paraphernalia on school district property may be referred to the town Youth Court by the school principal in conjunction with the School Resource Officer. This will be in addition to other school disciplinary actions.

P. ALTERNATIVE INSTRUCTION

As far as is practical in the Grand Island Central Schools, alternative educational environments will be considered and offered to students where appropriate. Such alternatives may include but not be restricted to the following:

- Alternative school programs
- Home instruction
- Special Education Placement
- Time out area

IX. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities are entitled to certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

A. CHANGE OF PLACEMENT RULES

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either: a. For more than 10 consecutive school days; or b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals, to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

B. AUTHORIZED SUSPENSIONS OR REMOVALS OF STUDENTS WITH DISABILITIES

For purposes of this section of the code of conduct, the following definitions apply:

a. **Suspension** means a suspension pursuant to Education Law §3214.

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

c. **IAES** means a temporary educational placement for a period of up to 45 days other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from returning.

d. **Weapon** means the same as "dangerous weapon" under 18 U.S.C. §930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except ... [for] a pocket knife with a blade of less than 2½ inches in length."

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

f. **Illegal drugs** means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally

possessed or used under any other authority under the Controlled Substances Act or any other law.

School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

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

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

C. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

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

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

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

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

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

a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either: i. Conducted an individual evaluation and determined that the student is not a student with a disability, or ii. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.
4. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
5. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
6. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
7. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
8. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. EXPEDITED DUE PROCESS HEARINGS

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

1. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
2. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
3. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a

determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

4. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
5. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such a time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. REFERRAL TO LAW ENFORCEMENT AND JUDICIAL AUTHORITIES
In accordance with the provisions of IDEA and its implementing regulations:

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

F. RED FLAG LAW

School administrators or designee will be able to file a petition, asking a court to issue an "extreme risk protection order" against a student, if a young person is experiencing a crisis or exhibiting dangerous behavior. The court may authorize action by law enforcement to prevent the individual from accessing firearms. A petition may be filed by a school principal or other "chief school officer" working at the school.
Vice principals, assistant principals and teachers are not authorized to file petitions but they can do so if designated in writing by the principal or chief school officer. Other individuals who may be designated are: school guidance counselors, school psychologists, school social workers, school nurses, other school personnel required to hold a teaching or administrative license or certificate, and full or part-time compensated school employees required to hold a temporary coaching license or professional coaching certificate.
An enrolled student will remain enrolled under the Red Flag law unless the district takes separate action in accordance with their code of conduct. The law provides for a two-stage process: a temporary extreme risk protection order and a final extreme risk protection order. The court can issue a temporary extreme risk protection order if the

school official can provide factors that the student is a threat.

Temporary Extreme Risk Protection Order

The school administrator must file the petition in the state Supreme Court of the county in which the student resides. A decision regarding whether to grant the application will be made by the court the same day that the application is filed.
In determining if a temporary extreme risk protection order is needed, the court may conduct an examination, under oath, of the school officials, any witness or witnesses that may be present. Factors may include: a. A threat or act of violence or use of physical force directed toward self, the school official, or another person. b. Any pending charges or conviction for an offense. c. Reckless use, display or brandishing of a firearm, rifle, or shotgun. d. Evidence of abuse of controlled substances or alcohol within six months of the petition. e. If there is evidence of recent acquisition of a firearm, rifle, or shotgun.
If the court does issue a temporary extreme risk protection order, the student would be prohibited from purchasing, possessing, or attempting to purchase or possess a firearm, rifle or shotgun. The courts would notify the state police and law enforcement agency within the jurisdiction, all applicable licensing officers, and the division of criminal justice services. A law officer will also search the student's possession for firearms, rifles, and shotguns.

Final Extreme Risk Protection Order

Three to six days after the student is served with a temporary extreme risk protection order, the court will hold a hearing to determine if a final extreme risk protection order will be issued, unless the student has requested additional time to prepare. If the final extreme protection order is issued, any firearm, rifle, or shotgun removed previously will be kept by law enforcement, and the student's firearm license will be suspended. The final extreme risk protection order will be in effect for a period of one year. The court will notify appropriate agencies, including law enforcement and criminal services, and the Federal Bureau of Investigation.

Considerations

If school personnel become aware of a student who is exhibiting behavior you consider dangerous, you should immediately bring the matter to the attention of the school principal or chief school officer.

If the school administrator believes the student is likely to engage in conduct that would result in serious harm to themselves or others and should not have access to firearms, the administrator should contact the district's school attorney immediately. The attorney can assist in seeking an extreme risk protection order.

