

Buffalo Public Schools

2020- 2021 DISTRICT CODE OF CONDUCT ADDENDUM (COVID-19)

Standards for Community-Wide Conduct and Intervention Supports
Parent, Caretaker, and Student Summary



Dr. Kriner Cash,
Superintendent of Schools

www.buffaloschools.org

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2020-2021**

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2020- 2021 Introductory Statement:

The Buffalo Public School (BPS) District remains committed to providing a safe, cultural and linguistically inclusive, trauma informed and responsive school environment where all students will have access to a high quality, standards-based education; and where all school and district staff may deliver educational services and supports without disruption or interference. Responsible behavior by students, school and district personnel, community partners, parents, caregivers, and other visitors is essential to achieving this goal!

The global COVID-19 pandemic and the ongoing mobilization against all forms of systemic disproportionality have impacted students, families, and staff greatly, necessitating the Buffalo Public School District to modify the delivery of learning for the 2020-21 school year. This addendum to the District's Code of Conduct has been developed as a result of the: NYS Governor's orders, New York State Education Department guidance, Center for Disease Control (CDC) requirements and guidance, along with the Erie County Department of Health's (DOH) guidance related to the COVID-19 pandemic; along with national anti-racist movements. This addendum establishes that expectations of the District's Code of Conduct will also apply to remote learning and provides additional guidance on policy and expectations for remote, hybrid, and 100% in-person learning for the 2020-21 school year.

*BPS' recognizes the social and emotional impact that the COVID-19 pandemic and its interruption of the typical schooling process for students and families, and is deliberately and strategically committed to ensuring that typical school, strategically include (in a very focused effort) the nationally-recognized, "Whole School, Whole Community, Whole Child (WSSC)" approach to student learning. As such, every BPS school has a designated mental health organization assigned to support the needs of the students, in that school. These valued partners are prepared to provide social-emotional and mental health supports to BPS students. In addition, every school has a **BPS Student Support Team (SST)** which is comprised of a licensed and certified: School Psychologist, School Social Worker, School Guidance Counselor, and an Attendance Teacher. **BPS SST's** serve ALL of the students and families in their schools.*

The BPS' remains committed to the implementation of a Tiered Restorative Practice approach that is Trauma Informed when handling student disciplinary issues. Restorative Practices encompasses fostering relationships, strengthening understanding, repairing harm, and building strong communities.



Why is a Code of Conduct necessary during the COVID-19 Pandemic?

The Buffalo Board of Education had, previous to the global COVID-19 health pandemic, adopted a Code of Conduct: Standards for Community-Wide Conduct and Intervention Supports that required students to: (1) respect each other and all school and district employees, (2) follow student behavior policies, and to (3) adhere to student behavior rules established at each school within the district.

As the Buffalo Public Schools, reimagines providing thriving, high quality educational services which are safe and supportive for all, a priority has been placed on providing culturally sustaining, equitable learning environments that allow for maximized instructional, social, and emotional services for all students whether the learning is: remote, hybrid, or full time in-person. The district's primary goal is to educate students.

If a student's behavior violates the Board Approved Code of Conduct: Standards for Community Wide Conduct and Intervention Supports document, a tiered restorative action will be implemented as a means to correct and hold accountable undesirable student behaviors and actions. This is in alignment with the Board of Education's commitment to: equity, access, opportunity, student success, legal mandates set at the state and federal levels, and key stakeholders expectations.

When is the Amended Code of Conduct effective during the COVID-19 Pandemic?

The Amended Code of Conduct (this summarized document), is effective during the following times and in the following places:

- While on or off of school grounds **and** when using school property or engaging with any BPS online platform, including any BPS social media outlets at any time of the day, evening, or night both on school days and on days when school is not in session, if there is a negative disruption from the incident (even if it occurs on a non-school day or during out of school hours) of the normal school day.
- Off school grounds while at any activity, function or event and while traveling to and from such events and when activities off of school grounds prove to be a disruption to the normal school day.

What are the expectations in the Code of Conduct during the COVID-19 Pandemic?

