Welcome to the 2018-19 school year. We want this to be a very enjoyable and enriching school year for all.

E2CCB believes that a child best succeeds when there is a strong partnership between home and school. This partnership thrives on open communication between parents and the school, parental involvement and responsibility for all aspects of their child’s education. Please inform school officials of changes in the home situation that may affect student conduct or performance including changes of address, phone or medication.

Parents can become partners in their child’s education by:

▪ Becoming familiar with their child’s school activities and academic program, including special programs offered by E2CCB.

▪ Discussing with guidance counselors, teachers and principals the option and opportunities available to their child.

▪ Monitoring their child’s academic progress and contact teachers when necessary.

▪ Attending scheduled teacher/school conferences.

▪ Monitoring their child’s attendance at school. Regular school attendance is important if a child is to achieve his/her full potential. Parents are urged to make an extra effort to ensure their child establishes a regular attendance pattern.

Learning does not end when the school day is over. Erie 2-Chautauqua-Cattaraugus E2CCB encourages parents to set aside time for reading, informal learning activities, and assisting their child with homework assignments.

**E2CCB will be utilizing Google Apps for Education for students, teachers, and staff during the 2018-19 school year.**

The following services are available to each student and hosted by Google as part of E2CCB online presence in Google Apps for Education:

- **Drive**- word processing, spreadsheet, drawing, and presentation tools
- **Classroom** – an online classrooms where the teacher can post announcements and assignments to the class
- **Calendar**- a student calendar providing the ability to organize schedules, daily activities, and assignments
- **Mail**- an academic email account for school use managed by E2CCB
- **Contacts**- a way to store and organize teacher and student information
- **Groups**- a way to send messages to groups of teachers and students

Using these tools, students collaboratively create, edit and share files as well as websites for school related projects and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any internet connected device.
Technology use in E2CCB is governed by federal laws including:

Children’s Online Privacy Protection Act (COPPA)
COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, advertising is turned off for E2CCB presence in Google Apps for Education. No personal student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context.

The school’s use of student information is solely for education purposes. COPPA –
http://www.ftc.gov/privacy/coppaFAQs.shtm

Family Educational Rights and Privacy Act (FERPA)
FERPA protects the privacy of student education records and gives parents the rights to review student records. Under FERPA, schools may disclose directory information but parents may request the school not disclose this information. Parents are provided the opportunity annually to opt out of disclosing their student’s directory information on the District’s Enrollment Form. FERPA –

Guidelines for the responsible use of Google Apps for Education by students:

1. Official Email Address - All students will be assigned a username@e2ccb.org email account. This account will be considered the student’s official E2CCB email address until such time as the student is no longer enrolled with E2CCB. Students will only be able to email within E2CCB’s domain.

2. Prohibited Conduct - Please refer to prohibited conduct as outlined in the E2CCB Student Handbook. Access to and use of student email is considered a privilege accorded at the discretion of E2CCB. Additional personal accounts may not be created with the student’s email. E2CCB maintains the right to immediately withdraw the access and use of these services including email when there is reason to believe that violations of law or policies have occurred.

3. Access Restriction - Access to and use of student email is considered a privilege granted at the discretion of E2CCB. E2CCB maintains the right to immediately withdraw the access and use of these services including email when there is reason to believe that violations of law or District policies have occurred. In such cases, the alleged violation will be referred to a building Administrator for further investigation and adjudication.

4. Security - E2CCB cannot and does not guarantee the security of electronic files located on Google Systems. Although Google does have a powerful content filter in place for email, the school system cannot assure that users will not be exposed to unsolicited information.

5. Privacy - The general right of privacy will be granted to the fullest extent possible in the electronic environment. E2CCB and all electronic users should treat electronically stored information in individual’s files as confidential and private. However, users of student email are strictly prohibited from accessing files and information other than their own. The school system reserves the right to access the student’s Google Apps for Education Account including current and archival files when there is reasonable suspicion that unacceptable use has occurred.
## Important Telephone Numbers

<table>
<thead>
<tr>
<th>Location</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy at Maple Avenue</td>
<td>(716) 672-3222</td>
</tr>
<tr>
<td>Baker Road Educational Center</td>
<td>(716) 662-0135</td>
</tr>
<tr>
<td>CAM P-TECH Academy</td>
<td>(716) 337-2015</td>
</tr>
<tr>
<td>Carrier Educational Center</td>
<td>(716) 549-4454</td>
</tr>
<tr>
<td>Chautauqua Lake Central School</td>
<td>(716) 753-5843</td>
</tr>
<tr>
<td>Hewes Educational Center</td>
<td>(716) 763-1801</td>
</tr>
<tr>
<td>LoGuidice Educational Center</td>
<td>(716) 672-4371</td>
</tr>
<tr>
<td>North Collins Elementary</td>
<td>(716) 337-2015</td>
</tr>
<tr>
<td>Ormsby Educational Center</td>
<td>(716) 652-8250</td>
</tr>
<tr>
<td>WNY P-TECH Academy</td>
<td>(716) 672-3144</td>
</tr>
</tbody>
</table>

Please note: Dignity Act Coordinators may change during the school year, please refer to our website ([www.e2ccb.org](http://www.e2ccb.org)) for updates.

### DIGNITY ACT COORDINATORS:

<table>
<thead>
<tr>
<th>Center Based Locations</th>
<th>Coordinator</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baker Road Academy</td>
<td>Tim Lasky</td>
<td>662-0135 ext. 6000</td>
</tr>
<tr>
<td>Carrier Educational Center</td>
<td>Robert Merkle</td>
<td>549-4454 ext. 4000</td>
</tr>
<tr>
<td>Hewes Educational Center</td>
<td>Adam Padd/Paul Mihalko</td>
<td>763-1801 ext. 3000</td>
</tr>
<tr>
<td>LoGuidice Educational Center</td>
<td>Joe Pagan/Matt Moore</td>
<td>672-4371 ext. 2000</td>
</tr>
<tr>
<td>Maple Avenue Academy</td>
<td>Kevin Bourgoine</td>
<td>672-4371 ext. 2090</td>
</tr>
<tr>
<td>Ormsby Educational Center</td>
<td>Tom Huebert</td>
<td>652-8250 ext. 5000</td>
</tr>
</tbody>
</table>

**Satellite Locations:**

<table>
<thead>
<tr>
<th>Location</th>
<th>Coordinator</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chautauqua Lake</td>
<td>Jennifer Saboda</td>
<td>753-5868</td>
</tr>
<tr>
<td>East Aurora/Iroquois</td>
<td>Deborah Cleary</td>
<td>652-0937 ext. 6401</td>
</tr>
<tr>
<td>Lake Shore</td>
<td>Paula Ferneza</td>
<td>337-2015 ext. 4601</td>
</tr>
<tr>
<td>North Collins</td>
<td>Paula Ferneza</td>
<td>337-2015 ext. 4601</td>
</tr>
<tr>
<td>Orchard Park</td>
<td>Deborah Cleary</td>
<td>652-0937 ext. 6401</td>
</tr>
<tr>
<td>Holland</td>
<td>Deborah Cleary</td>
<td>652-8250 ext. 5301</td>
</tr>
<tr>
<td>Brocton</td>
<td>Kimberly Oakes</td>
<td>792-2175</td>
</tr>
<tr>
<td>WNY P-TECH Academy</td>
<td>Steve Ruszczyk</td>
<td>672-3144</td>
</tr>
<tr>
<td>CAM-P-TECH Academy</td>
<td>Paula Ferneza</td>
<td>337-2015 ext. 4601</td>
</tr>
</tbody>
</table>
Statement of Nondiscrimination
The E2CCB does not discriminate in its employment and admission to programs and activities as applicable, on the basis of actual or perceived race, color, creed, sex, sexual orientation, national origin, religion, age, economic status, marital status, veterans' status, political affiliation, domestic victim status, use of a guide dog, hearing dog or service dog, disability, or other classifications protected under federal or state law, and provides equal access to the Boy Scouts and other designated youth groups. The designated district compliance officers will coordinate compliance with the nondiscrimination requirements of Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, as amended, the Boy Scouts of America Equal Access Act, and the New York State Human Rights Law.

How to File a Complaint
The Compliance Officers are: Brian Liebenow, Title IX Compliance Officer (based on sex) (716) 672-4371 and Laurie Kay Burger Section 504 Compliance Officer (716) 549-4454. Complaints may also be filed with the Office for Civil Rights,

Complaints may be mailed to:
Office for Civil Rights,
U. S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005-2500

Telephone: (646) 428-3800

Complaints may be faxed to: (646) 428-3843

In your correspondence, please include:
• The complainant’s name, address and, if possible (although not required), a telephone number where the complainant may be reached during business hours;
• Information about the person(s) or class of persons injured by the alleged discriminatory act(s) (names of the injured person(s) are not required);
• The name and location of the institution that committed the alleged discriminatory act(s); and
• A description of the alleged discriminatory act(s) in sufficient detail to enable OCR to understand what occurred, when it occurred, and the basis for the alleged discrimination (race, color, national origin, sex, disability, age or the Boy Scouts of America Equal Access Act).

E-mail: Complainants may file a complaint using the following e-mail address: ocr@ed.gov. Use the same procedures as above.

Online: Complainants may file a complaint with OCR using OCR’s electronic complaint form at the following website: http://www.ed.gov/about/offices/list/ocr/complaintintro.html.

DIGNITY FOR ALL STUDENTS ACT (Board Policy 4003)
The E2CCB Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, E2CCB will strive to create an environment free of bullying, discrimination and/or harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with E2CC
E2CCB educational mission. Since cyberbullying is a form of bullying, the term “bullying” as used in this policy will implicitly include cyberbullying even if it is not explicitly stated.

E2CCB condemns and prohibits all forms of bullying, discrimination and/or harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination and/or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

Dignity Act Coordinator
At least one (1) employee at every E2CCB campus shall be designated as the Dignity Act Coordinator(s). The Dignity Act Coordinator(s) will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression) and sex. The Board of Education shall appoint the Dignity Act Coordinator(s) who is employed by E2CCB and is licensed and/or certified as a classroom teacher, school counselor, psychologist, nurse, social worker, administrator/supervisor or the Superintendent. E2CCB must share the name(s) and contact information of the Dignity Act Coordinator(s) with all school personnel, students, and parents/persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information by:

a) Listing such information in the Code of Conduct and updates posted on the website;

b) Including such information in the plain language summary of the Code of Conduct provided to all persons in parental relation to students at the beginning of each school year;

c) Providing such information to parents and persons of parental relation in at least one mailing or other method of distribution including, but not limited to, through electronic communication and/or sending such information home with each student and, if such information changes, in at least one mailing or other such method of distribution as soon as practicable thereafter;

d) Posting such information in highly visible areas of school buildings;

e) Making such information available at all administrative offices.

If a Dignity Act Coordinator vacates his/her position, another school employee shall immediately be designated for an interim appointment as Coordinator, pending approval from the Board of Education, within thirty (30) days of the date the position was vacated. In the event a Coordinator is unable to perform the duties of the position for an extended period of time, another school employee shall immediately be designated for an interim appointment as Coordinator, pending return of the previous Coordinator to the position. The E2CCB must provide the change in information to parents or persons in parental relation as soon as practicable. The change in name and/or contact information of the Dignity Act Coordinator will not constitute a revision to the Code of Conduct so as to require a public hearing.

