Buffalo City School District

SCHOOL COMMUNITY RELATIONS

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SUBJECT: SCHOOL-COMMUNITY RELATIONS

The Board of Education strives to conduct District affairs by way of a continuing, open dialogue between the community and the schools. Given District residents' high level of interest in the education of children, the Board wished to maintain its high level of sensitivity to the needs and desires of the community and to act expeditiously to meet changing needs and conditions.

To this end, the Board establishes the following guidelines for community involvement:

a) To provide every possible means whereby all residents of the School District may have the opportunity to contribute their best thinking to the orderly planning of education for children in the District;

b) To keep the community accurately informed about its schools by raising public awareness of every aspect of the School System, and to thereby stimulate interest and participation in the schools;

c) To ascertain the community's opinions and desires with respect to the operations of the School System, and to incorporate that knowledge into its actions;

d) To encourage contributions from the parent-teacher associations of the District so that school personnel and parents cooperate to advance the educational welfare of the children;

e) To handle all complaints from the public by the administrative officer in charge of the unit of the School District organization closest to the complainant. However, such complaints may be carried to the Superintendent of Schools and/or the Board if the problem cannot be solved at that level (refer also to Policy #3230 -- Public Complaints).

f) To promote a spirit of cooperation among the Board, the schools and the community;

g) To develop and maintain the confidence of the community in the Board and the School District staff;

h) To develop arrangements among civic and community organizations for sharing of resources, especially in the creation of programs designed to benefit students; and

i) To develop and maintain the most effective means of communication possible with the people of the District.

Notwithstanding the above, the final decisions in these areas will rest with the Board.

NOTE: Refer also to Policies #3111 -- Public Information Program/News Releases
       # 3170 -- Parent, Family, and Community Involvement Policy

Adopted: 4/24/02
SUBJECT: PUBLIC INFORMATION PROGRAM/NEWS RELEASES

Public Information Program

The Board of Education shall maintain a continuing public information program in order to promote widespread understanding of the school program, and to gain the support and participation of the community in the School System.

In addition to encouraging members of the community to attend and participate in public Board meetings, the Superintendent of Schools shall develop a program aimed at disseminating Board policies and District educational programs to the public.

The Superintendent or his/her designee shall keep the public informed about Board policies and educational programs. Each school, through its faculty and staff, should participate not only in the dissemination of information to the public, but also in the planning of events and social programs aimed at getting the community involved in School District activities.

Parents and citizens wishing to obtain information should inquire first through a building principal or other school administrator, then through the Superintendent, and finally through the Board.

News Releases

News items affecting the Buffalo Public School System generally will be released to the press, radio and television channels by the Superintendent of Schools, the Chief Academic Officer, or the Chief Operations Officer via the Public Relations Office.

News items pertaining to a particular area of school activity may be released by the director or supervisor of that area with the approval of the Chief Academic Officer or the Associate Superintendent in charge.

News items pertaining to a particular school may be released to the press by the building principal of that school after review by the Office of Public Relations.

A principal may always refer a question from the press to the Public Relations Office.

News Media Relations

The Superintendent of Schools shall establish all necessary procedures to govern day-to-day interactions between the schools and the news media. All school staff desiring to release information to the media shall first notify the building principal.

(Continued)
SUBJECT:  PUBLIC INFORMATION PROGRAM/NEWS RELEASES  (Cont'd.)

The Board of Education invites and welcomes the active participation of all forms of mass media in promoting the cause of good education within the District and elsewhere. The Board encourages suggestions and advice from representatives of the media as to how best to facilitate the flow of information to them from the Board and others within the School System.

Adopted:  4/24/02
SUBJECT: RELATIONS WITH BUSINESS AND COMMUNITY ORGANIZATIONS

The Board of Education recognizes the potential benefits of community partnerships with school districts. The Board and District staff shall therefore cooperate with those organizations which may provide support in improving the educational, vocational, counseling, and/or extracurricular opportunities in the District. Board members shall seek to maintain regular interaction with business and community leadership, both on a formal and informal basis.

Partnerships with these organizations may include mentors, internships, workforce opportunities, pilot projects, grants, and volunteer services in addition to or as part of the District curriculum.

The Board shall appoint a business-community liaison whose duties shall include the following:

a) To investigate all opportunities which may be available to the District through an association with such organizations;

b) To coordinate these organizations' efforts in order to serve the greatest number of District students;

c) To develop guidelines for the implementation of the school-business-community partnership, and suggest curricular and extracurricular developments as a result of such partnership;

d) To attend appropriate meetings of such organizations to inform them about educational issues and needs of the schools, and to report back to the District about issues of concern to area business and the community; and

e) To seek grants and gifts to the schools which will help improve education in the District.

The business/community liaison will report to the Board on a semi-annual basis, and the Superintendent of Schools shall regularly inform the Board of the status of business-community programs in effect in District schools.

Adopted: 4/24/02
SUBJECT: DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING

General Criteria

The availability of Internet access in the District provides an opportunity for staff and students to access information and contribute to the District's online presence. The District/school/classroom websites must relate to curriculum or instructional matters, school authorized activities, or general information of interest to the public pertaining to the District or its schools. Staff and students are prohibited from publishing personal home pages or links to personal home pages as part of the District/school/classroom Web Page(s). Similarly, no individual or outside organization will be permitted to publish personal Web Pages as part of the District/school/classroom Web Page(s).

Internet access for the creation of Web Pages is provided by the District and all information must be reviewed by the Website Manager prior to publishing it on the Web. Personnel designing information for the Web Pages must familiarize themselves with and adhere to District standards and procedures. Failure to follow District standards or responsibilities may result in disciplinary sanctions in accordance with law and/or the applicable collective bargaining agreement.

The District will ensure that any and all notifications and documents required by law, regulation, or District policy to be posted on its website will be published.

Content Standards

a) Approval for posting a Web Page must be obtained from the Website Manager or his or her designee(s). If at any time, the Website Manager or designee(s) believes the proposed material does not meet the standards approved by the District, it will not be published on the Web. Decisions regarding access to active Web Pages for editing content or organization will be the responsibility of the Website Manager or designee(s).

b) A Web Page must be sponsored by a member of the District faculty, staff or administration who will be responsible for its content, design, currency and maintenance. The sponsor is responsible for ensuring that those constructing and maintaining the Web Page have the necessary technical training and that they fully understand and adhere to District policies and regulations. The Web Page must include the name of the sponsor.

c) Staff or student work should be published only as it relates to a school/classroom authorized project or other school-related activity, and in compliance with any and all relevant laws, rules, and regulations.

d) The review of a Student Web Page (if considered a school sponsored student publication) will be subject to prior District review as would any other school sponsored student publication.

(Continued)
SUBJECT: DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING (Cont'd.)

e) An authorized teacher who is publishing the final Web Page(s) for himself or herself or for a student will edit and test the Page(s) for accuracy of links and check for conformance with District standards and practices.

f) Commercial advertising or marketing on the District/school/classroom Web Page(s) (or the use of school-affiliated Web Pages for the pursuit of personal or financial gain) will be prohibited unless otherwise authorized in accordance with law and/or regulation. Decisions regarding website advertising must be consistent with existing District policies and practices on this matter. School-affiliated Web Pages may mention outside organizations only in the context of school programs that have a direct relationship to those organizations (e.g., sponsorship of an activity, student community service project).

g) Web Pages may include faculty or staff names; however, other personal information about employees including, but not limited to, home telephone numbers, addresses, email addresses, or other identifying information such as names of family members may be published only with the employee's written permission.

h) All Web Pages must conform to the standards for appropriate use found in the District's Acceptable Use Policy(ies) and accompanying regulations regarding standards of acceptable use; examples of inappropriate behavior; and compliance with applicable laws, privacy, and safety concerns.

i) All staff and/or students authorized to publish material on the District/school/classroom Web Page(s) must acknowledge receipt of the District's Web Page Standards and agree to comply with these standards prior to posting any material on the Web.