The Buffalo Public Schools is committed to: (1) ensuring positive remote, hybrid, and full time in-person learning environments, (2) supporting the academic, social, and emotional needs of all students, and (3) teaching and re-enforcing equity, social emotional learning, non-violence and respect for all members of the school community. As such, the approach to discipline reflects (in this amended code of conduct document) a desire to better and more cohesively understand and address: root causes of behavioral issues, resolution of conflicts, repairing harm, restoration of relationships, and successful reintegration of students into school communities after behavioral issues, as quickly as possible.

During the COVID-19 Pandemic students have a responsibility to:

- Read and become familiar with this Amended Code of Conduct for 2020- 2021:
- Attend school daily (remotely, hybrid, and/ or full-time in person), regularly, and on time;
- Engage in and complete all assignments, while striving to do the highest quality of work possible and to be granted the opportunity to receive a good education whether remote, hybrid, or in-person;
- Be aware of all rules and expectations regarding student's behavior and how to conduct oneself in accordance with this addendum, including learning and engaging online;
- Treat all others fairly and with respect, in accordance with the District's Standards for Community- Wide Conduct and Intervention Supports: Code of Conduct and the provisions of the Dignity Act, in a manner that fosters a learning environment that is free from intimidation, harassment, or discrimination;
- Express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the rights and privileges of others;
- Report and encourage others to report any incidents of intimidation, harassment, or discrimination;
- Allow open participation and opportunity for other students to engage in learning processes by demonstrating respect for the personal opinions and views of others;
- Avoid activities unrelated to instruction, such as messaging, social networking, or video conferencing with others, during instructional time;
- Dress appropriately in accordance with the BPS Standards for Community-Wide Conduct and Intervention Supports: Code of Conduct, so as not to endanger the physical health and safety or be unduly offensive or distracting to others. Acceptable student appearance supports

a safe and positive learning environment, while minimizing distractions throughout remote learning. Students found to be in violation will, at the discretion of school officials, will be required to:

- Cover up
- Remove
- Modify

any inappropriate article of clothing and if necessary replace it with acceptable clothing. The determination of whether or not a student is in violation of any portion of this Amended Code of Conduct, will be at the sole discretion of the school's administration. Refusal to comply with the request of school officials, and/ or repeated Student Appearance Code violations may result in progressive disciplinary action.

- Student cameras need to be on during Remote Learning class time. Students and families will be afforded the opportunity to establish an alternate background setting when participating in video conferencing sessions, to provide for privacy and respect. Such setting may include a background free from distractions and inappropriate conduct that would be subject to the contents of the Community-Wide Conduct and Intervention Supports: Code of Conduct.

What are acceptable uses of Information Technology (I.T.)?

The Buffalo Public School District provides devices and networks for academic use. BPS' will continue to be committed to keeping our student and staff data private and secure with our own protocols as well as following the guidelines set forth in Education Law § 2-d and Part 121 of the Commissioner's Regulations and Federal regulations.

BPS' monitors its devices and networks, in accordance with the Child Internet Protection Act (CIPA), and has safeguards to protect information as it is stored, transmitted, and displayed. Students should have no expectation of privacy when using district devices and networks.

Remote learning and online learning platforms are an extension of the classroom. Students are expected to follow all established school and classroom rules and expectations. The Buffalo Public Schools' reserves the right to suspend account access for students demonstrating inappropriate online behavior and investigate student content on District accounts, devices, and media platforms.

Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyberbullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District's *Code of Conduct* that may be applicable to the circumstances involved. Violation of this prohibition may result in temporary confiscation and/or possible inspection of the device or other disciplinary action as outlined in the Student Conduct Code.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer (wireless communication devices) or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a CRIME under State and/or Federal law.

Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs will be subject to the disciplinary procedures of the school district and reported to law enforcement and/or other appropriate state and federal agencies, which may result in arrest, criminal prosecution, and LIFETIME inclusion on sexual offender registries.