Training and Awareness
E2CCB shall establish guidelines for training which shall be approved by the Board of Education. Training will be provided each school year for all E2CCB employees in conjunction with existing professional development training to raise staff awareness and sensitivity of bullying, discrimination
and/or harassment directed at students that are committed by students or school employees on school property at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property.

Training will include ways to promote a supportive school environment that is free from bullying, discrimination and/or harassment. Training shall:

- a) Raise awareness and sensitivity;
- b) Address social patterns and the effects on students;
- c) Inform employees on the identification and mitigation of such acts;
- d) Provide strategies for effectively addressing problems of exclusion, bias and aggression;
- e) Include safe and supportive school climate concepts in curriculum and classroom management; and
- f) Ensure the effective implementation of school policy on conduct and discipline.

Instruction in grades Kindergarten through 12 shall include a component on civility, citizenship and character education. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community. For the purposes of this policy, "tolerance," "respect for others" and "dignity" shall include awareness and sensitivity to bullying, discrimination and/or harassment and civility in the relations of people of different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, genders and sexes. Such component must also include instruction on the safe and responsible use of the Internet and electronic communications.

Rules against bullying, discrimination and/or harassment will be included in the Code of Conduct, publicized E2CCB-wide and disseminated to all staff and parents. Any amendments to the Code will be disseminated as soon as practicable following their adoption. New teachers shall be provided a complete copy of the current Code upon their employment. An age-appropriate summary shall be distributed to all students at a school assembly at the beginning of each school year.

**Reports and Investigations of Discrimination and Harassment**

E2CCB will investigate all complaints of bullying, discrimination and/or harassment, either formal or informal, and take prompt corrective measures, as necessary. School employees who witness or receive a report (oral or written) of harassment, bullying and/or discrimination must orally notify the Superintendent, Principal, or their designee no later than one (1) school day after witnessing or receiving a report of such incident. The employee must then file a written report within two (2) school days after making the oral report. If, after an appropriate investigation, E2CCB finds that this policy has been violated, corrective action will be taken in accordance with E2CCB policies and regulations, the Code of Conduct, and all appropriate federal or state laws. The E2CCB will annually report material incidents of bullying, discrimination such report shall be submitted in a manner prescribed by the Commissioner, on or before the basic educational data system reporting deadline or such other date as determined by the Commissioner.

The Principal of each school shall provide a regular report (at least once during each school year) on data and trends related to harassment, bullying and/or discrimination to the Superintendent and in a
manner prescribed by the E2CCB. There is no need to submit this report to the State Education Department.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)
Any person who has reasonable cause to suspect that a student has been subjected to bullying, discrimination and/or harassment by an employee or student, on school grounds or at a school function, who acts reasonably and in good faith and reports such information to school officials or law enforcement authorities, shall have immunity from any civil liability that may arise from making such report. The Board prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of a complaint of bullying, discrimination and/or harassment.
Education Law Sections 10-18 and 801-a, 8 (NYCCR) Section 100.2

Harassment/Peer Abuse/Cyberbullying
Harassment may take the form of comments, name-calling, jokes, stalking, perpetuating rumors or gossip, offensive gestures, or languages, assault or any other behavior that is designed to annoy, intimidate or cause fear.

Examples of racial or ethnic harassment would include unwanted verbal comments, racial name calling, racial or ethnic slurs, slogans, graffiti, or intimidating actions such as cross burning or painting swastikas, and treating students differently on the basis of race. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature when: submission is made a term or condition of obtaining an education; or rejection is used as a factor in decisions affecting that individual’s education, or the conduct or communication creates an intimidating, hostile, or offensive educational environment.

Any student who believes that he or she has been subjected to discrimination and/or harassment should report the alleged misconduct immediately to Brian Liebenow, 9520 Fredonia-Stockton Rd., Fredonia, NY 14063, (716-672-4371) Title IX, or Title VI Compliance Officer, or his/her designee, so that corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The student can pursue his or her complaint informally or file a formal complaint pursuant to E2CCB procedures.

In the absence of a victim’s complaint, the school, upon learning of, or having reason to suspect, the occurrence of any harassment, will promptly begin an investigation and take appropriate action upon learning the results of the investigation.

SEXUAL HARASSMENT OF STUDENTS (Board Policy 4115)
E2CCB is committed to safeguarding the right of all students to learn in an environment that is free from all forms of sexual harassment. Conduct is deemed to be sexual harassment when the recipient perceives such behavior as unwelcome. It is irrelevant that the harasser had no intention to sexually harass the student. The Board recognizes that sexual harassment of students can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as adults or any individual who foreseeably might come in contact with students on school grounds or at school-sponsored activities. When an alleged sexual harassment occurs, and the district is informed, immediate and appropriate corrective action shall be taken.
The Board, consistent with State and Federal law, therefore condemns all unwelcome behavior of a sexual nature which may impose a requirement of sexual cooperation as a condition of academic advance, or which may have the purpose or effect of creating an intimidating, hostile, or offensive learning environment. The Board also prohibits any retaliatory behavior against complainants or witnesses.

Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately, pursuant to regulations, so that appropriate corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting incidents of alleged sexual harassment. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual harassment, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools, or his/her designee, is directed to develop and implement specific procedures on reporting, investigating and remediing allegations of sexual harassment. Such procedures are to be consistent with any applicable provisions contained in the district's policy manual and consistent with Federal and State laws on sexual harassment.

Training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment. A copy of this policy and its accompanying regulation are to be distributed to all personnel and students and posted in appropriate places.

**PEER ABUSE/CYBERBULLYING (Board Policy 4004)**

The E2CCB Board of Education is committed to providing a safe, productive, and positive learning environment within its schools. Peer abuse is demeaning, abusive, and/or illegal behavior that harms victims, and is inconsistent with the educational goals of the E2CCB by negatively impacting the school environment. Abuse of a student by another student or group of students is strictly prohibited on school property; in school buildings; on school buses; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Peer abuse shall include, but not be limited to, bullying and hazing. The Board of Education shall require the prohibition of peer abuse-along with the range of possible intervention activities and/or sanctions for such misconduct-to be included in the *E2CCB Code of Conduct* for all grade levels.

For purposes of this policy, the term “hazing” among students is defined as any humiliating or dangerous activity expected of a student to join a group, regardless of their willingness to participate. Hazing of a student refers to soliciting, encouraging, aiding, or engaging in “hazing” behavior as defined pursuant to E2CCB policy, regulation, and/or law. Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating, or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol, or illegal drugs.
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors.

Incorporated within this definition are various forms of physical, emotional, and/or sexual abuse, which may range in severity from teasing/embarrassing activities to life threatening actions.
Even if the hazing victim participated “willingly” in the activity, or there was no “intent” by the hazer to harm or injure another individual, hazing is still hazing and against Board policy, the E2CCB Code of Conduct and may be in violation of New York State Law. However, hazing of students does not need to rise to the level of criminal activity for such conduct to be in violation of E2CCB rules and subject to appropriate disciplinary sanctions. Any hazing activity, whether by an individual or group, shall be presumed a forced activity and in violation of Board policy, regardless of the “willingness” of the student to participate.

For purposes of this policy, the term “bullying” among children is defined, in general, as: “a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful.” Bullying can take three forms:

a) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);

b) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats);

and

c) Psychological (including, but not limited to, spreading rumors; manipulating social relationships, or engaging in social exclusion, extortion or intimidation).

**Cyberbullying Behavior**

As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as weaker. Cyberbullying involving E2CCB students may occur both on campus and off school grounds and may involve student use of the E2CCB Internet system or student use of personal digital devices while at school, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or web site postings (including blogs).

Cyberbullying has the effect of:

a) Physically, emotionally or mentally harming a student;

b) Placing a student in reasonable fear of physical, emotional or mental harm;

c) Placing a student in reasonable fear of damage to or loss of personal property; and

d) Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Also, cyberbullying that occurs off-campus, that causes or threatens to cause a material or substantial disruption in the school, could result in disciplinary action in accordance with the *E2CCB Code of Conduct* and possible referral to local law enforcement authorities.

**Reports of Allegations of Bullying/Cyberbullying Behavior**

Any student who believes that he/she is being subjected to bullying/cyberbullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying/cyberbullying, shall report the behavior to any staff member or the Building Principal. The staff member/Building Principal to whom the report is made (or the staff member/Building Principal who witnesses bullying/cyberbullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated to investigate allegations of bullying/cyberbullying. Investigation of allegations of
bullying/cyberbullying shall follow the procedures utilized for complaints of harassment within the School District. Allegations of bullying/cyberbullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

Prohibition of Retaliation
The Board of Education prohibits any retaliatory behavior directed against complaints, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of peer abuse. Follow-up inquiries and/or appropriate monitoring of the alleged abuser(s) and victim(s) shall be made to ensure that peer abuse has not resumed and that all those involved in the investigation of allegations of abuse have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action.

Knowingly Makes False Accusations
Students who knowingly make false accusations against another individual as to allegations of peer abuse may also face appropriate disciplinary action.

Prevention/Intervention and Responsibility/Training
Personnel at all levels are responsible for taking corrective action to prevent peer abuse/cyberbullying of which they have been made aware at E2CCB sites; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Further, as may be applicable, personnel are to report such behavior to their immediate supervisor. Staff training shall be provided to raise awareness of the problem of peer abuse/cyberbullying within the schools and to facilitate staff identification of, and response to, such peer abuse among students.

Prevention and intervention techniques within the E2CCB to help prevent peer abuse/cyberbullying and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to abusers, victims and their parents to help ensure that the abuse stops.

Rules against peer abuse/cyberbullying shall be publicized E2CCB-wide and shall be disseminated as appropriate to staff, students, and parents. Disciplinary sanctions for violation of this policy shall be outlined in the District Code of Conduct and may be incorporated in staff and student handbooks. In addition, allegations of peer abuse/cyberbullying may result in referral to law enforcement officials as necessary.
New York State Penal Law Sections 120.16 and 120.17
Education Law Sections 1709-a, 1503-a, 2554-a, and 2801
8 New York Code of Rules and Regulations (NYCRR) Section 100.2(1)(2)
Amended: March 3, 2010

STAFF-STUDENT RELATIONS (FRATERNIZATION) (Board Policy 6013)
The Board requires that all E2CCB employees maintain a professional, ethical relationship with E2CCB students that is conducive to an effective, safe learning environment; and that staff members act as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of
whether the student may have "consented" to such conduct. Further, employees shall not entertain
students or socialize with students in such a manner as to create the perception that a dating
relationship exists. Similarly, any action or comment by a staff member which invites romantic or
sexual involvement with a student is considered unethical, unacceptable and in violation of E2CCB
policy, and may result in the notification of law enforcement officials and the filing of criminal
charges and/or disciplinary action by the E2CCB up to and including termination of employment.

Inappropriate employee behavior includes, but is not limited to, flirting; making suggestive comments;
dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts;
frequent personal communication with a student; (via phone, e-mail, letters, notes, etc.) providing
alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual
relations. ("Frequent personal communication with a student unrelated to course work or official school
matters" means any form in which that personal communication may occur including, but not limited
to, voice or text-based communication via phone, e-mail, instant messaging, text messaging or through
social networking Web sites.)

Even if the student participated "willingly" in the activity (regardless of the student's age),
inappropriate fraternization of staff with students is against E2CCB policy and may be in violation of
professional standards of conduct and New York State Law. However, inappropriate employee
conduct does not need to rise to the level of criminal activity for such conduct to be in violation of
E2CCB rules and subject to appropriate disciplinary sanctions.