Release of Student Education Records/Directory Information

The District will not permit students' personally identifiable information to be posted on any District Web Pages unless the posting is consistent with the Family Educational Rights and Privacy Act (FERPA) and District policy.

Use of Copyrighted Materials and Fair Use Exceptions

Copyrighted Materials

All employees and students are prohibited from copying materials not specifically allowed by the copyright law, Fair Use guidelines, licenses, or contractual agreements, or the permission of the copyright proprietor. Web Page publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials or notice that the publication is in accordance with the Fair Use provisions of the Copyright Law.

(Continued)
SUBJECT: DISTRICT STANDARDS AND GUIDELINES FOR WEB PAGE PUBLISHING
(Cont’d.)

Consequences for Non-Compliance

Web Pages that do not comply with the above criteria are subject to revocation of approval and removal from the District/school/classroom websites.

Staff

Faculty or staff posting non-approved or inappropriate material on a school-affiliated website are subject to discipline, including possible suspension or revocation of access to the District's computer network, in accordance with law and applicable collective bargaining agreements. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

Students

Students posting non-approved or inappropriate material on a school-affiliated website are subject to discipline, including possible suspension or revocation of access to the District's computer network, in accordance with applicable due process procedures and the District Code of Conduct. In the case that a violation may constitute a criminal offense, it will be reported to the appropriate authorities.

Oversight

The Superintendent or designee will have the authority to approve or deny the posting of any proposed Web Pages on school-affiliated websites based upon compliance with the terms and conditions set forth in this policy as well as applicable District practices and procedures.

Digital Millennium Copyright Act (DMCA), 17 USC §§ 101 et seq., 512 and 1201 et seq.
Family Educational Rights and Privacy Act of 1974, 20 USC § 1232(g)
34 CFR Parts 99 and 201

NOTE: Refer also to Policies #7241 -- Student Directory Information
#7410 -- Extracurricular Activities
#8350 -- Use of Copyrighted Materials

Adoption Date
SUBJECT: SHARED DECISION-MAKING AND SCHOOL-BASED PLANNING

The Board of Education encourages the participation of the community in improving education in our schools. In accordance with the Regulations of the Commissioner, the Board has adopted a plan for the effective participation of parents, teachers, administrators, and the Board in shared decision-making at the building level. This plan specifies:

a) The educational issues which are subject to decision sharing and cooperative planning at the school level;

b) The manner and extent of the expected involvement of all parties;

c) The means and standards by which all parties will evaluate improvement in student achievement;

d) The means by which all parties will be held accountable for the decisions made;

e) The process whereby disputes will be resolved at the local level; and

f) The manner in which all state and federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan.

A copy of the Plan for Participation by Teachers and Parents in School-Based Planning and Shared Decision-Making shall be available at each school and at the Central District Office; individual copies of the plan will be provided upon request.

Every two (2) years, the Board shall, in collaboration with the District Committee of Stakeholders, review the plan to determine its effectiveness and to amend or recertify the plan, as needed. Any amendment or recertification of the plan will be developed and adopted in accordance with Section 100.11 of the Regulations of the Commissioner.

The amended or recertified plan, together with a statement of the plan's success in achieving its objectives, shall be submitted to the Commissioner of Education for approval no later than February 1 of each year in which biennial review takes place.

8 NYCRR § 100.11

Adopted: 4/24/02
SUBJECT:  FLAG DISPLAY

In accordance with State Education Law and Executive Law, the Board will display the United States flag upon or near each public school building during school hours, weather permitting, and such other times as the statutes may require or the Board may direct.

When ordered by the President, Governor, or local official, to commemorate a tragic event or the death of an outstanding individual, the flag will be flown at half-staff. The Superintendent's approval will be required for the flag to be flown at half-staff on any other occasion.

The flag will be displayed in every assembly room (i.e., the auditorium) including the room where the Board meetings are conducted, as well as displayed in all rooms used for instruction.

4 USC § 6
Education Law §§ 418-420
Executive Law §§ 402 and 403
8 NYCRR §§ 108.1-108.3
SUBJECT: SCHOOL VOLUNTEERS

Volunteers are persons who are willing to donate their time and energies to assist building principals, teachers, and other school personnel in implementing various phases of school programs. Volunteers will serve in that capacity without compensation or employee benefits except for liability protection under the District's insurance program.

The Board has a school volunteer program to support District instructional programs and extracurricular activities. The purpose of the volunteer program is to:

a) Assist employees in providing more individualization and enrichment of instruction;

b) Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process;

c) Strengthen school/community relations through positive participation.

An application must be filled out by each prospective volunteer and forwarded to the School building, where they would like to volunteer, for evaluation. The building principal will forward his or her decisions concerning selection, placement and replacement of volunteers to the Superintendent for final evaluation. Following approval from the Superintendent, volunteers selected for work in the District will be placed on the list of approved volunteers. However, the Superintendent retains the right to approve or reject any volunteer applications submitted for consideration.

Volunteer Protection Act of 1997, 42 USC § 14501 et seq.
Education Law §§ 3023 and 3028
Public Officers Law § 18

NOTE: Refer also to Policy #6540 -- Defense and Indemnification of Board Members and Employees
SUBJECT: CHARTER SCHOOLS

A charter school is a public school financed through public local, state, and federal funds that is independent of local school boards. The local school district within which the charter school is located has the right to visit, examine, and inspect the charter school for compliance with all applicable laws, regulations, and charter provisions.

Charter schools may be located in part of an existing public school building, a private work site, a public building, or any other suitable location. At the request of the charter school or prospective applicant, the District will make available a list of vacant and unused school buildings and vacant and unused portions of school buildings, including private school buildings, within the District which may be suitable for the operation of a charter school.

Academic Credit

The District's high school(s) may accept academic credit from students who transfer from the charter school as authorized and/or permitted in accordance with law, Commissioner's regulations, and local District standards. Either the charter school or the local School Board may issue a high school diploma upon students' graduation from a charter school depending on the charter school's relationship with the Board.

Educational Materials

Students attending a charter school have the same access to textbooks, software, and library materials loaned by the District as if enrolled in a nonpublic school. Within available District inventory and budgetary appropriations for purchase of these materials, the District is required to provide these materials on an equitable basis to all public school students and to all nonpublic school and charter school students who are residents of the District or who attend a nonpublic or charter school in the District. The base year enrollment of students in the charter school may be claimed by the District for the purposes of textbook, software, and library materials aids, in the same manner as nonpublic school enrollments are claimed.

Transportation

For the purpose of transportation, charter schools are considered nonpublic schools. Students attending charter schools who reside within a 15 mile radius of the charter school (or a greater radius if the voters of the district of residence have approved nonpublic transportation for more than 15 miles) will receive transportation from their district of residence on the same basis as nonpublic school students; that is, subject to the applicable minimum mileage limits for transportation in the district of residence, and the requirement of the timely filing of the request for transportation in accordance with Education Law.