Police, Law/Enforcement Officials of a Government Agency, School Safety/Security as well as District and School Administrative Staff have authorization to investigate, possess and operate communication equipment for the conduct of appropriate business.

While using a District device or platform, students have the responsibility to:

1. Only use your ID and password and not share it with others.
2. Only use your own devices and networks for which you have permission to use.
3. Not copy, download, install, or distribute software in violation of copyright laws or licensing agreements.
4. Not bypass any security system or feature in place to protect, monitor, or restrict access to information.
5. Not change, remove, or damage devices, networks, or equipment.
6. Report any loss, theft, damage, or unauthorized use of a device or network.

Student Responsibilities:

****All of the below items also apply to district bus transportation****

During the COVID-19 pandemic, students have a responsibility to:

- a. Wear a face mask or covering (unless the student has a documented medical exemption from wearing a mask), which covers the student's mouth and nose, while in school or on when using bus transportation, on the way to and from school. This requirement may be altered when students are eating meals at school.

EXCEPTION: *Students with a documented medical condition and/or disability may be exempt from wearing a face mask or covering if it would impair their health or mental health, or present a challenge, distraction, or obstruction to education services and instruction. However, such exemptions are subject to approval of the BPS' legal department and the building's principal, upon review of provided documentation, and other additional measures will need to be implemented to ensure safety and wellness.*

- b. Practice social distancing- maintaining six (6) feet from others while engaged in all school activities, while on school property (buildings, buses, etc.) and twelve feet from others during an activity that involves voice projection (i.e. chorus) and aerobic exercise.
- c. Practice proper hand hygiene by washing hands with soap and water for a minimum of 20 seconds. This should be done before and after all meals, after use of the restroom, and when entering the school building from outside.
- d. Ensure that when it is necessary to cough or sneeze that the student covers their mouth and nose with the inside of the elbow each time that he or she coughs and/ or sneezes (this is called respiratory etiquette).

Parent/ Caregiver Expectations:

During the COVID-19 pandemic, parents/ caregivers are expected to:

1. Send their child to school with a proper face mask or covering to cover mouth and nose.
2. Instruct their child to maintain proper social distancing.
3. Instruct their child to practice acceptable hand hygiene and cough/sneeze etiquette.
4. Reinforce the need to wear a mask at all times (see #1 above).
5. Keep their child home if feeling ill and notify the school, if such.
6. Share honest reports about their child's health; submission of a daily attestations as required to confirm that their child is not experiencing any COVID-19 related symptoms including that their child: (a) did not leave home with a body temperature above 100°F; (b) has not traveled to designated affected states/areas; and (c) has not been in contact with persons diagnosed with Coronavirus disease.
7. Report to the child's teacher if he or she is not feeling well, including but not limited to, cough, shortness of breath or difficulty breathing, fever, chills, muscle pain, sore throat, loss of taste or smell or if they have been exposed to someone who has COVID-19.
8. Conduct daily temperature checks of their child, before the child reports to school and provides a daily confirmation that their child's temperature is not higher than 100 degrees Fahrenheit.
9. Ensure that their child thoroughly washes his or her hands with soap and water for 20 seconds before leaving home for school.
10. Take extra care for all BPS technological tools assigned to their child, and to take deliberate, pre-cautionary measures to ensure that there is no property theft or damage to devices.

Staff and School-Based Community Partner Expectations:

During the COVID-19 pandemic, all BPS staff and school-based community partners are expected to:

1. Require all persons to maintain proper social distancing.
2. Require all persons to wear face masks or coverings and appropriate personal protective equipment for the activity or duty performed.
3. Encourage students to wash hands with soap and water for a minimum of 20 seconds.

Visitors To Schools:

Only visitors with scheduled meetings with an employee in the building will be allowed on school property. Visitors will be required to respond to monitoring questions, sanitization of their hands upon entry to the building, and must wear a face mask (covering) at all times. Disposable masks will be available for those who need one.