Any student who believes that he/she has been subjected to inappropriate staff behavior as enumerated
in this policy, as well as students, school employees or third parties who have knowledge of or witness
any possible occurrence of inappropriate staff-student relations, shall report the incident to any staff
member or either the employee's supervisor, the student's principal or the E2CCB designated
complaint officer. In all events, such reports shall be forwarded to the designated complaint officer for
further investigation. Anonymous complaints of inappropriate fraternization of staff members with
students shall also be investigated by the E2CCB. Investigations of allegations of inappropriate staff-
student relations shall follow the procedures utilized for complaints of harassment within the E2CCB.
Allegations of inappropriate staff-student behavior shall be promptly investigated and will be treated
as confidential and private to the extent possible within legal constraints.

Any employee having knowledge of or reasonable suspicion that another employee may have engaged
in inappropriate conduct with a student that may constitute child abuse (specifically, child abuse in an
educational setting) must also follow the E2CCB's reporting procedures for such allegations; and such
information will be reported by the designated administrator as required by state law to law
enforcement officials, the State Education Department and/or Child Protective Services as may be
applicable.

If a student initiates inappropriate behavior toward a staff member, that employee shall document the
incident and report it to his/her building principal or supervisor.

The E2CCB shall promptly investigate all complaints of inappropriate staff-student relations, and take
prompt corrective action to stop such conduct if it occurs.

**Prohibition of Retaliation**
The Board of Education prohibits any retaliatory behavior directed against complainants, victims,
 witnesses, and/or any other individuals who participate in the investigation of allegations of
inappropriate staff-student relations. Follow-up inquiries and/or appropriate monitoring shall be made
to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the E2CCB.

**District Responsibility/Training**
The principal of each school and/or program supervisor shall be responsible for informing students, staff, and volunteers of the requirements of this policy, including the duty to report and the procedures established for investigation and resolution of complaints. Further, staff training shall be provided to facilitate staff identification of possible behavior that may constitute inappropriate staff-student relationships. Students shall be provided such training in an age appropriate manner.

The E2CCB policy (or a summary thereof) shall be disseminated as appropriate to staff, students and parents. Further, this topic shall be addressed in the E2CCB Code of Conduct.

**Disciplinary Sanctions**
Any staff member who engages in inappropriate conduct with a student, prohibited by the terms of this policy, shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, E2CCB policy and regulation, and the applicable collective bargaining agreement. A violation of this policy may also subject the employee to criminal and/or civil sanctions as well as disciplinary action by the State Education Department.

Title IX of the Education Amendments of 1972, 20 United States Code (USC) Section 1681 et seq.
Education Law Article 23-B
Social Services Law Sections 411-428
8 New York Code of Rules and Regulations (NYCRR) Part 83
Amended: May 12, 2011

**Student Records**
The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age (referred to in the law as “eligible students”) the following rights:

1. The right to inspect and review (your child’s) (your) education records within 45 days of the day the district receives a request for access.

   Parents or eligible students should submit to the E2CCB principal/supervisor a written request that identifies the records they wish to inspect. The principal/supervisor will make arrangements for access and notify you of the time and place where the records may be inspected.

2. The right to request the amendment of (your child’s) (your) education records that you believe are inaccurate or misleading.

   Parents or eligible students may ask E2CCB to amend a record that they believe is inaccurate or misleading by writing the E2CCB principal/supervisor, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading.

   If E2CCB decides not to amend the record as requested, it will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided at this same time.
3. The right to consent to disclosures of personally identifiable information contained in (your child’s) (your) education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by E2CCB as an administrator, principal, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the school board; a person or company with whom E2CCB has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist), or such a person serving on a disciplinary or grievance committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

Upon request, E2CCB discloses educational records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, D.C. 20202-4605.

MILITARY RECRUITERS' ACCESS TO HIGH SCHOOL STUDENTS AND INFORMATION ON STUDENTS (Board Policy 4201)

In compliance with the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB); and the National Defense Authorization Act, and in accordance with the Family Educational Rights and Privacy Act (FERPA), Erie 2-Chautauqua-Cattaraugus E2CCB shall comply with a request by a military recruiter for secondary students' names, addresses, and telephone listings, unless a parent has "opted out" of providing such information.

Further, in compliance with the NCLB, E2CCB shall give military recruiters the same access to secondary school students as they provide to postsecondary institutions or to prospective employers.

Under FERPA, E2CCB must provide notice to parents of the types of student information that it releases publicly. This type of information commonly referred to as "directory information," which is released by E2CCB includes -- but is not limited to -- such items as students' names, addresses, and telephone listings. The notice must include an explanation of a parent's right to request that the information not be disclosed without prior written parental consent; and further requires that parents be notified that E2CCB routinely discloses students' names, addresses, and telephone listings to military recruiters upon request, subject to a parent's request not to disclose such information without written parental consent.

A single notice provided through a mailing, student handbook, or other method that is reasonably calculated to inform parents of the above information is sufficient to satisfy the parental notification requirements of both FERPA and the NCLB. The notification shall advise the parent of how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

If a parent opts out of providing directory information (or any subset of such information) to third parties, the opt-out relating to their child's name, address, or telephone listing applies to request for
military recruiters as well. For example, if the opt-out states that telephone numbers will not be disclosed to the public, E2CCB may not disclose telephone numbers to military recruiters.

The District Superintendent/designee shall ensure that appropriate notification is provided to parents informing them of their right to opt-out of the release of designated directory information without prior written parental consent.

Adopted: June 12, 2003

STUDENT PRIVACY, PARENTAL ACCESS TO INFORMATION, AND ADMINISTRATION OF CERTAIN PHYSICAL EXAMINATIONS TO MINORS (Board Policy 4202)

U.S. Department of Education-Funded Surveys
In compliance with the Protection of Pupil Rights Amendment (PPRA), E2CCB is committed to protecting the rights and privacy interests of parents/guardians and students with regard to surveys funded in whole or part by any program administered by the U.S. Department of Education (DOE).

E2CCB shall make instructional materials available for inspection by parents/guardians if those materials will be used in connection with a DOE-funded survey, analysis, or evaluation in which their children participate. In addition, E2CCB shall obtain prior written parental/guardian consent before minor students are required to participate in any DOE-funded survey, analysis, or evaluation that reveals information concerning:

a. Political affiliations or beliefs of the student or the student's parent/guardian;
b. Mental or psychological problems of the student or the student's family;
c. Sexual behavior or attitudes;
d. Illegal, anti-social, self-incriminating, or demeaning behavior;
e. Critical appraisals of other individuals with whom respondents have close family relationships;
f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
g. Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Surveys Funded by Sources Other than U.S. Department of Education
E2CCB has developed and adopted this policy, in consultation with parents/guardians, regarding the following:

a. The right of the parent/guardian to inspect, upon request, a survey created by a third party (i.e., by a party other than the DOE) before the survey is administered or distributed by the school to a student. Requests by parents/guardians to inspect such surveys are to be submitted to, in writing, to the building Administrator at least 10 days prior to the administration or distribution of any survey. Further, the Erie 2-Chautauqua-Cattaraugus E2CCB shall grant a request by the parent/guardian for reasonable access to such survey within a reasonable period of time after the request is received by E2CCB.

b. Arrangements shall be provided by E2CCB to protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the following items (including the right of the parent/guardian of the student to inspect, upon request, any survey containing one or more of such items):
1. Political affiliations or beliefs of student toward the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents/guardians have the right to inspect, upon request, any survey containing one or more of such items. Such requests must be submitted by the parent/guardian, in writing, to the building Administrator at least 10 days prior to the administration or distribution of any survey.

c. Parents/guardians shall be granted, upon request, reasonable access and the right to inspect instructional materials used as part of the educational curriculum for the student within a reasonable period of time (defined by the E2CCB, for the purposes of this policy, as 30 days) after such request is received by E2CCB. Requests shall be submitted by parents/guardians, in writing, to the building administrator. The term "instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that E2CCB may administer to a student.

Further, this law does not apply to any physical examination or screening that is permitted or required by State law, including physical examinations or screenings that are permitted without parental notification.

In the implementation of this provision regarding the administration of physical examinations or screenings that the school may administer to the student, E2CCB incorporates by reference Board policies that address student health services, as applicable, including but not limited to policies regarding the administration of medication, immunization of students, and student physicals.

e. Unless mandated/authorized in accordance with Federal or State law and/or regulation, it is policy of the Board of Education, to not permit the collection, disclosure, or use of personal information (the term “personal information” is defined as individually identifiable information including a student’s or parent/guardian’s first and last name; home address; telephone number; or Social Security number) collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), unless otherwise exempted pursuant to law as noted below. Questions regarding the collection, disclosure, or use of personal information collected from students for such marketing purposes may be referred to the school attorney as deemed necessary by the District Superintendent/designee.

These requirements do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:
- College or other postsecondary education recruitment, or *military recruitment;
● Book clubs, magazines, and programs providing access to low-cost literary products;
● Curriculum and instructional materials used by elementary schools and secondary schools;
● Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
● The sale by students of products or services to raise funds for school-related or education-related activities;
● Student recognition programs.


This law is not intended to preempt applicable provisions of State law that require parental/guardian notification.

Erie 2-Chautauqua-Cattaraugus E2CCB shall provide for reasonable notice of the adoption or continued use of this policy directly to the parents/guardians of students enrolled in E2CCB. At a minimum, E2CCB shall provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy.

Further, in the notification, the E2CCB shall offer an opportunity for parents/guardians to opt their child out of participation in the following activities:

a. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

b. The administration of any survey containing one or more of the eight items of information listed above in the subheadings referencing DOE-funded surveys as well as non-DOE-funded surveys.

c. Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

Notification of Specific Events
In the notification, E2CCB shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the above activities are scheduled or expected to be scheduled.

General Provisions
The requirements of PPRA do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA). Further, PPRA does not supersede any of the requirements of FERPA.

The rights provided to parents/guardians under PPRA transfer from the parent/guardian to the student when the student turns 18 years old or is an emancipated minor under applicable State law.
The E2CCB may use funds provided under Part A of Title V of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 to enhance parental/guardian involvement in areas affecting the in-school privacy of students.

**Student Progress Reports to Parents**
The Educational Center’s formal reporting system includes report cards and/or forms developed by the professional staff and issued periodically. Scheduled conferences between parents and teachers, and interim reports will be issued as needed or required. Parents are urged to visit the school and to meet with guidance counselors and teachers whenever necessary. Please schedule all such visits in advance.

**Parent Conferences**
Parent-teacher conferences are an important element in reporting student progress to parents. Parents will be notified in advance of the available dates and times so a convenient appointment can be arranged.

Parents should feel free to request a conference with their child’s teacher at any time. Parents may initiate a conference by calling the school office and making an appointment with the teacher, counselor, or principal/supervisor. When a parent requests a conference with a teacher, the teacher will make every effort to arrange a mutually convenient time. Such conferences will be planned around the teacher’s schedule so as not to interfere with class time.

If a parent cannot attend a scheduled conference, he/she should notify the school as far in advance as possible so that another conference time may be arranged.

**Visitors to the Schools**
Parents and other citizens are welcome to visit the school periodically during the course of the school year. However, since schools are places of work and learning, certain limits, by campus location, must be set for such visits. Those wishing to visit are encouraged to make an appointment to insure the teacher and/or principal/supervisor is available.