A student cannot be dually enrolled in the charter school and District schools. However, the district of residence of students attending a charter school may, but is not required to, allow those students to participate in athletic and extracurricular activities.

(Continued)
SUBJECT: CHARTER SCHOOLS (Cont'd.)

Special Education

Special Education programs and services will be provided to students with disabilities attending a charter school in accordance with the individualized education program recommended by the Committee or Subcommittee of Special Education of the student's district of residence. The charter school may arrange to have these services provided by the district of residence or by the charter school directly or by contract with another provider. Where the district of residence provides the special education programs or services, they will be provided in the same manner as provided to students in other public schools in the District. This includes the provision of supplementary and related services on site to the same extent the District's policy and practices provide such services on the site of other public schools.

Employees

All employees of a public school converted to a charter school are included within the negotiating unit for the local school district, but the collective bargaining agreement of that negotiating unit may be modified by a majority vote of the members who work at the charter school, with the approval of the Board of Trustees of the charter school.

Instructional employees of a charter school which has not been converted from an existing public school and which has more than 250 students during the first year of instruction will be represented in a separate negotiating unit at the charter school by the same employee organization representing similar employees in the local school district. Employees may be included in the Teachers' Retirement System and other retirement systems open to employees of the District. Financial contributions for these benefits are the responsibility of the charter school and the charter school's employees.

Leaves of Absence

A teacher employed by the District may make a written request to the Board for an extended leave of absence to teach at a charter school. Approval for such a leave of absence for a period of three years or less will not be unreasonably withheld. If this approval is granted to a teacher by the District, the teacher may return to teach in the District during the period of leave without the loss of any right of certification, retirement, seniority, salary status, or any other benefit provided by law or by collective bargaining agreement. If an appropriate position is unavailable, the teacher's name will be placed on a preferred eligible list of candidates for appointment to a vacancy that may occur after in an office or position similar to the one the teacher filled in the District immediately prior to the leave of service.

(Continued)
SUBJECT: CHARTER SCHOOLS (Cont'd.)

Charter School Finances

The enrollment of students attending charter schools will be included in the enrollment, attendance and, if applicable, count of students with disabilities of the school district in which the charter school student resides. The charter school will report all of this data to the districts of residence in a timely manner for reporting to the State Education Department (SED). The school district of residence will pay directly to the charter school for each student enrolled in the charter school the basic tuition as determined by the Commissioner of Education as set forth in Education Law. The district of residence must forward these payments to the charter school in six substantially equal installments each year beginning on the first business day of the months of July, September, November, January, March, and May.

Approved operating expenses include the essential operating cost of the District. Excluded are costs for transportation, debt services, construction, tuition payments to other school districts, some BOCES payments, cafeteria or school lunch expenditures, balances and transfers, rental income from leased property, and certain other limited categories unless otherwise authorized by the State Charter School Facilities Incentive Program.

Charter school financing in the first year of operation will be based on the number of students projected to be served by the charter school and the approved operating expenses of the district of residence of those students. Adjustments will be made in each subsequent year based upon the final report by the charter school of actual enrollment.

Federal and State aid attributable to students with disabilities are required to be paid to a charter school by the school district of residence for those students attending the charter school in proportion to the services the charter school provides such students directly or indirectly. Payment of federal aid attributable to a student with a disability attending a charter school must be made according to the requirements set forth in federal law and regulations. Failure by the District to make required payments will result in the State Comptroller deducting the required amounts from State funds due to the District and paying them to the charter school.

The District, the charter entity, and the State are not liable for the debts of the charter school.

Notice and Hearing Requirements

The New York State Board of Regents is required to provide the District information on the charter school process. If a charter school is proposed, the charter entity and the Board of Regents will notify the school district in which the charter school is located and public and nonpublic schools in the same geographic area as the proposed charter school at each significant stage of the chartering process.
SUBJECT: CHARTER SCHOOLS (Cont’d.)

This notification will be provided by the charter entity within 30 days of its receipt of an application for formation of a new charter school or for renewal of an existing charter school and at least 45 days prior to initial approval of the charter application by the charter entity.

Before a charter is issued, revised, or renewed, the school district in which the charter school is located will hold a public hearing to solicit comments from the community potentially impacted by the proposed charter school. When a revision involves the relocation of a charter school to a different school district, the proposed new school district will also hold a hearing. The school district will, at the time of its dissemination, provide the SED with a copy of the public hearing notice.

No later than the business day next following the hearing, the school district will provide written confirmation to both the charter entity and the SED of the date and time the hearing was held. Copies of all written records or comments generated from the hearing will be submitted to the charter entity and the SED within 15 days of the hearing.

The school district will also be given the opportunity to comment on the proposed charter to the charter entity. The charter entity will consider any comments raised and submit them to the Board of Regents with the application for issuance, revision, or renewal of a charter.

In the event the school district fails to conduct a public hearing, the Board of Regents will conduct a public hearing to solicit comments from the community in connection with the issuance, revision, or renewal of a charter.

20 USC §§ 76.785-76.799
State Charter School Facilities Incentive Program, 34 CFR Part 226
34 CFR § 300.209
Education Law Article 56 and §§ 701, 711, 751, 912, 3602(11), and 3635
8 NYCRR Parts 100 and 119

Adoption Date
SUBJECT: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY

Preamble: Parent, Family and Community Engagement Core Beliefs & Commitment

The Buffalo Public Schools believes that education is a partnership among the student, parent/guardian, school, and community. An equal and high-quality education is every child's civil right; and, as educators, we must deliver on this essential democratic principle. The Buffalo Public Schools will guarantee pathways to opportunity that will lead to achievement and success in exchange for hard work, commitment, and collaboration of our students and parents (See New Education Bargain). The academic achievement and success of our students depend on the actions, relationships, and strengths of parent partnerships.

Students, who are at the center of the partnerships, have unique skills, talents, and learning styles and are ultimately accountable for their own academic achievement. Parents and families provide their children with the foundation of their values, including educational values, responsibilities, expectations, rules for home/school environment, and aspirations. Parents are the primary providers in preparing their children for school readiness and academic success. Parents' knowledge of their children's unique histories, traditions, life experiences, and learning experiences are important to their success. Parents also share knowledge about community resources and challenges, both of which are valuable and critical to their child's progress. The educational responsibility for our students is shared by the parents, district, schools, and community.

Purpose of Policy

This policy establishes the framework and responsibilities for the implementation of strategies to increase the level of effective, meaningful, and authentic family and community engagement throughout Buffalo Public Schools (BPS). The Board of Education supports the development of a goal-oriented, comprehensive implementation of school and district-wide family, and community engagement practices that supports the academic achievement of all students and improvement of schools in addition to meeting state, and federal mandates. This policy seeks to strengthen the partnership among parents/caregivers, the community, staff, schools, the Superintendent, and the Board by providing for parent and family involvement on multiple levels throughout BPS. This partnership will be further strengthened by expanding learning opportunities that help individual parents support their children at home. Such learning opportunities shall be offered at, but not limited to, Parent Centers. This policy outlines areas in which parents (families) can participate in local school and district-wide matters, and is supplemental to rights of parents guaranteed by Board of Education policy and state and federal laws.

This policy in no way eliminates an individual parent's right to make his or her feelings known at any level in the District on any topic of concern, nor does it prevent the District from involving individual parents in appropriate situations.

(Continued)
SUBJECT: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY  (Cont’d.)