Procedures For Amended and Community-Wide Conduct and Intervention Supports: Code of Conduct Violations:

The procedures for the District's Community-Wide Conduct and Intervention Supports: Code of Conduct violations apply to this Addendum. As indicated in the District's Community-Wide Conduct and Intervention Supports: Code of Conduct, discipline and behavior management will be progressive and dependent on the type of student misbehavior.

The following updated Behavior Flowchart shall guide the implementation of consequences, taking into account all relevant factors and the age and grade level of the student. They are broken down into three progressive categories:

- (1) Teacher Managed Behaviors*
- (2) Minor Incidents (Student Support Team, Community Partner, and/ or School Administrative Team) and*
- (3) Major Incidents (Building Principal)*

Student violations will be followed up by process and potential consequences. All Due Process rights to students and parents will be applied and a restorative, trauma informed, cultural and linguistically responsive approach will be offered. Necessary conferences and if applicable, educational hearings (as deemed by NYSED Law 3214) will be conducted remotely, particularly when in-person conferencing is prohibited.

Additionally, frequent and/or severe violations of non-compliance with wearing a face mask and/or social distancing, during in-person learning, are likely to result in a student receiving progressive disciplinary actions which may include school suspension, after other interventions and consequences have not resulted in corrective action on the student's behalf.

2020- 2021 Addendum To The BPS Community-Wide Conduct and Intervention Supports: Code of Conduct During the COVID-19 Pandemic

Infractions and Progressive Discipline Outcomes in Remote and/ or Hybrid Sessions:

*It is understood that all outcomes listed below apply to Remote Learning and In-Person learning Sessions, as is outlined..
In the event of a 100% return to school for all students, this Code of Conduct Addendum will apply until the Board of Education approves a more updated document.*

BEHAVIOR FLOWCHART (COVID-19 Addendum)

	Teacher Managed Behaviors (Level 1) Teacher Consequence No discipline referral required	MINOR Incidents (Levels 2 and 3) Teacher, SST, Community Partner Consequence-Restorative Counseling- L2 or Short Term Out Of School Suspension L3	MAJOR Incidents (Level 4) Administrator Consequence- Long Term Suspension
Remote Learning (online behaviors)	Cutting Class Teasing students Shouting out disruptively Dress Code Violations (wearing distracting or clothing with offensive language) Failure to respond to teacher directions Making inappropriate gestures and noises Sleeping/ head down Talking or texting during a test	Misuse of the acceptable uses of the BPS technology expectations (see above) Under the influence of drugs or alcohol Leaving the online classroom without permission Lying to staff Property Misuse- ex. Unintentional misuse of electronic device which may be easily fixed First incident of a DASA violation Disruption- ex. Student engages in continued low-intensity, but inappropriate disruption/calling out/talking out of turn after being spoken to by the teacher	Verbally or in writing, threatening or sharing a plan to expose peers or adults to COVID-19 <i>If a finding of guilty is the result of a Superintendent's Hearing (for the items below) the result may be: expulsion for no less than one calendar year is mandated by New York State Law for Firearm Violations; but may be modified on a case by case basis by the Superintendent of Schools or the Superintendent's Designee:</i> Possession of any explosive, including the sale, intent to sale, distribution, detonation or threat of detonation of any explosive material or device including firecrackers, smoke bombs, flares, or combustible, or explosive substances or combination of substance or articles, other than a firearm