Student visitors from other schools, unless they have a specific reason and prior written approval of the principal/supervisor, instructor and home school administrator are not permitted to enter school buildings. All visitors to the school must report to the main office, sign the visitor’s register and obtain a visitor’s pass which must be displayed at all times. The visitor’s pass must be returned to the main office and the visitor must sign out at the conclusion of the visit.

**Parents with Disabilities**
Parents/Legal Guardians with disabilities will be afforded an equal opportunity to participate in the services, programs, and activities of E2CCB, particularly those that are designed for parental involvement and are directly related to their child’s academic and/or disciplinary progress (e.g. parent/teacher conferences, and/or meetings with other school personnel).

Requests for accommodations should be directed to the home school, CSE Chairperson or principal/supervisor at least 10 business days prior to the scheduled activity or program. Such requests should include a description of the person’s needs and the specific accommodation being requested.

**Civility, Citizenship and Character Education**
Parents, students, and the school community will work together to teach, promote, and model ethical behavior reinforcing community values. The Educational Center will reflect and reinforce positive character traits which embody community values and promote principles of fairness and justice.
The Educational Center works in partnership with parents to maintain a learning and working environment that supports positive student attitudes and the character development of its students. Character development will reflect and reinforce character and civic values such as honesty, tolerance, personal responsibility, respect for others, awareness and sensitivity to discrimination and/or harassment, civility in relation to people of different races, weights, national origins, ethnic groups, religions, religious practices, physical or mental abilities, sexual orientations, genders or sexes, observance of laws and rules, courtesy and dignity as well as other traits which will enhance the quality of students’ experiences in, and contributions to, the community.

**Instruction Regarding AIDS in Alternative and Special Education Programs**

In compliance with commissioner’s regulations, AIDS instruction is part of a sequential and comprehensive health program for all students enrolled in Alternative Education and Special Education K-12 programs. The school provides age-appropriate instruction, which includes the following information:

1. The nature of the disease;
2. Methods of transmission of the disease; and
3. Methods of prevention of the disease (stressing abstinence as the most effective and appropriate protection against AIDS).

Parents may request to have their child(ren) excused from that segment of AIDS instruction regarding methods of prevention of the disease by filing a request with the principal/supervisor. The request must give assurance that such instruction will be given at home. For more information, please contact the principal/supervisor’s office.

**Physical Education**

Physical education is an important and required subject area for all students. Every student who attends school must take part in a physical education program. Students in grades 9-12 must successfully complete the physical education course during each year they attend school in order to qualify for graduation. In some cases, students may participate in a Physical Education Program at one of our Educational Centers. It is the student’s responsibility to attend Physical Education. Poor attendance and/or failure to participate will affect your child’s grade. The student must maintain a passing grade to receive credit.

If a student requires a special or adaptive physical education program, he/she should notify the school counselor and P.E. teacher as soon as possible. A note from the students’ physician may also be required.

If a student must be excused from P.E. classes for less than a week either due to minor injuries or upon returning to school following an illness, the student must deliver a note from the parent to the physical education teacher.

If a student must be excused from P.E. for more than a week, that student must deliver a note from his/her physician or home school nurse.

**Proper Attire for Physical Education Class**

Students are expected to dress sensibly in order to participate in physical education classes. All students are required to wear sneakers for safety and performance reasons.
Multimedia Tools in the Classroom
During the course of the school year, teachers supplement classroom work by utilizing a variety of multimedia tools. As such, your child may have the opportunity to view one or more videos as part of their classroom participation, including:

▪ Videos related to the curriculum being taught to your child;
▪ Videos that are in the Educational Center school library;
▪ Videos that can be obtained through an inter-library loan program;
▪ G-rated videos.

Any video shown outside the above guidelines will require written notification of parents specifying the video’s content and suitability. In these cases, parents will be asked to sign a written permission slip before a student can view such a video.

Textbooks
Textbooks are supplied for student use during the duration of each course. Students who deface, make notes, or lose textbooks will be required to purchase the books. Students who wish to retain their books may purchase them at cost.

Student Health Services
The school nurse or the designated first aid caregiver will provide emergency care for students involved in accidents or unexpected medical situations. Students must see the school nurse and have permission from their instructor/teacher to do so. The building principal/supervisor must be notified and parents must give permission before students are dismissed from school due to an unexpected illness.

Administering Medication in School
If a student needs to take medication during the school day, the authorization for administering medication in the schools must be completed and submitted to the school nurse or designee. Bring a copy of the prescription.

▪ Medication must be in the original prescription bottle.
▪ The medication is to be provided to the school nurse by the parent/guardian or an adult who has direct supervision over the student.

Breakfast/Lunch Program
The Educational Center offers a free, reduced, and paid breakfast and lunch program for all day students who cannot participate in their home school program. Eligibility for free and reduced price meals is based upon the economic need of the family. Applications are distributed each September to determine eligibility and may be obtained through your home school or through the Alternative Education or Special Education office at the Educational Center throughout the school year. Parents must file a new application for the program each September. Families who fail to file a new application annually will be discontinued from the program by October 1.

School Counseling Department
The Counseling Department provides assistance to students in a variety of ways. The school counselor works cooperatively with the guidance counselor and staff at your home school. The guidance staff is readily available to assist you. If you have any academic or personal concerns, please do not hesitate to ask your instructor for a pass to the School Counseling Department.

Homework
Homework provides excellent opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.
Parents and the school share the responsibility for student learning. Parents can assist their children with homework by:

▪ Providing a study area free of distraction and with good lighting.
▪ Asking questions about the content of student homework.
▪ Giving requested assistance, but letting the student do his or her own work.
▪ Avoiding undue pressure.
▪ Helping create a “homework habit” at the same time each night.
▪ Parental involvement in students’ homework is essential to making homework an integral part of the educational program. Parents should encourage and monitor homework assignments.

At the discretion of the teacher, students may be assigned homework each night. All homework assignments will be graded and counted towards each student’s quarterly grade.

If a student knows that he or she will be absent for several days, it is possible for homework assignments to be sent home. Arrangements for assignments can be made through the guidance office at least one day in advance.

Make-Up Opportunities
Students are expected to complete homework assignments even when they are ill. Upon returning to school following an absence, tardiness or leaving early, the student is responsible for checking with his/her teachers for missed assignments and makeup work. Students will be provided with the opportunity and assistance to make up work missed as a result of an excused absence from class. When necessary and applicable, assignments may be sent home and teachers shall be available to render necessary assistance. Students are responsible for completing assignments on time even if they were absent the day assignments were given. Absences may provide an unfair academic advantage (e.g., class time is missed to secure more time to study for a test, to complete an assignment, or acquire information about the test from other students). Therefore, students may not be allowed to make up tests and examinations given on days in which the student had an unexcused absence and they may receive a grade of zero (all IEP modifications will be honored). Similarly, students who turn in projects and other assignments late for any reason, including an unexcused absence on the due date, may have points deducted for the assignment.

Student Attendance
It is the student’s basic responsibility as a member of the school community to be on time and attend all classes. Attendance will be taken each day in each class, and regular attendance reports will be sent to parents.

Students who arrive late or need to leave early must have written approval of their home school administrator and parent/guardian and must sign in and out of the main office.

COMPREHENSIVE STUDENT ATTENDANCE POLICY (Board Policy 4000)
School attendance is both a right and a responsibility. The task of ensuring that all students meet or exceed the New York State Learning Standards requires an active partnership among students, parents and E2CCB. The E2CCB recognizes that consistent school attendance, academic success, and school completion have a positive impact on student success. Therefore E2CCB has adopted a Comprehensive Student Attendance Policy to meet the following objectives:

a) To increase school attendance and completion for all students;
b) To improve student achievement performance;

c) To identify attendance patterns in an effort to improve student attendance;

d) To know the whereabouts of every student for safety and other reasons;

e) To verify that individual students are complying with education laws relating to compulsory attendance;

f) To determine the E2CCB average daily attendance or report attendance to the home district for State aid purposes.

**Description of Strategies to Meet Objectives E2CCB will:**

a) Create and maintain a positive school culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and supportive interactions between adults and students. This positive school culture is aimed at encouraging a high level of student commitment to the school, which in turn should lead to increased attendance.

b) Maintain accurate record keeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.

c) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

d) Develop early intervention strategies to improve school attendance for all students.

**Determination of Excused and Unexcused Absences, Tardiness and Early Departures**

Based upon our E2CCB education and community needs, values and priorities, the E2CCB has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards.

a) Excused: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, medical/dental appointments, pre-approved college visits, approved cooperative work programs, military obligations, home school excused, administratively approved E2CCB-sponsored activities or other such reasons as may be approved by the administration.

b) Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above excused categories. Examples of unexcused absences include, but are not limited to, family vacations, hunting, babysitting, obtaining learner’s permit, road test, and oversleeping.

E2CCB students attending programs in a district operated building will follow the host building’s district attendance policy for excused and unexcused absences. All other E2CCB students’ absences will be classified as listed above.
All absences require a written note, including date and reason for absence, from the parent/person in parental relation on the student day of return to school or as soon as possible. Such parental notification for student tardiness or early departure will be presented on the day of the tardiness/early departure, indicating the date, time and reason. Excuses may be verified for authenticity. If no note is received after five (5) school days, the absence will be recorded as unexcused.

**Student attendance Recordkeeping/Data Collection**

The record of each student’s presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner’s Regulations. An absence, tardiness or early departure will be entered as “excused” or “unexcused” along with the E2CCB code for the reason.

Commending July 1, 2010 attendance shall be taken and recorded in accordance with the following:

a. For students in non-departmentalized kindergarten through grade five and other self-contained classrooms (K-12) and supervised group or individual movement to other scheduled school activities such as specialized therapies, physical education in the gym, assembly, etc., such student’s presence or absence shall be recorded after taking of attendance once per school day, provided that the students are not dismissed from school grounds. Where students are dismissed from the building for lunch or for attendance at alternate Career & Technical Centers, satellites or buildings and supervised work experiences, their presence or absence shall also be recorded upon return from lunch or arrival at the other program.

b. For students in grades six through twelve or in departmentalized schools at any grade level (e.g. students pass individually to different classes throughout the day), each student’s presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction, except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph “a” above.

c. Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

d. In the event that a student at any instructional level from pre-kindergarten through grade twelve arrives late or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy and accompanied by a written note from the parent/guardian as well as contact information for the purpose of verification.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from Enrollment in accordance with Education Law Section 3202(1-a)

At the beginning of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness, or early departure shall be coded on a student's record in accordance with the established E2CCB/building procedures.

**Student Attendance and Course Credit**
E2CCB believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, in courses for which credit is earned or recommended, each marking period a certain percentage of a student's final grade will be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the program administrator and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

Students will be considered in attendance if the student is:
   a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
   b) Working pursuant to an approved independent study program; or
   c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school-sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in a timely manner for their completion.