X. STUDENT CONDUCT ON SCHOOL BUSES

A. WAITING FOR THE BUS

1. Students are not to push, pull, fight, or chase other students at the bus stop or bus stop to home.
2. Be on time for the bus. Students are to arrive at the stop at least five minutes, but not more than ten minutes, before the bus is scheduled to stop. Our routing is a combination of individual house stops and corner stops. In inclement weather, students sometimes wait inside their houses until the bus arrives. The extra time that the bus has to wait for a student at a stop disrupts the bus schedule and results in other students who are on time waiting longer in the same weather at their bus stops.
3. If your child misses the school bus NEVER let them run after the bus. NEVER drop off your child behind the school bus at another stop. They have a tendency to get too close to the bus when it pulls away.
4. As the bus approaches, students are to line up fifteen feet from the road. Students are not to approach the bus until it has stopped and the driver has opened the door. In general, buses are to stop 10 feet back from where a student crosses. If the student has to cross the road to get to the bus from your bus stop, observe these precautions:
    - Make certain that the red lights are flashing. Wait for the driver to signal to begin crossing. The driver will signal with the P.A. or by using their thumb or forefinger to signal when it is safe for the student to approach the end of their driveway or curb. When at the end of their driveway or curb, students are to look both ways (left and right) to make certain that all traffic has stopped, and it is safe for them to cross the road. After they have crossed, students are then to walk along the shoulder of the road to the door entrance.
5. Students are to be alert to any warning issued by the driver over the P.A. system.
6. Additionally, all students are to understand that if the horn blows while they are crossing the road, they are to immediately return to the side of the road that they started from.
7. When students are boarding the school bus they must stay out of the school bus danger zone.
8. Students are to never walk behind the bus or touch or reach under the bus.
9. Behavioral expectations on the bus are the same as in school.

B. UNLOADING THE BUS

1. Students are not to leave their seats until the bus has come to a complete stop and the driver has opened the door.
2. Before stepping off of the bus students are to look to the right to make certain that a car, motorcycle, bicycle, etc. is not passing the bus on the right.
3. Crossers are to walk out along the shoulder of the road at least 10 feet (ten steps) in front of the bus. This distance to be used, in conjunction with the principle that the students are to go far enough out so that they can see the driver and the driver

can see them.
4. Students are to remember: "I can see you, you can see me."
5. When it is safe to cross, the driver will aim with their thumb and forefinger at the student and then point towards the center of the road to signal when it is safe to proceed to the center of the road/edge of the bus.
6. At the center of the road, all students are to individually stop and look both ways (left and right) to make certain that all traffic has stopped and it is safe for them to proceed across the road.
7. Students are to be alert to any warning issued by the driver over the P.A. system.
8. All students are to understand that if the horn blows while they are crossing the road, they are to immediately return to the side of the road that they started from.
9. When students get off of the school bus, they must stay out of the school bus danger zone.
10. Students are to never walk behind the bus or touch or reach under the bus.
11. The bus is to remain halted until the students are out to the school Bus Danger Zone. Vehicle Traffic Law (V.T.) 1174 states that before the bus leaves the stop, all students must be "at least 15 feet from the bus and either off the highway, street or private road, or on a sidewalk."
12. Students going to mailboxes, paper boxes, bringing in the garbage cans, etc. make this rule a particular concern.
13. Parents must not supersede the bus driver's directions to their children by calling them across the road or in any way distracting their children from the bus safety procedures established by this policy.

C. STUDENT DRIVERS AND PARKING

Student driving and parking will be allowed for senior students, and when space permitting may be allowed for junior students. The following are applicable to all students who are issued a student parking permit:

1. A student must maintain a 90% attendance rate with reference to absences and tardies. In addition, all student fee obligations must have been met.
2. A student must be passing all classes in order to receive a parking permit, and it may be revoked for failing to meet academic requirements.
3. Permission to park on this property subjects the vehicle to search by school administration and any police agency at the school's request.
4. Copy of vehicle registration, insurance card and student license are due at the time of permit application.
5. Students must obtain the proper parking permit from the high school main office and must display it on their vehicle as directed.
6. Students who park on campus and do not have a valid parking permit displayed may be subject to ticketing.
7. Students are required to follow all traffic safety rules when driving on the school campus. Failure to do so may result in ticketing and/or revocation of the school parking permit.
8. Students may not park in spots that have been secured by another student as a function of the Senior Painted Parking space reserved parking. Doing so may

result in ticketing and/or revocation of the school parking permit.
9. Students may not park in areas that are reserved for faculty and staff. Students may only park in areas that are designated for student parking.

XI. STUDENT SEARCHES AND INTERROGATIONS

A. COMMITMENT TO A SAFE AND ORDERLY ATMOSPHERE

The board of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment:

1. Any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct.
2. Students are not entitled to any sort of "Miranda" type warning before being questioned by school officials.
3. Nor are school officials required to contact a student's parent before questioning the student.
4. However, school officials will tell all students why they are being questioned.
5. Grand Island School Board Regulations #7440R will be followed and Grand Island School Board Policy #7471 on Gun-Free School will be followed.