<p>In-School Behaviors (Hybrid and Full Time)</p>	<p>No materials, unprepared for class</p> <p>Using inappropriate language (verbal or written) during class</p> <p>Inappropriate Language- ex. swearing to self or in a casual conversation(non-insult)</p> <p>Defiance/Insubordination- ex. quiet refusal to do work but is not threatening the safety or disruption of the learning of others</p> <p>Choosing not to complete the task at hand</p> <p>Wearing non- medical or non-religious headgear (including the wearing hoods on the head during school hours. Wearing a hood, hat, or other article while participating in a Remote Learning Session is not a disciplinary infraction)</p> <p>Cutting Class</p> <p>Not wearing a mask</p> <p>Refusing to comply with CDC approved safety measures</p>	<p>Possession of tobacco or vaping devices on or around school property</p> <p>Sexually related activity on school grounds (Grs. PK- 4- on an individual basis; may escalate to a Level 4 if deemed as necessary by the School Principal)</p> <p>Physical Horseplay</p> <p>Refusing to wear a mask, after being repeatedly requested to do so (Principal may require that the student be placed on remote learning if the student continuously refuses to engage in safety measures)</p>	<p>Possession of and/ or in photos with firearm(s)- ex. handguns, rifle, shotguns, and bombs on or off of school grounds</p> <p>Possession of and/ or in photos with any other gun types- loaded or unloaded, operable or inoperable, including any object that is a look alike of a gun, other than a firearm; i.e. BB guns, pellet guns, water guns etc.</p> <p>Possession of and/ or in photos with other items being used as weapons</p> <p>Trespassing or breaking and entering on BPS property</p> <p>Willfully and knowingly reports to school sick with COVID-19 symptoms (sore throat, loss of smell/ taste, fever over 100 degrees, body aches, dry cough, etc.)</p> <p>Willfully and knowingly reporting to school, during an expected and mandatory quarantine period because the student has been directly exposed to a household member or someone who been diagnosed with COVID-19</p> <p>Verbally or in writing, threatening or sharing a plan to expose peers or adults to COVID-19</p> <p>Intentionally invading an individual's personal space or using any unsafe methods (coughing in another's</p>
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<p>(temperature readings, social distancing measures)</p> <p>Teasing students</p> <p>Shouting out disruptively</p> <p>Dress Code Violations (wearing distracting or clothing with offensive language)</p> <p>Failure to respond to teacher directions</p> <p>Making inappropriate gestures and noises</p> <p>Running in the hall</p> <p>Sleeping/ head down</p> <p>Talking or texting during a test</p> <p>Texting inappropriately</p> <p>No materials, unprepared for class</p> <p>Using inappropriate language (verbal or written) during class</p> <p>Inappropriate Language- ex. swearing to self or in a casual conversation(non-insult)</p>	<p>Disruption- ex. Student engages in continued low-intensity, but inappropriate disruption/calling out/talking out of turn after being spoken to by the teacher</p> <p>Continually refusing to comply with CDC approved safety measures (temperature readings, social distancing measures)</p> <p>Property Misuse- ex. writing on desks, electronic device, or walls, but can be easily cleaned</p> <p>First incident DASA related insults will result in a Restorative Conference with SST</p> <p>Skipping detention</p> <p>Leaving the brick and mortar classroom without permission</p> <p>Lying to staff</p> <p>Physical fighting with both parties willing to participate in a Restorative Conference which will support healing and addressing harm and wrong doing</p> <p>Physical aggression- ex. Slight bump or push in non-harmful manner with peer</p> <p>Forgery signing the name of a parent or other individual without his or her approval on a school based document</p>	<p>direction, spitting on a person, in someone's direction, or on items which they use, or by touching another person)</p> <p>Continued use of drugs or alcohol after Levels 2 and 3 interventions have been attempted</p> <p>Possession of any explosive, including the sale, intent to sale, distribution, detonation or threat of detonation of any explosive material or device including firecrackers, smoke bombs, flares, or combustible, or explosive substances or combination of substance or articles, other than a firearm</p> <p><i>If a finding of guilty is the result of a Superintendent's Hearing (for the items below) the result may be: expulsion for no less than one calendar year is mandated by New York State Law for Firearm Violations; but may be modified on a case by case basis by the Superintendent of Schools or the Superintendent's Designee:</i></p> <p>Possession of any explosive, including the sale, intent to sale, distribution, detonation or threat of detonation of any explosive material or device including firecrackers, smoke bombs, flares, or combustible, or explosive substances or combination of substance or articles, other than a firearm</p> <p>Possession of and/ or in photos with firearm(s)- ex. handguns, rifle, shotguns, and bombs on or off of school grounds</p> <p>Possession of and/ or in photos with any other gun types- loaded or unloaded, operable or inoperable, including any object that is a look alike of a gun, other than a firearm; i.e. BB guns, pellet guns, water guns etc</p>
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	<p>Defiance/Insubordination- ex. quiet refusal to do work but is not threatening the safety or disruption of the learning of others</p> <p>Choosing not to complete the task at hand</p>	<p>Disruption of class- ex. Continued refusal to follow directions to stop negative behavior after multiple attempts or spontaneous shocking/horrendous disruptions</p> <p>Academic misconduct-ex. cheating/plagiarism (PK- Grade 4)</p>	<p>Possession of and/ or in photos with other items being used as weapons</p> <p>Continued possession of drugs or alcohol</p> <p>Possession of a Knife or other Blade</p> <p>Possession of Pepper Spray, Mace or similar item</p> <p>Possession, distribution or intent to use, sell or distribute drugs (legal or illegal)</p> <p>Forced sexual activity; including touching (school staff will be required to contact the Buffalo Police Department immediately to report the incident)</p> <p>Causing a large disruption to the order of the school Using technology tools (phone or computer) to initiate or attract a disturbance which impacts the school day</p> <p>Theft (Burglary or Larceny; including selling BPS technology/ property- school staff will be required to contact the Buffalo Police Department immediately to report the incident)</p> <p>Deliberate damage/vandalism of BPS property</p> <p>Sexual Activity on school grounds (Grades 5-12)</p> <p>Attack against an employee or other adult; including striking a staff member who is intervening in a fight or other disruptive activity</p> <p>Making a Threat against school staff or another adult in the school</p>
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			<p>Sexual harassment or unwelcome sexual advances including inappropriate verbal, written, or physical contact</p> <p>Continued and dangerous physical fighting (harmful), after Restorative Practice interventions have been attempted and have not been unsuccessful.</p> <p>Assault</p> <p>Arson (setting fire)</p> <p>Bomb threat</p> <p>Confirmation of dangerous gang related actions</p> <p>Continued and harmful DASA violations (Bullying; Physical, Cyber, etc.) related insults</p> <p>Unwarranted PDA- verbal/ written (Public Display of Affection)</p> <p>Use/Possession of contraband: ex. weapon, combustibles, drugs, alcohol,</p> <p>Academic misconduct-ex. cheating/plagiarism (Grs. 5-12)</p> <p>Continual violation of the district's technology policy</p> <p>Social Media threats (FB, Twitter, Instagram, etc.)- ex. any activity on social media that impacts the educational process</p> <p>Cell phone violation- ex. taking a picture, recording or video</p>
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			<p>Pulling or touching a fire alarm in school</p> <p>Urinating/defecating anywhere but in the toilet</p> <p>Gambling</p> <p>Putting graffiti on school property</p> <p>Leaving the Classroom or Building without permission causing an extended interruption of the school day and a potentially dangerous situation</p> <p>Spitting at/on another person</p> <p>Physical aggression- ex. punching, fighting</p>
Process for discipline	<p>Teacher will privately speak with the student</p> <p>Teacher may contact the parent and/ or caregiver</p> <p>Classroom Management with Tele-Coaching Support (if needed)</p> <p>Classroom Teacher discretion</p>	<ol style="list-style-type: none"> 1) Teacher may refer student to a member of the school's SST for Restorative Conferencing 2) Teacher may refer student to the school's community partner for counseling and support 3) Teacher may call or email the student's home to share the offense with parent/ caregiver. 4) Administrator may request a Guidance Conference to include the parent/ caregiver, district administration, family, and the school team to restoratively problem solve concerns. 5) Teacher may request a parent conference through the school's administrative team; student will continue to attend school until the parent conference 	<p><u>Staff will input an Office Disciplinary Referral (ODR) into Infinite Campus immediately</u> so that the office can proceed appropriately with the staff member's incident description:</p> <ol style="list-style-type: none"> 1) Administrator will facilitates an investigation into the incident 2) Parents will be notified by telephone of the intent (LTS) as part of the student's due process rights 3) School completes a Long Term Suspension Request form (More than 5 days) and faxes it to the Office of Pupil Personnel Services 4) A letter to parents informing them of a Short Term Suspension for the student, until the Long Term Suspension Request has been approved will be mailed and given to the student to take home