Definitions

a) BPS- Includes all schools, departments, and components that have a role in accomplishing the goals of this policy.

b) Parents or families - These terms are used interchangeable and include caregivers who are legally responsible for a child in BPS. This term refers to all families of students in BPS including families of English Language Learners, Multilingual Learners, and students with disabilities.

c) Community- This term includes, but is not limited to, non-for profit organizations, community based faith institutions, and community members that may contribute to or participate as stakeholders in the implementation of this policy.

d) Parent involvement - Generally, parent involvement may be defined as the engagement of parents as an important resource and partner in the education of children. However, the Board of Education recognizes that all parents may not choose or have the ability to be involved in the same manner. Therefore, the Board of Education recognizes and supports parent involvement on multiple levels (i.e., parent as teacher, parent as volunteer, parent as leaders in schools, parents as leader at the district level, and parents and partners in decision/policy making).

Board of Education Responsibilities/Expectations

The Buffalo Board of Education values the richness and diversity of all parents who have children in the Buffalo Public Schools. The engagement of parents, families, and community members in the education of BPS students creates a positive bond between the home and school that has a positive impact on student outcomes. The Buffalo Board of Education supports the collaborative approach model developed by parent groups in partnership with the district, which encompasses five major opportunities for parent and family involvement and engagement. In response, the Board of Education will create the following opportunities:

**Opportunity 1:** Parent Involvement (School level)

**Opportunity 2:** Parent Involvement (District level)

**Opportunity 3:** Parent Engagement (Board Recognized)

**Opportunity 4:** Parent Governance (School/District levels)

**Opportunity 5:** Parent Governance (District Level)

(Continued)
SUBJECT: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY (Cont'd.)

Opportunity 1: Parent Involvement (School level)

Parents will have multiple opportunities to be involved in school-based functions.

Opportunity 2: Parent Involvement (District level)

Parents will have multiple opportunities to be involved in district parent opportunities (i.e. Parent Centers, Saturday Academies, Parent and Family Engagement Summit, etc.).

Opportunity 3: Parent Engagement (Board Recognized)

The Board of Education recognizes that parent groups play an important role in the education of Buffalo Public School students. To recognize the value of these groups to the important work of educating students the Board of Education will invite interested parent groups to serve on the District Parent Congress, which will serve as a partner in district-level decision making. Parent groups that meet the following criteria would be recognized annually by the Board and have a seat on the District Parent Congress:

a) Must have Bylaws
b) Have a greater number of Parents who make up membership
c) Must have no less than 10 members
d) Serve a District-wide Purpose

2017-2018 Board Recognized Parent Groups*

a) Buffalo Parent Teacher Organization (BPTO) - In order to facilitate student success within the Buffalo Public School District voices of all members of the community must be engaged through ongoing relationships. Thus, it is the mission of the Buffalo Parent Teacher Organization (BPTO) to initiate, support, advocate for and recognize positive projects, programs and accomplishments of the students, their families, and schools. The BPTO is organized for the purpose of supporting the education of children in Buffalo.

b) Public Schools by fostering relationships among parents, families, administrators, all school staff (employed and volunteer), and community members.

c) District Parent Coordinating Council (DPCC) - See Opportunity 4

(Continued)
SUBJECT: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY (Cont'd.)

d) Special Education Parents Advisory Committee (SEPAC) - The Special Education Parent Advisory Committee is dedicated to supporting families, coordinating services, and offering input to the BPS Special Education and the Board of Education. All meetings are open to parents of children receiving special education services in the Buffalo Public School District.

e) Next Recognized Parent Group

For the 2017-2018 academic year, parent groups will have the opportunity to seek recognition upon approval of this policy until November 2017. This will enable the board to officially recognize parent groups that meet the above criteria for the 2017-2018 academic year.

For academic years beyond the 2017 - 2018 academic year, parent groups will have the opportunity to seek recognition beginning July 1 through May 31 of any academic year. For instance, if a parent group is seeking recognition for the 2018 - 2019 academic year, application can be made July 1, 2017 through May 31, 2018.

Opportunity 4: Parent Governance (School/District levels)

Each school will identify parents to serve on school based committees (i.e. School Based Management Team).

a) Parents will have the ability to elect parent representatives to serve on a district- wide parent body (District Parent Coordinating Council), as outlined in the District Plan for School Based Planning and Shared Decision Making.

b) The primary purposes of the District Parent Coordinating Council (DPCC) are to:

1. Ensure that a partnership is created with the Buffalo Public Schools in accordance with NYSED CR 100.11 and NCLB/ESEA 1118;

2. Monitor and report on the implementation of the Buffalo Board of Education's Parent Involvement Policy; and

3. Build capacity for parent involvement to improve student achievement (DPCC Bylaws, 2016). All parents of Buffalo Public School children may elect to be members of the DPCC, but the voting members of the DPCC are comprised of a parent representative and alternate elected from the parent committee of each school in the District.

(Continued)
SUBJECT: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY (Cont'd.)

Opportunity 5: Parent Governance (District Level)

Parent Congress will be elected representatives of Board Recognized Parent Groups that will participate with equal representation in district-level decision making. No individual or Board recognized parent group will have overriding authority over Parent Congress decisions. The Parent Congress will help inform the following district mandates:

a) District Comprehensive Improvement Plan
b) District Committee of Stakeholders
c) Consolidated Application
d) Other Shared Decision Making Opportunities

The purpose of the District Parent Congress is to ensure that opportunities for parent involvement occur on multiple levels. Additionally, the Parent Congress will be elected representatives with equal representation of Board Recognized Parent Groups that will help inform the following district-level decision making mandates:

a) District Comprehensive Improvement Plan
b) District Committee of Stakeholders
c) Consolidated Application
d) Other Shared Decision Making Opportunities

The Parent Congress will serve as a venue for disseminating relevant and important information from the District, as well as serving as a conduit for parental feedback to the District.

District Responsibilities/Expectations

In support of the above mentioned parent engagement model, the district will utilize the National Network of Partnership Schools parental involvement framework that is based on six types of parental involvement to successfully engage parents, families and the community.

a) Parenting: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each grade level.

b) Communicating: Communicate with families about programs and student's progress through effective school-to-home and home-to-school communication.

(Continued)
SUBJECT: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY (Cont’d.)

c) **Volunteering:** Improve recruitment, training work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

d) **Student learning at Home:** Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.

e) **Decision Making:** Include families as participants in school decisions, governance, and advocacy through PTO/PTA, school councils, committees, and other parent organizations.

f) **Collaborating With the Community:** Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

Specific activity will be comprised of, but not limited to the following:

a) Work in collaboration with the Parent Congress to develop and/or revise the district Parent, Family, and Community Engagement Plan;

b) Providing, in a collaborative process, leadership training to Parent Congress leaders, based upon the needs identified by BPS and the Parent Congress.

c) Conducting an annual evaluation of the effectiveness of the policy including identifying barriers to greater participation by families (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority) and use the findings to design strategies to support successful school and family interactions;

d) Involve families in district activities, utilizing the Parent Congress to develop, revise, and review the engagement policy;

e) Providing support to assist schools in implementing effective family engagement activities;

f) Helping parents, families and communities to establish home environments that support student learning and social emotional development;

g) Develop communication that is culturally and linguistically accessible and appropriate in compliance with the parent involvement component of the District English Language Learner Policy #8280 and NYSED Commissioner’s Regulation Part 154;

h) Developing a system for ongoing effective communication between school and home and community;

(Continued)
SUBJECT: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY (Cont’d.)

i) Recruiting and supporting the involvement of parents, families, and community based organizations, businesses, and institutions of higher education to partner with school districts and schools to support student achievement and family units;

j) Providing information and resources to families, extended families, and communities to support student learning inside and outside of the classroom through community meetings, telephone contact, and individual schools;

k) Including parents and community members in the engagement decision making process;

l) Continuing to foster a network of sharing best parent, family and community involvement practices among schools through the Office of Parent and Family Engagement;

m) Providing a budget allocation to support district and school parental and family involvement initiatives;

n) Establishing a parent organization in every school;

o) Provide support to any parent group seeking board recognition;

p) Supporting the placement of a parent facilitator/volunteer in every school;

q) Supporting four District Parent Centers that provide learning opportunities, resources collaboration opportunities, and support to parents, students, and community;

r) Providing an effective mechanism to ensure mutual respect and accountability between school - parent and school - community partnerships; and

s) Ensuring compliance with state and federal parent involvement legislation.