B. CONDUCTING A SEARCH

1. The board authorizes the superintendent, building administrators, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.
2. An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.
3. An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if: a. They have previously supplied information that was accurate and verified. b. They make an admission against their own interest. c. They provide the same information that is received independently from other sources. d. They appear to be credible and the information they are communicating relates to an immediate threat to safety. e. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.
4. Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.
5. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

6. In instances where there is reasonable suspicion that a student may be in possession of a weapon or drug paraphernalia, including a vape device, metal detecting devices may be used.

C. STUDENT LOCKERS, DESKS AND OTHER SCHOOL STORAGE PLACES

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

D. STRIP SEARCHES

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. No school official will conduct a strip search of a student. A strip search shall only be conducted by the police. After notification to the Superintendent, the police will be contacted to take full control and responsibility of the search.

E. POLICE INVOLVEMENT IN SEARCHES AND INTERROGATIONS OF STUDENTS

1. District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. If a student commits an act that may be considered a crime while on school property or during an off-campus school sponsored activity, the district reserves the right to file a complaint. This complaint will be against the perpetrator and will be with the police.
2. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have: a. A search or an arrest warrant; or b. Probable cause to believe a crime has been committed on school property or at a school function; or c. Been invited by school officials.
3. Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.
4. Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means: a. They must be informed of their legal rights. b. They may remain silent if they so desire. c. They may request the presence of an attorney.

F. CHILD PROTECTIVE SERVICES INVESTIGATIONS

1. Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.
2. All requests by child protective services to interview a student on school property shall be made directly to the building principal or his or her designee.
3. The principal or his or her designee shall set the time and place of the interview.
4. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations.
5. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.
6. A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XII. VISITORS TO THE SCHOOLS

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. Anyone who is not a regular staff member or student of the school will be considered a visitor. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. All visitors to the school must report to the office of the principal or the building's designated security desk upon arrival at the school. There they will be required to present their driver's license, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office or designated security desk before leaving the building.
2. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
3. Any unauthorized person on school property will be reported to the principal or his

or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Visitors attending school functions that are open to the public, such as parent teacher organization meetings or public gatherings, are not required to register.
7. Faculty and staff are expected to complete the proper prior approval for planned building/classroom visitors in accord with the protocols for the building and the building faculty/staff handbook.

XIII. PUBLIC CONDUCT ON SCHOOL PROPERTY

1. The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function, including students, teachers and district personnel.
2. The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.
3. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. PROHIBITED CONDUCT

No person, either alone or with others, shall:

1. Disrupt the orderly conduct of classes, school programs or other school activities.
2. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
3. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
4. Gamble on school property or at school functions.
5. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
6. Intentionally injure any person or threaten to do so.

7. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability, or otherwise.
8. Loiter on or about school property.
9. Obstruct the free movement of any person in any place to which this code applies.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
11. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
12. Violate any federal or state statute, local ordinance or board policy while on property or while at a school function.
13. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
14. Be in possession of or use cigarettes or vape devices on school property.
15. Willfully incite others to commit any of the acts prohibited by this code.

B. PENALTIES

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

1. **Visitors:** Their authorization, if any, to remain on school ground or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. **Students:** They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. **Tenured faculty members:** They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. **Staff members in the classified service of the civil service:** They are entitled to the protection of Civil Service Law §75 or any other legal rights that they may have.
5. **Staff members, other than those described in subdivisions 3 and 4:** Shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. ENFORCEMENT

1. The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.
2. When the building principal or his/her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop.
3. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury

to persons or property, the principal or his/her designee shall have the individual removed immediately from school property or school function.
4. If necessary, local law enforcement authorities will be contacted to assist in removing the person.
5. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above.
6. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XIV. PUBLICATIONS, DISTRIBUTION, AND REVIEW

A. DISSEMINATION OF CODE OF CONDUCT

The board will work to ensure that the community is aware of this code of conduct by:

1. Making copies of the code available for review by students, parents and other community members.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Providing a public hearing prior to Board approval.
4. Providing a summary of the Code of Conduct to be mailed and/or distributed via district email to all students to ensure that students understand the standards of respect, and appropriate behavior that the school community expects from them.
5. 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.
6. 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.
7. Providing all new teachers and teaching assistants with a copy of the current code of conduct when they are first hired and/or during the orientation. (Other employees will receive a Summary of the Code of Conduct.)
8. 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.
9. Providing training to staff that specifically highlights the Dignity Act provisions, such as the prohibition against discrimination, harassment and bullying, reporting requirements and the availability of each school's Dignity Act Coordinator.

B. REVIEW

1. The board of education will review this code of conduct yearly 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.
2. The board may appoint an advisory committee to assist in reviewing the code of conduct 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.

3. 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.

C. PUBLICATION

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.