		<p>6) Teacher may refer the student to a school administrator (with an ODR placed in Infinite Campus) for implementation of consequence which may result in a Short Term Out of School Suspension (1-5 days out of school). If there out of school suspension, there will be a written notification to the parent/ caregiver.</p> <p>7) Parent or caregiver will return the child to school and will participate in a Restorative Welcome Back to The Learning Environment Meeting.</p>	<p>5) The Office of Pupil Personnel Services will schedule a Long Term Suspension Hearing if the incident meets the requirement for a Major Offense- Level 4</p> <p>6) Student will immediately be placed on Home Instruction until the NYSED Law 3214 Educational Hearing can be held and it will continue until the student returns to school.</p>
<p>Possible Consequences</p> <p>*All behaviors are handled on an individualized basis and support provided will be progressive.</p> <p>The following are suggested results ONLY.</p>	<ul style="list-style-type: none"> *Verbal correction *Phone call to parents/caregivers *Email to parents/ caregivers *Circle Meeting *Peer meditation with peers *Have student complete a verbal/written explanation and identify a way to repair harm *Completion of a behavior reflection worksheet or verbal discussion on behavior reflection *Class Dojo icon update *Change in seating * Loss of a privilege 	<ul style="list-style-type: none"> *Mediation *Restorative Conferencing *Detention *Note to parents/ caregivers *Community Service * Call Home to parents/caregivers *Guidance Conference *School-Based Community Partner Referral *Detention during lunch or after school Verbal correction *Verbal/written apology *Behavior reflection worksheet *Loss of points (if school has a point system) *Change in seating * Loss of privilege *Parent Conference *In School Suspension *Bus Suspension *Out of School Short Term Suspension (1-5 days) 	<ul style="list-style-type: none"> *Out of School Long Term Suspension (More than 5 days) *Welcome Back To School Restorative Conference at the conclusion of the suspension *Parent will accompany student back to school in person or remotely *Restitution- *Behavior Contract *Community Based Organization Support to Shorten *Receive a Disposition After Hearing *Bus Suspension