School Building Responsibilities and Expectations

Principals, in creating environments that promote parent, family and community engagement, will create meaningful partnerships with parents, families and community stakeholders. Additionally, principals will:

a) Involve parents in School Based Management Teams (SBMT) as outlined in the District Plan for School Based Planning and Shared Decision Making.

b) Establish a parent/family organization in each school and shall:

   1. Call at least one business meeting of the parent organization each year in order to encourage the inclusion of new parents into the organization.

(Continued)
2. Elect officers and have regular meetings, scheduled in consultation with parents and announced publicly, inviting all to attend.

3. Be maintained as a viable entity to ensure that parents, who are full partners in their child's education, have an opportunity to be included in meetings and decision-making.

4. Elect/appoint members to represent all parents from the school community to the district-wide parent body. School Based Management Team, and Action Teams related to student achievement.

c) Involve families in school activities, which may include establishing an advisory board to develop, revise, and review the engagement policy;

d) Establish a parent room in each school, which will include basic resources and infrastructure (i.e. meeting space, desk/table and chairs, a computer, phone, resource materials, etc.).

e) Provide opportunities for community partnership.

**Parent Responsibilities and Expectations**

"Children have the greatest chance of reaching their potential and becoming positive members of the school community if schools treat parents as partners" (Wood, 2011).

Parents play a vital role at all stages of a child's education, and a supportive role in education can improve achievement. A school - parent partnership is essential to the academic and social emotional developmental success of children. All parent involvement is aimed at increasing student achievement through various levels of involvement.

Parents are expected to:

a) Place a high premium on education.

b) Make sure children go to school and to all classes every day prepared and ready to learn.

c) Make sure children do in school work, to the best of their ability, and put in additional study time (up to two hours each day) outside of school hours.

d) Provide a learning environment for children to do homework and actively monitor children's homework and level of completion.

e) Be informed about parental rights, responsibilities, and opportunities to participate in shared-decision making in schools and district.

(Continued)
SUBJECT: PARENT, FAMILY, AND COMMUNITY INVOLVEMENT POLICY (Cont'd.)

f) Review and support the District Attendance Policy and contribute to any revisions.

g) Review and support the District Code of Conduct and contribute to any revisions.

h) Review and support the District Wellness Policy and contribute to any revisions.

i) Attend parent/family organization meetings, parent/teacher conferences and workshops designed to increase student achievement.

j) Make sure respect is shown to teachers and staff by both parent and student.

k) Communicate with teachers and principals as partners in their children's academic success.

Community Responsibilities and Expectations

The community plays an important part in the education system. Community support is vital to the success of schools and individual students. To ensure that the work of district and community to improve student outcomes is meaningful it will be necessary to form strong partnerships. Interested community stakeholders, seeking to partner with the district, will expected to:

a) Partner with the district in meeting the academic, social, emotional, and health and wellness needs of BPS students.

b) Work to collaboratively align strategy and resources to maximize impact.

c) Use data to lead and drive decision making.

d) Attend district-level quarterly meetings designed to strengthen the partnership and share and develop strategy.

The Buffalo Board of Education and the Superintendent of Buffalo Public Schools endorse and support this plan to help ensure the BPS mission of "Putting children and families first to ensure high academic achievement for all."

NOTE: Refer also to Policies #3110 -- Community Relations
        #7110 -- Comprehensive Student Attendance
        #7660 -- Parent Involvement -- Children With Disabilities
        #8260 -- Title I Parent and Family Engagement
        #8280 -- Instruction for English Language Learners

Adopted: 4/24/02
Revised: 2/13/08
SUBJECT: VISITORS TO THE SCHOOL

To promote effective communication between the citizens of the community and the School System, the Board of Education encourages parents and other citizens to visit their schools periodically during the course of the school year.

The Board recognizes that many visits that occur are regularly scheduled events, e.g., parent-teacher organization meetings, public gatherings, registering of students, etc. There are also occasions when parents or guardians desire to visit their child's classroom at other than regularly scheduled times. When such visitations occur, they shall be made on the basis of a defined need and shall be made only with the approval of their child's teacher and/or principal. The Board views these visits as constructive; however, no such visit shall be permitted to interfere with the educational process.

Wherever possible, principals will arrange requested visits at such time and in such manner as to offer the greatest benefit to the visitors consistent with the proper and efficient operation of the school. Normal school procedures will prevail without interruption of instruction or interference with the regular classroom activities of students. Principals may use their discretion in handling unannounced visits or requests for visits arising from individuals or groups having a legitimate and sincere interest in the public schools.

Persons who are not students or staff shall report immediately to the School Office and notify the principal/designee of their presence upon entering a school building. Persons other than parents, guardians, students or staff who desire to visit a school building shall do so only with the permission of an appropriate administrative staff member.

Student visitors from other schools, unless they have a specific reason and prior approval of the principal of the school, shall not be given permission to enter school buildings. New students accompanied by their parents are always welcome.

Principals will ensure that signs will be posted at the main entrances of the schools directing all visitors to report to the Principal's Office immediately upon entering the building. Visitors to school buildings are to be in accordance with the Board regulations posted in conspicuous places. A violation of the visitation policy shall be prosecuted pursuant to New York State Law.

Board Member School Visits

Unless specifically authorized to act on behalf of the Board of Education, an individual Board member has no right to make an official visit to the schools for the purposes of inspecting the schools, gathering information, or giving directions to any employee of the schools. The individual Board member's rights are no greater or different from those of any other individual. As such, individual Board members shall provide advance notice of a school visit to the building principal and shall notify the principal/designee upon entering the building. Concerns or opinions related to the education program in individual school buildings shall be directed to the Superintendent of Schools.

All visitors must comply with the District's Code of Conduct.

(Continued)
SUBJECT: VISITORS TO THE SCHOOL (Cont'd.)

Education Law § 2801
Penal Law §§ 140.10 and 240.35
SUBJECT: USE OF SERVICE ANIMALS

The Board allows the use of service animals on school grounds by individuals with disabilities, subject to restrictions permitted by federal and/or state law, and procedures established by the Superintendent or designee.

A service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals.

The work or tasks performed by a service animal must be directly related to the individual's disability. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition. Psychiatric service animals that have been trained to take a specific action to help avoid an anxiety attack or to reduce its effects, however, may qualify as a service animal.

The Superintendent or designee may create procedures, regulations, and/or building-specific rules regarding the use of service animals on school grounds by individuals with disabilities.