All other students in E2CCB programs will be held accountable as follows:
   a) Any student with more than 18 absences in a course during a school year may not receive credit for the course.
   b) However, it is E2CCB policy that a student’s properly excused absence, tardiness and early departure for which the student has performed any assigned make up work, assignments and/or tests, shall not be counted as an absence for the purpose of determining the student’s eligibility for course credit.
   c) E2CCB procedures will specify how student tardiness and early departures will be calculated and factored into the E2CCB minimum attendance standard.
   d) Where a student earns a passing grade, credit will not be denied for the course(s).
   e) The E2CCB administrator will review each case, as appropriate.
   f) For courses meeting ½ year or ¼ year, the same policy will apply and a calculation of the absences will be prorated accordingly.
   g) Transfer students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

**Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit**

In order to ensure that parents/persons in parental relation and students are informed of the E2CCB’ policy regarding minimum attendance and course credit, and the implementation of specific
intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance the following guidelines may be followed:

a) Copies of the E2CCB Comprehensive Student Attendance Policy will be provided to parents/persons in parental relation and students at the beginning of each school year and/or during annual re-entry and enrollment conference interviews.

b) The Attendance Policy will be included in the student handbook, where appropriate.

c) A designated staff member will review the E2CCB Attendance Policy with students within the first days of the school year and with those who have excessive absences, including requests for early dismissal and tardiness. Further, prior to denial of credit for excessive absences and negligence for completing assignments, student support services will be initiated to assist and coordinate efforts for completing assignments.

d) Designated staff member(s) will notify by telephone the parent/persons in parental relations of student’s absence or tardiness, explaining where appropriate, the relationship of the student’s attendance to his/her ability to receive course credit. Messages will be left when contact is not made. Extended absences will be followed up with written notice, copies sent to the home school and a conference requested involving all parties, when necessary, prior to the denial of course credit for insufficient attendance by the student. Requests for early dismissal must be verified by designated staff member prior to granting approval.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse
A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the E2CCB comprehensive Student Attendance Policy, the E2CCB/building/divisional level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student’s attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Parents/persons in parental relation will be notified by designated E2CCB personnel at periodic intervals to discuss their child’s absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/divisions/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process
In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated E2CCB personnel will pursue the following:

a) Notification by designated staff member(s) to the parent/person in parental relations or to the student’s home district if the student attends a E2CCB program for less than a full school day, of any student’s absence or tardiness. Messages will be left for the parent if contact is not made. Documentation of all successful and unsuccessful contacts regarding absences will be maintained. Extended absences/tardiness will be followed up with written notice and copies sent to home school with a conference involving all parties when necessary. Requests for early dismissal must be verified by designated staff member.
b) There will be identified milestones for attendance to determine students with attendance concerns. These milestones will be accompanied by prescribed interventions which are defined by each program. (e.g. certified letter; home visit by counselor; referral to counseling/court; district involvement, etc.)

c) Designated staff person, under the supervision of the program administrator, will monitor and be able to report regarding program procedures and implementation of these procedures.

**Appeal Process**
A parent/person in parental relation may request a review of their child's attendance record.

**Review of Attendance Records**
Commencing with the 2003-04 school year, the program administrator will work in conjunction with the appropriate attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

**Annual Review by the Board of Education**
The Board of Education shall annually review the program/site level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

**Community Awareness**
The Board of Education shall promote necessary community awareness of the E2CCB Comprehensive Student Attendance Policy by:

a) Providing a copy policy to parents or persons in parental relation to students at the beginning of the each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;

b) Providing each student, at the beginning of the school year or upon entrance into the program, with a copy of the policy

c) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and

d) Providing copies of the policy to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213
8 New York Code of Rules and Regulations (NYCRR) Sections 104.1, 109.2 and 175.6

**Re-Entering Class Following Absence/Tardiness**
Upon returning to school following an absence, it shall be the responsibility of the student to go to the main office with a written excuse that meets the criteria for an excused absence. This excuse must be signed by a parent/guardian. The office personnel will then issue an excuse form to the instructor indicating an excused absence. Tardy students must report to the main office upon arrival at the center to sign in.

**Transportation**
Use bus transportation provided by your home school unless other arrangements have received prior approval in writing by the principal/supervisor at the educational center and your Home School Administrator, and parent. REPORT IMMEDIATELY to your home school office if you miss the bus
to our school. DO NOT make any other transportation arrangements to attend your Educational Center program unless you secure written approval from an administrator at your home school. Your use of private transportation will require pre-planning and pre-notification.

**STUDENT AUTOMOBILE USE (Board Policy 4119)**

Students attending E2CCB programs are expected to use the school vehicles provided by the school districts for transportation. In those instances where students need to provide their own transportation, applications for driving permits may be obtained in the respective educational center office. The driving permit will be issued when the completed application is signed by the student, parent/guardian, and home school principal and approved by the appropriate E2CCB administrator. It must be remembered that driving to school and parking on campus is a privilege, not a right, which may be revoked in the event of inappropriate behavior by students. Passengers will be allowed only with permission of the parent/guardian and the E2CCB administrator. Reckless driving, speeding, loitering, and congregating in vehicles and other infractions may result in the loss of driving privilege. Students using vehicles on E2CCB property shall obey all traffic regulations of the State of New York and all E2CCB policies. Students must park in designated areas only.

**Receive Permission To Drive To The Educational Center (must be renewed yearly)**

- All drivers must show proof that they possess a valid driver’s license.
- Temporary Driving Pass – If you need to temporarily drive to school, you MUST RECEIVE PERMISSION IN ADVANCE. You may not drive to the Educational Center unless you have a driving pass, completely filled out, and with all signatures complete. These signatures must include those of the parent, the home school principal, and the principal/supervisor of the Educational Center. At that time, you will be issued a temporary driving pass. This is to be left face up on the dashboard of your vehicle.
- Permanent Driving Pass (not available at the Ormsby Center) – If you are a senior and have a valid reason, such as a job, that would require you to drive to and from the Educational Center on a daily basis, you must report to the main office at the Educational Center to pick up your driving forms. These forms must be filled out correctly and returned for verification and approval by the principal/supervisor. When approved, a permanent pass will be issued.
- All approved student drivers who wish to transport another student must complete “Driver Request for Passenger Permission Form”; passenger must also complete this form. If you have any transportation problems or irregularities, report to the main office as soon as you arrive at the Educational Center.
- Students with permits must park at the Educational Center in the designated student parking.
- Illegally parked cars will be towed at the owner’s expense from the school grounds.
- Cars being worked on will need special permission from the instructor to park near the shop. Students will request a Vehicle Repair Form from the main office and have it completed before driving to the Educational Center. The student will receive a special pass which must be displayed on the dashboard.
- Parking lot speed is a maximum of 5 M.P.H. or less if conditions warrant.
- Students who are in the parking lot without a pass during class time will be subject to disciplinary action. Students are not to sit in cars, congregate in the parking lot, or go to their vehicles. LOCK IT AND LEAVE IT.
- The Educational Center is not responsible for lost property or damage to automobiles. Students park at their own risk.
- Student drivers cannot leave the parking lot until all buses have left the Educational Center.
Driving to the Educational Center is a privilege and must be renewed yearly. It is available to those students who follow the rules and regulations. Students may lose driving privileges temporarily or permanently for infractions of the rules. In particular, unauthorized absence, tardiness, or infractions of driving rules will result in loss of driving privileges.

**Drug And Alcohol Abuse**
The Educational Center recognizes that alcohol and drug abuse is serious and dangerous student behavior. Consistent with this belief, the district and this school are committed to educating students about the dangers of drug and alcohol abuse, providing information on resources to assist students with drug and alcohol problems, and disciplining students found possessing, using or distributing alcohol or drugs on school grounds, consistent with the E2CCB code of conduct and policy.

Additionally, any person who is suspected of having used or consumed alcohol and/or other substances, or any person who school officials have reasonable grounds to suspect has been using alcohol or other substances, will not be permitted to enter school grounds or school-sponsored events. Parents and/or police may be notified to pick up the student.

Any substances found shall be taken immediately. The parent/guardian of the student(s) involved will be called and appropriate disciplinary action taken, up to and including permanent suspension. E2CCB may bring legal charges against the student(s) involved, including a lawsuit. In an effort to maintain a drug-free environment, E2CCB shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

**Disciplinary Measures**
Students found to have used or be using, in possession of, or distributing alcohol and/or other substances and/or drug paraphernalia will be disciplined consistent with the E2CCB Code of Conduct and Board Policy. This may include referral to law enforcement personnel.

**ALCOHOL, DRUGS AND OTHER SUBSTANCES – STUDENTS (Board Policy 4113)**
The District recognizes that the misuse of drugs and/or alcohol is a serious problem with legal, physical, emotional and social implications for the entire community. Therefore, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, illegal drugs, anabolic steroids, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any school-sponsored event or on school property at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed. Persons shall be banned from entering school grounds or school-sponsored events when exhibiting behavioral, personal or physical characteristics indicative of having used or consumed alcohol or other substances.

Through the collaborative efforts of staff, students, parents/legal guardians and the community as a whole, a certifiable comprehensive program shall be developed addressing alcohol and other substances to include the following elements:

- An age-appropriate drug and alcohol prevention education program for students in all programs from early childhood through adult using Growing Healthy and Teenage Health Teaching Modules Programs;

- Intervention, to eliminate any existing use/abuse and provide support services to all students from early childhood through adult considered to be a risk for use/abuse;

- Standards of conduct and appropriate disciplinary measures for both students and staff within the framework of the District discipline policy and applicable New York State Law;
• Ongoing training of District staff about the components of an effective program;

• Implementation, dissemination and monitoring of District policy and regulation on Alcohol and Other Substances.

**Smoking On School Premises**
Due to the health hazards associated with smoking, and in accordance with federal and state law, students are forbidden to use or possess tobacco and tobacco-related products including e-cigarettes/electronic cigarettes (also known as “smokeless” or “chewing” tobacco) on school premises, on school buses, or at school sponsored activities. Students violating this policy will be disciplined in accordance with E2CCB Code of Conduct.

**SMOKING AND TOBACCO USE (Board Policy 1332)**
Erie 2-Chautauqua-Cattaraugus BOCES is committed to, and responsible for providing a safe and healthful educational and work environment for students and staff. The Board recognizes tobacco use as a health risk for both users and non-users and that tobacco use and the presence of smoking and tobacco smoke within buildings and grounds of a school compromises the health and safety of that environment.

In addition, it is the intent of Erie 2-Chautauqua-Cattaraugus BOCES to comply with Federal legislation prohibiting tobacco use in any indoor facility (or leased portion thereof) in which children's services are provided that are funded by the Federal government, either directly or through state or local government, and State legislation prohibiting tobacco use on school grounds, in school buildings, and in school vehicles.

Therefore, in the interest of providing a safe and healthful environment for teachers, staff, students and visitors and in accordance with Federal and State legislation, smoking and tobacco (including electronic cigarettes or smokeless cigarettes) use are prohibited throughout the buildings and grounds of any facility, (or portion thereof) or vehicle owned, leased or used by the BOCES as defined in the legislation. No elementary or secondary student may smoke, use or have in their possession tobacco products (including electronic cigarettes or smokeless cigarettes) in any building or upon any grounds (or portion thereof) which is owned, leased and occupied by the BOCES; during any BOCES or BOCES-sponsored activity or event regardless of the location of the activity; or in any school vehicle.

"No Smoking or Tobacco Use" signs or the international "No Smoking" symbol will be prominently posted and properly maintained on the grounds, in the building (or portions thereof) and in vehicles owned, leased or used by the BOCES. Individuals found smoking or using tobacco products, or knowingly tampering, damaging, removing or concealing "No Smoking or Tobacco Use" signs or symbols will be considered in violation of this policy and subject to appropriate disciplinary action as prescribed in the administrative regulations.

Employees are encouraged to utilize smoking cessation programs available through the Employee Assistance Program and other community agencies.