<p>Definitions</p>	<p><i>It is highly recommended that parents be contacted at this stage to engage their support.</i></p>	<p>A <u>minor referral</u> is used when an infraction requires more than a classroom teacher is positioned to provide. It may involve collaborative meetings which may include the SST, School and Community based partners; District Level Administrative Staff, and may entail making a referral to a member of the school's administrative team.</p> <p><i>It is highly recommended that parents be contacted at this stage to engage their support.</i></p>	<p>A <u>major referral</u> is used when the infraction is very serious and/ or shows patterns of engaging in dangerous and highly disruptive behaviors, which are significantly greater than minor offenses. At this level, a Building Principal's (or his or her designee's) intervention is required. Generally, the consequence is likely to result in a student participating in an Educational Hearing.</p> <p><i>It is highly recommended that parents be contacted at this stage to engage their support.</i></p>
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If a parent, caregiver, or student needs assistance or services beyond the school, the following offices may be helpful:

Associate Superintendent of Student Support	816-3795
Attendance Services (Transcripts and Working Papers)	816-3593
Board of Education Operator	816-3500
BPS Welcome Center- Central Registration (School Registration and Transfers)	816-3717
Guidance and Counseling	816-3702
Health Related Services	816-3912
Home Schooling Office	816-3624
McKinney Vento Homeless Assistance	816-3988
Medical Leave and Home Instruction	816-3632/ 3624
Language Assessment	816-3717 ext. 5
Multilingual Education	816-3048
Neglected and Delinquent At Risk Youth Program	816-3172
Office of Care-Giver/Parent Advocacy	816-4678
Office of Parent/Family Engagement	816-3170
Security	816-3707
Social Emotional Wellness Supports	816-3955
Special Education (pre-school, placement)	816-3060
Student Support Services (Suspension Hearings)	816-3547