28 CFR §§ 35.104, 35.136, 35.139

Adoption Date
SUBJECT: PUBLIC COMPLAINTS

Complaints by citizens regarding any facet of the school operation often can be handled more satisfactorily by the administrative officer in charge of the unit closest to the source of the complaint. In most instances, therefore, complaints will be made to the building principal and/or his or her assistant if the matter cannot be resolved by the teacher, coach, or other school employee.

If the complaint and related concerns are not resolved at this level to the satisfaction of the complainant, the complaint may be carried to the Superintendent or their assistant. Unresolved complaints at the building level must be reported to the Superintendent by the building principal. The Superintendent may require the statement of the complainant in writing.

The Superintendent may not address anonymous complaints. All other complaints and related concerns that are not resolved at the Superintendent level to the satisfaction of the complainant may be carried to the Board. Unresolved complaints at the Superintendent level must be reported to the Board by the Superintendent. The Board reserves the right to require prior written reports from appropriate parties.

Complaints About Policies

Complaints about Board of Education policies should be directed to the Superintendent of Schools or his/her designee. Complaints shall be in writing, stating the specific objections to the specific policy(ies).

The Superintendent shall review any complaint and conduct whatever study or investigation he/she deems appropriate. The Superintendent shall then submit the complaint and his/her recommendation to the Board. The Board shall then review the policy, amend or repeal the policy, if appropriate, and notify the complainant of the action taken.

Complaints About School Personnel

The Board seeks to maintain dialogue among residents, the Board of Education and the administration while, at the same time, safeguarding employees from unfair criticism.

The Board believes that complaints and grievances are best handled and resolved as close to their origin as possible and that the staff should be given every opportunity to consider issues and attempt to resolve problems prior to Board involvement. Therefore, the proper channeling of complaints will be as follows:

a) Teacher or staff member;

b) Principal;

c) Superintendent of Schools or his/her designee; and

(Continued)
SUBJECT:  PUBLIC COMPLAINTS (Cont'd.)

d)  Board of Education.

Exceptions will be made only when complaints concern Board action or Board operations. In addition, the Board will not act on complaints that have not been explored at the appropriate level.

Individual Board members will refer persons making complaints to the Superintendent. Board members will refrain from expressing any judgment until such complaint is submitted to the entire Board. The Superintendent shall refer complaints to other staff members when appropriate.

NOTE:  Refer also to Policies #3420 -- Non-Discrimination and Anti-Harassment in the District #8330 -- Objection to Instructional Materials and Controversial Issues District Code of Conduct
SUBJECT: SOLICITATION OF CHARITABLE DONATIONS

Students

Direct solicitation of charitable donations from District students on school property during regular school hours is prohibited. It is a violation of District policy to ask District students directly to contribute money or goods for the benefit of a charity during the hours in which they are compelled to be on school grounds.

However, this policy does not prevent the following types of fundraising activities:

a) Fundraising activities which take place off school grounds or outside of regular school hours during before-school or after-school extracurricular periods;

b) Arms-length transactions, where the purchaser receives consideration for his or her donation. For example, the sale of goods or tickets for concerts or social events, where the proceeds go to charity;

c) Indirect forms of charitable solicitation on school grounds that do not involve coercion, such as placing a bin or collection box in a hallway or other common area for the donation of food, clothing, other goods, or money.

The Board will ultimately decide which organizations, groups, etc. can solicit charitable donations and for what purposes, as long as the activities comply with the terms of this policy and the Rules of the Board of Regents.

Personnel

Soliciting of funds from school personnel by persons or organizations representing public or private organizations is prohibited. The Superintendent has the authority to make exceptions to this policy in cases where solicitation is considered to be in the District's best interest. The Board will be notified of these instances.

Distribution of information about worthwhile area charities may be made through the Office of the Superintendent as a service to District personnel.

New York State Constitution Article 8, § 1
Education Law § 414
8 NYCRR § 19.6

NOTE: Refer also to Policy #7450 -- Fundraising by Students

Adoption Date
SUBJECT: ADVERTISING IN THE SCHOOLS

District facilities, staff, and students will not be used or employed in any manner for advertising or otherwise promoting the interests of any commercial, political, or other non-school agency, individual, or organization, except that:

a) Schools may cooperate in furthering the work of any non-profit, community-wide, social service agency, provided that their cooperation does not restrict or impair the educational program of the schools or conflict with the Rules of the Board of Regents;

b) The schools may use films or other educational materials bearing only simple mention of the producing firm;

c) The Superintendent may, at his or her discretion, announce or authorize to be announced, any lecture or other community activity of particular educational merit;

d) The schools may, upon approval of the Superintendent, cooperate with any agency in promoting activities in the general public interest that are non-partisan and non-controversial, and that promote the education and other best interests of the students.

No materials of a commercial nature will be distributed through District students except as authorized by law or the Commissioner's regulations.

New York State Constitution Article V III, § 1
8 NYCRR § 19.6
SUBJECT: USE OF SCHOOL FACILITIES, MATERIALS, AND EQUIPMENT

School Facilities

It is the policy of the Board to encourage the greatest possible use of school facilities for community-wide activities including those uses permitted by New York law. Individuals or groups wishing to use the school facilities must secure written permission from the Board or its designee and abide by the rules and regulations established for use, including restrictions on alcohol, tobacco, and drug use. All visitors must comply with the District's Code of Conduct.

The District reserves the right to charge a fee for the use of its facilities in a manner consistent with law, and on terms specified in regulation or by agreement with these organizations.

Materials and Equipment

Except when used in connection with, or rented under provisions of Education Law Section 414, school-owned materials or equipment may be used for school related purposes only. Private or personal use of school-owned materials and equipment is strictly prohibited. The loan of equipment and materials for public purposes that serve the welfare of the community is allowed, as long as the equipment is not needed at that time for school purposes and that the proposed use will not disrupt normal school operations.

The Board will permit school materials and equipment to be loaned to staff members when such use is directly or peripherally related to their employment, and to students when the material and equipment is to be used in connection with their studies or extracurricular activities. Community members will be allowed to use school-owned materials and equipment only for educational purposes that relate to school operations. The Board will also allow the loan of equipment to local governments and other entities that benefit the welfare of the surrounding community. The Board supports this intermunicipal cooperation as it saves taxpayer monies and is a more efficient use of scarce or costly equipment and resources.

Education Law § 414
NY Constitution Article 8

NOTE: Refer also to Policies #3410 -- Code of Conduct
      #5640 -- Smoking/Tobacco Use
      #7320 -- Alcohol, Tobacco, Drugs and Other Substances
      #7410 -- Extracurricular Activities
      District Code of Conduct

Adoption Date
SUBJECT: COMMUNITY USE OF ATHLETIC FACILITIES

Community use of athletic facilities to include athletic complexes such as All High Stadium, Riverside High School Stadium, and future stadiums that may be added to the District's inventory of athletic stadiums.

The uses shall be limited to:

a) Age groups Pre-K through 12 for all athletic events.
b) Collegiate level athletics with the exception of football.
c) Athletic uses only (no concerts or community gatherings).
d) Community organizations requesting use of stadium facilities for athletic events shall be non-profit entities.