The District Superintendent, or his/her designee, shall inform individuals that smoking or using tobacco products is a violation of this policy and Article 13-E of the Public Health and/or Federal Pro-Children Act of 1994. Copies of this policy will be prominently posted and are available to employees and students upon request.

**Adopted: August 29, 1994**
Use Of Electronic Devices
Students are prohibited from using or having on or in an operational mode any personally owned technology or electronic device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the E2CCB Code of Conduct that may be applicable to the circumstances involved. Any personally owned technology or electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner and we request the item is turned off. Students may not take photos/videos of persons in E2CCB classrooms or E2CCB activities unless they are taken as part of an E2CCB sanctioned class assignment, and approved by the teacher/instructor. E2CC E2CCB is not responsible for lost, stolen or damaged electronic devices.

Student Use of Computerized Information Resources
Use of the E2CCB Computer System (BCS) which violates any aspect of the E2CCB Policy; the Code of Conduct; and federal, state or local laws or regulations is strictly prohibited and may result in disciplinary action in compliance with applicable E2CCB guidelines and/or federal, state and local law including but not limited to, suspension and/or revocation of access to the BCS. In addition to the E2CCB general requirements governing student behavior, specific activities shall be prohibited by student users of the BCS including, but not limited to, the following:

1. Using the BCS to obtain, view, download, send, print, display or otherwise gain access to or to transmit materials that are unlawful, obscene, pornographic or abusive.
2. Use of obscene or vulgar language
3. Harassing, insulting, bullying, threatening or attacking others.
4. Intentionally bypassing safety and security measures established by the E2CCB,
5. Damaging, disabling or otherwise interfering with the operation of computers, computer systems, software or related equipment through physical action or electronic means
6. Using unauthorized software on the BCS.
7. Changing, copying, renaming, deleting, reading or otherwise accessing files or software not created by the student without express permission from the technology director.
8. Violating copyright law, including the illegal file sharing of music, videos and software.
9. Employing the BCS for non-educational, commercial purposes, product advertisement or political lobbying.
10. Disclosing an individual password to others or using others’ passwords.
11. Transmitting material, information or software in violation of any E2CCB policy or regulation, the E2CCB Code of Conduct, and/or federal, state and local law or regulation.
12. Revealing personal information about oneself or of other students including but not limited to, disclosure of home address and/or telephone number.
13. Accessing personal, social networking sites unless under the direct supervision of a staff member for the purpose of school projects and/or school related activities.
14. Creating or using a website or blog, which may cause substantial disruption in the school environment or interfere with the rights of others.
15. Using digital device (such as cell or camera phones), electronic technology and/or media to facilitate cheating, plagiarism, etc.
Network accounts are to be used only by the authorized owner of the account. Any user of the BCS that accesses another network or computer resources shall be subject to that networks acceptable use policy.

If a student or a student's parent/guardian has a E2CCB network account, a non-district network account or any other account or program which will enable direct or indirect access to a E2CCB computer, any access to the BCS in violation of E2CCB policy and/or regulation may result in student discipline. Indirect access to a E2CCB computer shall mean using a non-district computer in a manner which results in the user gaining access to a E2CCB computer, including access to any and all information, records or other material contained or stored in a E2CCB computer.

Sanctions
1. Violations may result in suspension and/or revocation of student access to the BCS as determined in accordance with appropriate due process procedures.
2. Additional disciplinary action may be determined at the building level in accordance with existing practices and procedures regarding inappropriate language or behavior, as well as federal, state and local law.
3. When applicable, law enforcement agencies may be involved.

Security
Security on any computer system is a high priority, especially when the system involves many users. Users of the BCS identifying a security problem on the E2CCB system must notify the teacher in charge. A student is not to demonstrate the problem to other users. Attempts to log on to the BCS as a technology director may result in restriction or suspension of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the BCS. Further, any violations regarding the use and application of the BCS shall be reported by the student to the teacher in charge.

Student Use of Computerized Information Resources
The Board of Education will provide access to various computerized information resources through the E2CCB computer system (“BCS” hereafter) consisting of software, hardware, computer networks and electronic communications systems. This may include access to electronic mail, so-called “on-line services” and the “Internet.” It may include the opportunity for some students to have independent access to the BCS from their home or other remote locations. All use of the BCS including independent use off school premises, shall be subject to this policy and accompanying regulations. Further, all such use must be in support of education and/or research and consistent with the goals and purposes of E2CCB.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices
This policy is intended to establish general guidelines for the acceptable student use of the BCS and also to give students and parents/guardians notice that student use of the BCS will provide student access to external computer networks not controlled by the E2CCB. The E2CCB cannot screen or review all of the available content or materials on these external computer networks. Thus some of the available content or materials on these external networks may be deemed unsuitable for student use or access by parents/guardians.

Despite the existence of E2CCB policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school
grounds or at school events. Parents and guardians must be willing to establish boundaries and standards for the appropriate and acceptable use of technology and communicate these boundaries and standards to their children. The appropriate/acceptable use standards outlined in this policy apply to student use of technology via the BCS or any other electronic media or communications, including by means of a student's own personal technology or electronic device on school grounds or at school events.

Standards of Acceptable Use
Generally, the same standards of acceptable student conduct, which apply to any school activity shall apply to use of the BCS. This policy does not attempt to articulate all required and/or acceptable uses of the BCS; nor is it the intention of this policy to define all inappropriate usage. Administrative regulations will further define general guidelines of appropriate student conduct and use as well as prescribed behavior.

E2CCB students shall also adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

Students who engage in unacceptable use may lose access to the BCS in accordance with applicable due process procedures, and may be subject to further discipline under the E2CCB school conduct and discipline policy and the E2CCB Code of Conduct. The E2CCB reserves the right to pursue legal action against a student who willfully, maliciously or unlawfully damages or destroys property of the E2CCB. Further, the E2CCB may bring suit in civil court against the parents/guardians of any student who willfully, maliciously or unlawfully damages or destroys E2CCB property pursuant to General obligations Law Section 3-112.

Student data files and other electronic storage areas will be treated like school lockers. This means that such areas shall be considered to be E2CCB property subject to control and inspection. The E2CCB Technology Department may access all such files and communications to ensure system integrity and that users are complying with the requirements of this policy. Students should NOT expect that information stored on the BCS will be private.

Notification/Authorization
This Policy will be disseminated to parents and students in order to provide notice of the requirements, expectations, and student’s obligations when accessing the BCS.

Regulations will be established as necessary to implement the terms of this policy.

INTERNET SAFETY/INTERNET CONTENT FILTERING (Board Policy 5109)
In compliance with The Children’s Internet Protection act (CIPA) and Regulations of the Federal Communications Commission (FCC), Erie 2-Chautauqua-Cattaraugus BOCES has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all BOCES computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking Web sites and in chat rooms, and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the internet.
Further, Board of Education’s decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the BOCES including the selection of appropriate teaching/instructional materials and activities to enhance the school’s programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall no be limited to, the following guidelines:

a. Ensuring the presence of a teacher and/or appropriate BOCES personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate administrator, the use of e-mail and chat rooms as well as social networking Web sites, may be blocked as deemed necessary to ensure the safety of such students;

b. Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors.

c. In compliance with this Internet Safety Policy as well as the BOCES Acceptable Use Policy, unauthorized access (including so-called “hacking”) and other unlawful activities by minors are prohibited by the BOCES; and student violations of such policies may result in disciplinary action; and

d. Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal information regarding such students.

The determination of what is “inappropriate” for minors shall be determined by the BOCES and/or designated school official(s). It is acknowledged that the determination of such “inappropriate” material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms “minor,” “child pornography,” “harmful to minors,” “obscene,” “technology protection measure,” “sexual act,” and “sexual contact” will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the BOCES educational mission.

*Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by Erie 2-Chautauqua-Cattaraugus BOCES.

The BOCES shall provide certification, pursuant to the requirements of CIPA, to document the BOCES adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all BOCES computers with Internet access.

**Internet Safety Instruction**
In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the Protecting Children in the 21st Century Act, students will also be educated on appropriate interactions with other individuals on social networking Web sites and in chat rooms, as well as cyberbullying awareness and response.

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

Despite the existence of District policy, regulations and guidelines, it is virtually impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

**Notification/Authorization**

The BOCES Acceptable Use Policy will be disseminated to parents and students in order to provide notice of the school’s requirements, expectations, and student’s obligations when accessing the Internet.

Passive Consent (Opt-out) Student access to the BCS will automatically be provided unless the parent has submitted written notification to the BOCES that such access should not be permitted. Procedures will be established to define the process by which parents may submit a written request to deny or rescind student use of BOCES computers.

The BOCES has provided reasonable public notice and has held at least one (1) public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to the Board adoption. Additional public notice and a hearing or meeting is not necessary when amendments are made to the Internet Safety/Internet Content Filtering Policy in the future.

The BOCES Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the BOCES Internet Content Filtering/Safety Policy, as well as any other BOCES policies relating to the use of technology.

The Internet Safety/Internet Content filtering Policy is required to be retained by the school for at least five (5) years after the funding year in which the policy was relied upon to obtain E-rate funding.

47 United States Code (USC) Sections 254(h) and 254(l)
47 Code of Federal Regulations (CFR) Part 54
Adopted: March 7, 2001
Amended: January 4, 2006
Amended: January 4, 2012
Recess And Playground Guidelines
Certain students will go outside for recess throughout the school year. It is important that students dress appropriately for the weather conditions. Boots, hats, gloves, and warm coats are a necessity for snowy, cold weather. Students are expected to follow the guidelines of the code of conduct for E2CCB and/or host school district. Failure to follow playground rules can result in a loss of playground privileges and disciplinary measures consistent with E2CCB Code of Conduct.

Classroom and Shop Safety And Procedures
The nature of the Educational Center is such that our shops and classroom contain areas, which could be hazardous if required safety procedures are not followed. Your instructor will review safety requirements and provide you with pertinent information concerning safety rules for your shop or classroom.

Behavior which jeopardizes your safety or that of your fellow students cannot be tolerated. These rules are to ensure the safety of students and employees while on E2CCB property.

All students and members of the school community must:
• Immediately report any conditions involving equipment or buildings which may be dangerous to student or employee health or welfare;
• Immediately report any unsafe practices by anyone in the building or on the grounds;
• Observe the 5 mile per hour speed limit on school grounds;
• Immediately report all injuries, which occur at the Educational Center or on the school bus to your instructor or the Principal/Supervisor.

The Educational Center provides student accident insurance coverage. Your family’s health/accident insurance is considered as primary coverage. It is important that you report any injury IMMEDIATELY so that you will be covered by these insurance plans.

E2CCB-Wide And Center Based Safety Plans
The E2CCB has adopted an E2CCB-wide school safety plan and center-based emergency response plans for each of our Educational Centers. These plans are intended to define how E2CCB and each Educational Center will respond to acts of violence and other disasters.

Student Youth Organizations
Each Educational Center strongly encourages you to join a student youth organization. Each youth organization offers a variety of programs, community service projects, fund-raisers and field trips, and those associated with CTE programs offer the opportunity to compete on the local, state, and national levels. During the school year, special events and activities are held at the Educational Centers for members of all student clubs.