Additionally, all organizations requesting use of stadium facilities shall acknowledge the following:

a) With respect to scheduling of events, the District's requirements take precedent over other requests.
b) Organizations using the facilities shall incur the full costs of the use of the facility, including all insurances, clean up, and use of District security. No organization requesting use of District facilities will be allowed to provide their own security.
c) Request for use of the facility shall be done so in writing at least 30 days in advance of the desired time to:

    Division of Plant Services & School Planning
    403 City Hall
    Buffalo, NY 14202
    816-3560

a) All organizations requesting use of athletic facilities must be respectful of the neighboring community and take steps to minimize congestion, tailgating, and other activities related to the use of the facility. Failure to do so will limit future use of facilities.

b) Hours of use. It is understood by all community groups requesting use of the stadium facilities that all events shall be scheduled to allow for everyone to clear the facilities by 9 p.m.

Adopted: 10/13/09
SUBJECT: OPERATION OF MOTOR-DRIVEN VEHICLES ON DISTRICT PROPERTY

The use of motor-driven vehicles, including cars, snowmobiles, mini-bikes, motorcycles, all-terrain vehicles (ATVs) and other like vehicles is prohibited on any school grounds or areas except for authorized school functions or purposes. A school function means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place in another state.

All student vehicles must be registered with the high school principal and parked in authorized areas only.

Education Law § 2801(1)
Vehicle and Traffic Law § 1670

Adoption Date
SUBJECT: PUBLIC ACCESS TO RECORDS

Access to records of the District will be consistent with the rules and regulations established by the State Committee on Open Government and will comply with all the requirements of the New York State Public Officers Law Sections 87 and 89.

A Records Access Officer will be designated by the Superintendent, subject to the approval of the Board, who will have the duty of coordinating the District's response to public request for access to records.

The District will provide copies of records in the format and on the medium requested by the person filing the Freedom of Information Law (FOIL) request if the District can reasonably do so regardless of burden, volume, or cost of the request.

Requests for Records via Email

If the District has the capability to retrieve electronic records, it must provide such records electronically upon request. The District will accept requests for records submitted in the form of electronic mail and respond to those requests by electronic mail using the forms supplied by the District. This information will be posted on the District website, clearly designating the email address for purposes of receiving requests for records via this format.

When the District maintains requested records electronically, the response will inform the requester that the records are accessible via the internet and in printed form either on paper or other information storage medium.

Board of Education Meetings and Records

District records subject to release under FOIL or other relevant law, regulation, rule, or policy which are on the agenda and scheduled to be discussed at any duly assembled Board meeting shall be made available, upon request and the legally proscribed rate, to the extent practicable, prior to the meeting. The District shall also post such records on the District's website prior to the meeting.

Education Law § 2116
Public Officers Law §§ 87 and 89
21 NYCRR Parts 1401 and 9760

NOTE: Refer also to Policy #1510 -- Regular Board Meetings and Rules (Quorum and Parliamentary Procedure)
SUBJECT: CONFIDENTIALITY OF COMPUTERIZED INFORMATION

The safeguarding of confidential data from inappropriate use is essential to the success of the District's operation. Access to confidential computerized data will be limited only to authorized personnel of the District.

It is a violation of the District's policy to release confidential computerized data to any unauthorized person or agency. Any employee who releases or otherwise makes improper use of computerized data is subject to disciplinary action.

However, if the computerized information sought is available under the Freedom of Information Law and can be retrieved by means of existing computer programs, the District is required to disclose this information.

Family Educational Rights and Privacy Act of 1974, 20 USC § 1232(g)
34 CFR Part 99
Public Officers Law § 84 et seq.
SUBJECT: CODE OF CONDUCT

The District has developed and will amend, as appropriate, a written Code of Conduct for the maintenance of order on school property and at school functions. The Code will govern the conduct of students, teachers, and other school personnel, as well as visitors and vendors. The Board will further provide for the enforcement of this Code of Conduct.

For purposes of this policy, and the Code of Conduct, 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 the District's elementary or secondary schools, or in or on a school bus; and a school function means a school-sponsored extracurricular event or activity regardless of where the event or activity takes place.

The District Code of Conduct has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel.

The District Code of Conduct will be adopted by the Board only after at least one public hearing that provided for the participation of school personnel, parents or persons in parental relation, students, and any other interested parties.

The District Code of Conduct will be reviewed on an annual basis, and updated as necessary in accordance with law. The District may establish a committee to facilitate review of its Code of Conduct and the District's response to violations. The Board will reapprove any updated Code of Conduct or adopt revisions only after at least one public hearing that provides for the participation of school personnel, parents or persons in parental relation, students, and any other interested parties. The District will file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the commissioner, no later than 30 days after their respective adoptions.

The Board will ensure community awareness of its Code of Conduct by:

a) Posting the complete Code of Conduct on the Internet website, if any, including any annual updates and other amendments to the Code;

b) Providing copies of a summary of the Code of Conduct to all students in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year;

c) Providing a plain language summary of the Code of Conduct to all parents or persons in parental relation to students before the beginning of each school year and making the summary available thereafter upon request;

d) Providing each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments as soon as practicable following initial adoption or amendment. New teachers will be provided a complete copy of the current Code of Conduct upon their employment; and

(Continued)
SUBJECT:  CODE OF CONDUCT (Cont'd.)

e) Making complete copies available for review by students, parents, or persons in parental relation to students, other school staff, and other community members.

Education Law Article 2, §§ 801-a, 2801, and 3214
Family Court Act Articles 3 and 7
Vehicle and Traffic Law § 142
8 NYCRR § 100.2

NOTE: Refer also to District Code of Conduct

Adoption Date
SUBJECT: PROHIBITION OF WEAPONS ON SCHOOL GROUNDS

No person, including but not limited to District employees and/or Buffalo Board of Education members, other than a commissioned law enforcement officer for duty related purposes, may possess a firearm or other dangerous weapon in any school facility, property or transportation vehicle or at any school-sanctioned activity, meeting, Buffalo Board of Education meeting or event.

No person, including but not limited to District employees and/or Buffalo Board of Education members, other than a commissioned law enforcement officer for duty related purposes, who holds concealed carry endorsements may possess any firearm or other dangerous weapon, visible or concealed, in any school facility, property or transportation vehicle or at any school-sanctioned activity, meeting, Buffalo Board of Education meeting or event. Exceptions are made only for commissioned law enforcement officer for duty-related purposes.

Further, "NO WEAPONS" signs shall be posted on the doors leading into the Buffalo Board of Education's conference room and all district buildings.

Possession of a firearm or dangerous weapon on school grounds, as defined by NYS Penal Law §220.00, is a violation of the New York State Penal Law §265, Buffalo Board of Education policy and the District's Code of Conduct.

The Penal Code, including but not limited to §265, of the State of New York shall be used to determine what is considered a weapon, except that any rifle, shotgun or other mechanical device which uses gunpowder, compressed air or any other propellant to propel a projectile which might reasonably be deemed to cause bodily harm is also prohibited.

Penal Law §§ 265.01-265.06

NOTE: Refer also to Policies #3410 -- Code of Conduct
      #7313 -- Suspension of Students
      #7360 -- Weapons in School and the Gun-Free Schools Act

Adopted: 4/24/02
Revised: 9/28/05; 3/13/13
SUBJECT: THREATS OF VIOLENCE IN SCHOOL

The District is committed to the prevention of violence against any individual or property in the schools, on school property, or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any person who commits an act or threatens an act of violence, including bomb threats, whether made orally, in writing, by email, or by any other electronic format, will be subject to appropriate discipline in accordance with applicable law, District policies and regulations, as well as the Code of Conduct and collective bargaining agreements, as necessary.