The following is a list of student youth organizations available in certain centers. You will be receiving more information on these clubs from your program instructor.
• HOSA-Health Occupation Student Association (CTE only)
• FFA-Future Farmers of America (horticulture) (CTE only)
• ProStart (Culinary CTE only)
• Skills USA (CTE only)
• Explorers-Law Enforcement (CTE only)
• Student Council (Alternative and Special Education and P-TECH.)
• National Honor Society (P-TECH)
CTE Student Recognition and Activities
Honor Roll - Each student who earns an overall average of 90% or greater during a marking period will be placed on the Honor Roll.

National Technical Honor Society (NTHS)
Outstanding Career and Technical Education students who meet the Honor Society requirements will be invited to become members during an induction ceremony in May. The purpose of the NTHS is to promote service, leadership, honesty, career development, and skilled workmanship. Further, NTHS rewards student achievement, encourages and assists student educational and career goal setting, and promotes the image of Career and Technical Education.

Quarterly Awards for Achievement and Attendance
Students may be recognized for outstanding achievement, attendance, most improved, etc. to be determined by the educational site.

Career and Technical Education Program Offerings
To ensure that the maximum number of students meet the requirements for a Regents Diploma, E2CCB has adopted the modified Career & Technical Education Graduation Requirements.

Students enrolled in an approved CTE program at E2CCB may earn CTE credits that will satisfy a core academic requirement in English Language Arts, Math, and Science leading to a Local or Regents Diploma. Career and Financial Management (CFM) is available in all CTE Programs. A curriculum crosswalk for each CTE program documents how, through a fully integrated program, students may fulfill the core requirements in English, Science, and Math. The integrated ELA curriculum has been National Collegiate Athletic Association (NCAA) approved.

This option is made possible by a change in the required distribution of core academic credits by the Board of Regents in February 2001 (under Section 100.2(w) of the Regulations of the Commissioner of Education). In doing so, the Regents have provided the flexibility for students to meet the graduation requirements and continue to participate in CTE programs.

Certain CTE programs may require you to wear specific uniform and/or protective equipment, or to purchase tools or equipment. Your instructor will advise you of the requirements of your program. If this poses a financial difficulty, please see your CTE guidance counselor. Financial help may be available, and all discussions will be confidential.

Career & Technical Education Articulation Agreements
The Career and Technical Education Division has developed advanced studies and Articulation Agreements with several colleges and technical schools. These articulation agreements allow CTE students to earn college credits or advanced standing while attending our Center. As a rule, most of the articulation agreements have the following requirements:

▪ The student must maintain at least a B average in his/her program.
▪ The student’s instructor must recommend the student for articulation.
▪ The student must enroll at an articulated college or trade school.

Career & Technical Education Grading Procedure
Students’ grades are based upon a combination of written tests, performance assessments, projects, writing assignments, and class participation. Regular attendance is necessary for student success, and students are graded daily based upon their class/lab participation. Students with an excused absence may be given an opportunity to do an additional assignment outside of class to make up this class...
participation grade. Tests, quizzes, and class participation grades for unexcused absences cannot be made up, and students will receive a grade of zero for each occurrence.

It is the responsibility of the teacher to assign due dates and to schedule tests. Students who miss a test due to an unexcused absence may receive a grade of zero. Students who turn in an assignment after the due date may have points deducted from the assignment. Consequently, work handed in late due to an unexcused absence may receive a lowered grade.

Ten week marking period grades are weighted so that performance scores make up 2/3 of the grade, and written tests make up the remaining 1/3. CTE Technical Writing, Math, and Science are fully integrated into the approved CTE courses, and they are assessed as performance grades.

Special Education Programs
- 12 Students: 1 Teacher: 1 Teachers Aide
- 12:1:1, One on One Aide
- 8 Students: 1 Teacher: 1 Teachers Aide
- 8:1:1, One on One Aide
- 6 Students: 1 Teacher: 1 Teachers Aide
- 6:1:1, One on One Aide

Alternative Education Programs
Alternative Education (Secondary)
- Alternative Education (Middle)
- Alternative GED
- Alternative Education for Adjudicated Youth
- Alternative Education-Out of School Suspension
- Intensive Alternative Education

Alternative Education Grading Procedure
Students’ grades are based upon a combination of written tests, performance assessments, projects, writing assignments and daily class participation. Regular attendance is necessary for student success as students are graded daily based upon their class/lab participation. Daily participation counts towards 30% of their grade. Students with an excused absence will be given an opportunity to do the assigned work and hand it in at an agreed upon later date. Class participation grades for unexcused absences cannot be made up and students will receive a class participation grade of zero (0) for each occurrence.

Students who are in violation of the E2CCB attendance policy and are subject to course credit denial shall be processed in the following manner:
- Supervisor will verify all unexcused absences with the classroom instructor.
- Recorded classroom absences and computer generated data must be the same and accurate.
- Supervisor determines student’s ineligibility for course credit based on unexcused absences:
  - 18 for a full year course
  - 9 for a half year course

It is the responsibility of the teacher to assign due dates and schedule tests and make these dates known to the students. Students who miss a test due to an unexcused absence may receive a grade of zero. Students who turn in an assignment after the due date will have points deducted from the assignment. Consequently, work handed in late due to an unexcused absence will receive a lowered grade.
The student’s final average for the course will be calculated using the final grades calculation formula:

\[
\text{Full Year Course: } \frac{1\text{st Q} + 2\text{nd Q} + 3\text{rd Q} + 4\text{th Q} + \text{Final Exam}}{5} = \text{Final Average}
\]

\[
\text{Half Year Course: } \frac{(1\text{st Q} + 2\text{nd Q}) \times 2 + \text{Final Exam}}{3} = \text{Final Average}
\]

Reports are sent to students every five weeks. It is encouraged that academic information is reported to the home school on an as needed basis.

**Alternative Education Honor Role**
Students are recognized for academic achievement each marking period.

- 80-84.4 Academic Recognition
- 89.5-94.4 Honor Roll
- 84.5-89.4 Merit Roll
- 94.5-100 High Honor Roll

**Academic Intervention Services-Alternative Education Program**
Students enrolled in the Alternative Education Program who have been identified as being at risk of falling below the state learning standards in English/language arts, mathematics, social studies, and/or science shall be provided with academic intervention services. Such services may include additional instruction service and/or student support services such as guidance, counseling, and study skills.

A student’s eligibility for academic intervention services will be determined based on his or her performance on the state assessment examination and/or in accordance with district assessment procedures.

When it has been determined that a student needs academic intervention services, the parents will be notified, in writing, by the principal/supervisor. The notice will outline the reason the student needs such services, the types of services to be provided and the consequences of not achieving the performance standards. In addition, the district will provide the parents with opportunities to consult with teachers and other professional staff, regular reports on the student’s progress and information on ways to monitor and work with teachers to improve the student’s performance.
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E2CCB

CODE OF CONDUCT

I. INTRODUCTION

Erie 2-Chautauqua-Cattaraugus Board of Cooperative Educational Services (E2CCB) strives to sustain and enhance the capacity of component school districts to carry out their roles as the chief instrument in the education of the children, youth and adults in their communities.

E2CCB is committed to providing a safe and orderly educational environment where students receive and E2CCB personnel deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other E2CCB personnel, parents, volunteers, vendors, contractors and other visitors is essential to achieving this goal.

E2CCB Board has a long-standing set of expectations for conduct on E2CCB property and at E2CCB functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity, and aspire to:

- Foster an environment of mutual trust and respect;
- Raise people’s knowledge, skill and opportunity;
- Inspire students, staff and communities to pursue equity and excellence and to lead by example.

E2CCB Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying/cyberbullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, E2CCB will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with E2CCB educational mission. School employees who witness or receive a report of harassment, bullying/cyberbullying or discrimination must notify the principal, superintendent or designee within one school day after witnessing the incident or receiving the report and must file a written report within two school days thereafter.

E2CCB condemns and prohibits all forms of discrimination and harassment, bullying, cyberbullying, of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of discrimination or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

The Board recognizes the need to clearly define these expectations for acceptable conduct on E2CCB property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. The E2CCB Code of Conduct has been
developed and will be maintained in collaboration with student, teacher, administrator, parent, E2CCB safety personnel and other representation.

Further, the Code of Conduct has been written to comply with Project SAVE legislation – the Safe Schools Against Violence in Education Act as well as the Dignity for All Students Act. These laws seek to improve school safety and ensure a safe and effective learning environment.

Unless otherwise indicated, this Code applies to all students, E2CCB personnel, parents, volunteers, vendors, contractors and other visitors when on E2CCB property or attending a E2CCB function. Adult students enrolled in workforce development programs should consult their individual program handbook and/or student handbook for specific disciplinary procedures. E2CCB programs or services provided in component district/“host building” locations, unless otherwise authorized, shall comply with the Code of Conduct prescribed by that building/district. Students who attend any E2CCB program, regardless of that program's location, should be aware that their conduct will be subject not only to E2CCB’ Code of Conduct or the applicable component district's/"host building"s" Code of Conduct, but may also be governed by additional provisions of the Code of Conduct in place in the students' home district of residence.

II. DEFINITIONS

For purposes of this code, the following definitions apply:
“Ammunition” means ammunition or cartridge cases, primers, bullets, or propellant powder designed for use in any firearm. As defined by the Gun Free School Act (18 USC Section 921 (17)

“Behavior Management System” means a process or system of consequences for behavior that is developed and monitored by staff in a particular building or program which is used by staff and students in order to monitor and improve student behaviors.

“E2CCB Function” means an E2CCB-sponsored extracurricular event or activity, or a E2CCB-sponsored work site/internship.

“E2CCB Property” means any owned or leased equipment, building, structure, playground, parking lot or land contained within the real property boundary line of the E2CCB’ schools or centers or in or on a E2CCB supervised school bus.

“Building Administrator” means a certified administrator who is responsible for the supervision and management of an E2CCB site.

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

“Committee on Special Education (CSE)” means the committee on special education, subcommittee on special education, or other multidisciplinary team of the student’s home school district.

"Dangerous Weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half inches (2
"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law Section 11[4] and Executive Law Section 292[21]).

“Disciplinary Change in Placement” means a long term suspension or removal by the home school district of a student with a disability from his/her current educational placement that is either for more than ten consecutive school days or for a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removal that constitute a pattern because they accumulate to more than ten school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

“Disruptive Student” means an elementary or secondary student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

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

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

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9- B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law Section §§11[4] and 1125[3]).

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

“Firearm” as defined by Gun-Free School Act (18 USC Section 921) means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such weapon; any firearm muffler or silencer; or any “destructive device” (i.e., any explosive, incendiary, or poison gas, including bombs, grenades, rockets or other similar devices).
“Gender” means a person’s actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).

“Harassment/bullying” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse including cyberbullying as defined in Education Law §11(8), that

a. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
b. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or

c. reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or

d. occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purpose of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])

“Cyberbullying” means harassment/bullying, as defined above, through any form of electronic communication.

“Home school district” means the student’s school district of residence.

“Individualized Educational Program (IEP)” means a written statement developed, reviewed and revised in accordance with Section 200.4 of the Regulations of the Commissioner that includes the components specified in Section 200.4(d)(2) of the Regulations to be provided to meet the unique educational needs of a student with a disability.

“Individuals with Disabilities Education Act (IDEA)” means the Federal laws related to the education of students with disabilities.

“Itinerant Teacher” means a certified staff member who provides specialized services, such as hearing, vision, or other educationally related services to students and is not assigned to one program or building. These teachers usually travel to various district sites in order to deliver specialized services. Itinerant teachers are expected to adhere to the building and/or program parameters for discipline of each location in working with students attending that school unless otherwise authorized.