The District does not condone acts and/or threats of violence which threaten the safety and well-being of staff, students, visitors, and/or the school environment. Employees, students, agents, and invitees will refrain from engaging in threats or physical actions which create a safety hazard for others.

All staff who are made aware of physical acts and/or threats of violence directed to students or staff are to report these incidents to the building principal or designee, who will report these occurrences to the Superintendent. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent or designee.

Students should report all acts and/or threats of violence, including threats of suicide, of which they are aware to a faculty member, or the building principal.

The District reserves the right to seek restitution, in accordance with law, from the parent or guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

This policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request. Appropriate sanctions for violations of this policy by students will be addressed in the Code of Conduct.

Adoption Date
SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT

The Board is committed to providing an environment free from discrimination and harassment. Accordingly, the Board prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, or other legally protected category. These actions and occurrences are prohibited regardless of whether they take place on District premises or at school sponsored events, programs, or activities held at other locations.

Prohibited Conduct

Determinations as to whether conduct or occurrences constitute discrimination or harassment for the purposes of this policy and its implementing administrative regulations or procedures will be made consistent with applicable law. These determinations may depend upon a number of factors, including but not limited to: the particular conduct or occurrence at issue, the ages of the parties involved, the context in which the conduct or occurrence takes place, the relationship of the parties to one another, the category or characteristic that is alleged to have been the basis for the action or occurrence, and other considerations as are necessary and consistent with law. The characterizations and examples below are intended to serve as a general guide for individuals in determining whether to file a complaint of discrimination or harassment, and should not be construed to add or limit the rights individuals and entities possess as a matter of law.

Discrimination is, generally, the practice of conferring or denying privileges on the basis of membership in a legally protected class. Discriminatory actions may include, but are not limited to: refusing to promote or hire an individual on the basis of his or her membership in a protected class, denying an individual access to facilities or educational benefits on the basis of his or her membership in a protected class, or impermissibly instituting policies or practices that disproportionately and adversely impact members of a protected class.

Harassment generally consists of subjecting an individual, on the basis of his or her membership in a protected class, to conduct and/or communications that are sufficiently severe, pervasive, or persistent as to have the purpose or effect of: creating an intimidating, hostile, or offensive environment; substantially or unreasonably interfering with an individual's work or a student's educational performance, opportunities, benefits, or well-being; or otherwise adversely affecting an individual's employment or educational opportunities.

Harassment includes unwelcome verbal, written, or physical conduct which offends, denigrates, or belittles an individual because of his or her membership in a protected class. This conduct includes, but is not limited to: derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting, or the display or circulation of written materials or pictures.

(Continued)
SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT (Cont'd.)

Civil Rights Compliance Officer

The District will designate one or more individuals to serve as Civil Rights Compliance Officer (CRCO). The CRCO will be responsible for coordinating the District's efforts to comply with and carry out its responsibilities regarding non-discrimination and anti-harassment, including investigations of complaints alleging discrimination, harassment, or the failure of the District to comply with its obligations under relevant non-discrimination and anti-harassment laws and regulations (e.g., the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973).

Prior to the beginning of each school year, the District will issue an appropriate public announcement or publication which advises students, parents or guardians, employees, and other relevant individuals of the District's established grievance procedures for resolving complaints of discrimination and harassment. Included in this announcement or publication will be the name, address, telephone number, and email address of the CRCO(s). The District's website will reflect current and complete contact information for the CRCO(s).

The CRCO(s) for the District is the Associate Superintendent for Human Resources.

Investigation of Complaints and Grievances

The District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of discrimination and/or harassment based on any of the characteristics described above, and will promptly take appropriate action to protect individuals from further discrimination or harassment. In the event an anonymous complaint is filed, the District will respond to the extent possible.

It is essential that any individual who is aware of a possible occurrence of discrimination or harassment immediately report the occurrence. All reports will be directed or forwarded to the District's designated CRCO(s). These complaints are recommended to be in writing, although verbal complaints of discrimination or harassment will also be promptly investigated in accordance with applicable law and District policy and procedure. In the event the CRCO is the alleged offender, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity, or to the Superintendent.

To the extent possible, all complaints will be treated as confidential. Disclosure may, however, be necessary to complete a thorough investigation of the charges and/or notify law enforcement officials.

If an investigation reveals that discrimination or harassment has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable laws and regulations, as well as any and all relevant codes of conduct, District policies and administrative regulations, collective bargaining agreements, and/or third-party contracts.

(Continued)
SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT (Cont'd.)

Knowingly Makes False Accusations

Any employee or student who knowingly makes false accusations against another individual as to allegations of discrimination or harassment will face appropriate disciplinary action.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of discrimination and/or harassment. Complaints of retaliation may be directed to the CRCO. In the event the CRCO is the alleged offender, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that discrimination and/or harassment has not resumed and that those involved in the investigation have not suffered retaliation.

Additional Provisions

Procedures or regulations will be developed for reporting, investigating, and remediying allegations of discrimination and/or harassment.

In order to promote familiarity with issues pertaining to discrimination and harassment in the schools, and to help reduce incidents of prohibited conduct, the District will provide appropriate information and/or training to staff and students. As may be necessary, special training will be provided for individuals involved in the investigation of discrimination and/or harassment complaints.

A copy of this policy and its accompanying procedures or regulations will be available upon request and will be posted and/or published in appropriate locations and/or school publications.

This policy does not abrogate other District policies, procedures, regulations, or the District Code of Conduct prohibiting other forms of unlawful discrimination, harassment, or inappropriate behavior within this District. It is the intention of the District that all of these policies, procedures, regulations, and Code be read consistently to provide protection from unlawful discrimination and harassment. However, different treatment of any individual which has a legitimate, legal, and non-discriminatory reason is not a violation of District policy.

(Continued)
SUBJECT: NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT (Cont'd.)

Age Discrimination in Employment Act, 29 USC § 621
Americans with Disabilities Act, 42 USC § 12101 et seq.
Section 504 of the Rehabilitation Act of 1973, 29 USC § 794 et seq.
Title VI of the Civil Rights Act of 1964, 42 USC § 2000d et seq.
Title VII of the Civil Rights Act of 1964, 42 USC § 2000e et seq.
Title IX of the Education Amendments of 1972, 20 USC § 1681 et seq.
Education Law § 2801(1)
Executive Law § 290 et seq.
October 26, 2010 OCR Dear Colleague Letter (Harassment and Bullying)
April 4, 2011 OCR Dear Colleague Letter (Sexual Violence)
April 24, 2015 OCR Dear Colleague Letter (Title IX Guidance)

NOTE: Refer also to Policies #6120 -- Equal Employment Opportunity
#6121 -- Sexual Harassment in the Workplace
#6122 -- Employee Grievances
#7550 -- Dignity for All Students
#7551 -- Sexual Harassment of Students
District Code of Conduct

Adoption Date
SUBJECT: EMERGENCY SCHOOL CLOSINGS

In the event it is necessary to close school for the day, activate a delayed starting time or early dismissal (as well as information relating to cancellation of after-school activities/late bus runs), due to inclement weather, impassable roads, or other emergency reasons, announcements will be made over local radio and television stations, auto dialing, or the internet or District website.

When school is closed, all related activities, including athletic events and student activities, will be cancelled for that day and evening unless otherwise communicated.

The attendance of personnel will be governed by their respective contracts.

Education Law § 3604(7)