“Long Term Suspension” means a suspension of more than five consecutive school days.

“Manifestation Determination” means a review of the relationship between the student’s disability and the behavior subject to disciplinary action that is conducted by the Committee on Special Education (CSE) of the student’s home school district.

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

“Non-violent Crisis Intervention” means those techniques that enable staff to maintain control in an unlimited number of crisis situations through calm, confident actions that help staff defuse the disruptive student and reduce the chance for physical injury to all who are present. In non-violent
crisis intervention, the emphasis is always on the staff’s primary responsibility, the care, welfare, safety and security of our students and staff. Physical restraint is only used when all verbal techniques have been exhausted and the individual’s actions are escalating toward physical aggression. Even when physical control is used, it is used in such a way to control and protect students.

“Other Administrative, Managerial, and Technical Staff” means those individuals who are responsible for central office operations and/or specialized instructional or administrative management services who provide support and/or oversight to various E2CCB programs and/or to component districts.

"Plagiarism" is the use or close imitation of the language and ideas of another author without appropriate citation, and representation of them as one's own original work. This includes copying from electronic sources (from the World Wide Web), even with minor alterations.

“Race” means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent, "Asian", "Bi-racial", "Hispanics/Latinos” etc. to describe and classify the inhabitants of the United States.

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

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

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

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

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

“School Property” means, unless otherwise designated, the location of a E2CCB program or service, within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of E2CCB.

“Short Term Suspension” means a suspension of five or less consecutive school days.

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

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

1) Commits an act of violence upon a school employee, or attempts to do so.

2) Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.

3) Possesses/displays, while on school property or at a school function, what appears to be a weapon.

4) Threatens, while on school property or at a school function, to use a weapon.

5) Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.

6) Knowingly and intentionally damages or destroys school district property.

"Weapon” means a firearm as defined in 18USC 921 for purposes of the Gun Free School Act. It also means any other gun including but not limited to: BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, army knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, King Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument material or substance that can cause physical injury or death when used to cause physical injury or death.

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

III. STUDENT RIGHTS AND RESPONSIBILITIES

E2CCB is committed to safeguarding the rights given to all students under state and federal law and to promote a safe, healthy, orderly and civil school environment.

ERIE 2-CHAUTAUQUA-CATTARAUGUS E2CCB STUDENT RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility . . .

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To attend E2CCB and be granted the opportunity to receive a quality education.</td>
<td>To attend school, internships and job sites regularly and on time, perform assignments, and strive to do your highest quality work.</td>
</tr>
<tr>
<td>2. To be made aware of the E2CCB rules</td>
<td>To understand the E2CCB</td>
</tr>
</tbody>
</table>
and policies, and to be treated in a manner consistent with these policies when resolving disciplinary matters. Code of Conduct, obey the rules it contains and to be accountable for your actions.

3. To have the opportunity to present your version of the facts and circumstances in all disciplinary matters. To be truthful and respectful in the resolution of conflicts with all parties involved.

4. To take part in all E2CCB activities on an equal basis regardless of race, sex, religion, age, political affiliation, sexual orientation, use of a recognized guide dog, hearing dog and service dog, national origin, or disability. To be respectful and supportive to all who are participating in E2CCB academic and extracurricular activities.

5. To feel safe in the school environment and not be intimidated or harassed by others. To behave in a manner that will not jeopardize the safety and well being of yourself or others, and respect and treat others in a fair and equitable manner.

6. To express your style and dress according to your own individual taste. To dress in a safe manner that is not educationally distracting to others, is appropriate to the program and is in accordance with the E2CCB dress code policy.

7. To be protected from intimidation, harassment or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school sponsored event, function or activity. To respect one another and treat others fairly in accordance with the E2CCB Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.

IV. ESSENTIAL PARTNERS IN CREATING A POSITIVE SCHOOL CLIMATE

All parents and guardians are expected to:

1) Recognize that the education of their children is a joint responsibility of the parents/guardians and the school community.

2) Send their children to school, on time, ready to participate and learn as required by NYS Law and in accordance with E2CCB Student Attendance Policy. Ensure children attend school regularly and on time. Ensure absences are excused.

3) Insist their children be dressed and groomed in a manner consistent with the student dress code, uniform requirements and/or safety requirements for specific programs.
4) Know school rules and help their children understand them.

5) Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.

6) Promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process.

7) Convey to their children a supportive attitude toward education and E2CCB.

8) Build positive relationships with teachers, other parents and their children’s friends.

9) Help their children deal effectively with peer pressure.

10) Inform school officials of changes in the home situation that may affect student conduct or performance.

11) Inform school officials of any changes in address, phone number and/or medication.

12) Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child’s confidence and promote learning in accordance with the Dignity for All Students Act.

All teachers are expected to:

1) Maintain a climate of mutual respect and dignity, for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language and behavior in a school setting, which will strengthen student’s self-concept and promote confidence to learn.

2) Be prepared to teach.

3) Demonstrate interest in teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student.

4) Be knowledgeable of and be able to apply effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques.

5) Communicate to students and parents that which is important to each student’s emotional, social, behavioral and academic progress, including but not limited to:

   a. Course objectives and requirements
   b. Marking/grading procedures
   c. Assignment deadlines
   d. Expectations for students
   e. Classroom discipline plan
   f. Building-wide behavior management plan.
6) Communicate regularly with students, parents and other teachers concerning growth and achievement.

7) Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.

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

9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher’s attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

10) Adhere to the Code of Conduct for the E2CCB or district based school in which teachers or itinerant staff (see definition) are providing services.

All student support service personnel and teacher aides are expected to:

1) Provide educationally related service(s), as appropriate, to support students in their educational program.

2) Support educational and academic goals.

3) Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems.

4) Know school/E2CCB policies and rules and enforce them in a fair and consistent manner in accordance with the Code of Conduct.

5) Be knowledgeable of and be able to apply effective classroom behavior/building management techniques and non-violent crisis intervention philosophy and techniques.

6) Communicate regularly, as appropriate, with students, parent and other staff.

7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students’ self-image and promote confidence to learn.

8) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member’s attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

9) Adhere to the Code of Conduct for the E2CCB or district based school in which staff are providing services.

All building administrators are expected to:
1) Promote a safe, orderly and academically stimulating school environment that supports active teaching and learning.

2) Ensure that students and staff have the opportunity to communicate regularly with the building principal/supervisors and approach the building principal/supervisors for redress of grievances.

3) Evaluate all instructional programs for which they are responsible on a regular basis.

4) Support the development of and student participation in appropriate extracurricular activities.

5) Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

6) Be knowledgeable of and be able to apply effective classroom behavior/building management techniques, and non-violent crisis intervention philosophy and techniques and assure their utilization in the building/program.

7) Ensure that a building-wide behavior management system is created and supported to meet the needs of students enrolled in their building.

8) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students’ self-image and promote confidence to learn.

9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member’s attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

All administrative, managerial, and technical staff are expected to:

1) Provide specialized instructional and administrative services to E2CCB and component districts.

2) Assure that the staff under their supervision support the implementation of and conform to the Code of Conduct.

3) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students’ self-image and promote confidence to learn.

4) Report incidents of discrimination and harassment/bullying/cyberbullying that are witnessed or otherwise brought to the staff member’s attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
All other E2CCB staff are expected to:

1) Perform specialized non-instructional duties that support the operational functioning of the school/E2CCB.

2) Know school/E2CCB policies and rules and support the implementation of the Code of Conduct.

3) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students’ self-image and promote confidence to learn.

4) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member’s attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

The Assistant Superintendents are expected to:

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

2) Promote a safe, orderly and productive work environment.

3) Review with E2CCB and component district administrators the policies of the E2CCB Board pertaining to safety-related issues that impact component districts.

4) Inform the Board about educational trends relating to student discipline and other safety issues.

5) Work to create instructional programs that are academically sound and promote an environment that is sensitive to student and teacher needs and designed to minimize problems of student misconduct.

6) Work with E2CCB administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding or appropriate appearance, language, and behavior in a school setting which will strengthen students’ self-image and promote confidence to learn.

8) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member’s attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

The District Superintendent and the Board are expected to:
1) Ensure the collaboration of student, teacher, administrator, and parent organizations, E2CCB safety personnel and other E2CCB personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, E2CCB personnel, volunteers, vendors, contractors and visitors on E2CCB property and at E2CCB functions.

2) Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.

3) Approve and review at least annually the E2CCB Code of Conduct to evaluate the Code’s effectiveness and the fairness and consistency of its implementation.

4) Appoint a dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

5) Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

V. STUDENT CIVILITY AND DRESS CODE

All student interaction and communication among themselves, teachers, E2CCB administrators, other E2CCB personnel, volunteers, vendors, contractors and visitors on E2CCB property will be appropriate, civil and respectful. Students are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and school staff. Individual behavior should not interfere with the rights of others. Students are expected to use language that is appropriate in demonstrating respect for self and others. Profanity, vulgar language including, but not limited to, negative comments based on race or ethnicity and obscene comments or gestures or threats toward others will not be tolerated. Appropriate disciplinary action will be taken.

The responsibility for the dress and appearance of students shall rest with individual students and parents. They have the right to determine how the student shall dress, provided that such attire is not destructive to E2CCB property, complies with requirements for health and safety, does not interfere with or distract from the educational process, or impinge upon the rights of others. The administration is authorized to take action in instances where individual dress does not meet these stated requirements.

While the E2CCB administration may require students participating in physical education classes to wear certain types of clothing such as sneakers, socks, shorts and tee shirts, they may not prescribe a specific brand which students must buy.

A student’s dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational program.
2. Recognize that extremely brief and/or see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed. No open toe shoes/flip flops in the shops. Work-boots in shop areas are encouraged.
5. Not include items that are vulgar, obscene, or libelous or denigrate others on account of race, color, religion, creed, national origin, age, political affiliation, sexual orientation, gender or disability.
6. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal, violent or sexual activities.
7. Not display any signs of gang affiliation.

This statement does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that a student shall not be prevented from attending school or a E2CCB function, or otherwise be discriminated against, so long as his/her dress and appearance meet the above requirements.

Be advised that additional uniform/dress requirements or specific rules regarding jewelry, nails, piercings etc. may be requirements for enrollment/participation in certain CTE programs or internships.

Clothing should be changed in areas designated by the classroom teacher. Students shall not change clothing in hallways, classrooms or in any public area on campus.

Each building principal/supervisor shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Additional details about dress code may be addressed in satellite building student handbooks.

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

Electronic Devices:

Students are prohibited from using or having on or in an operational mode any personally owned technology or electronic device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the E2CCB Code of Conduct that may be applicable to the circumstances involved. Any personally owned technology or electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner and we request the item is turned off. Students may not take photos/videos of persons in E2CCB classrooms or E2CCB activities unless they are taken as part of a E2CCB sanctioned class assignment with permission from the teacher/instructor. E2CCB is not responsible for lost, stolen or damaged electronic devices.

Teachers and all other E2CCB personnel should exemplify and reinforce acceptable student behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate conduct in the school setting.

VI. PROHIBITED STUDENT CONDUCT

The E2CCB Board expects all students to conduct themselves in an appropriate and civil manner per the E2CCB Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships and student work experience.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. E2CCB personnel who
interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students’ ability to develop self-discipline.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on E2CCB property or engaged in an E2CCB function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior or who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites. Any violation to the above-mentioned conduct which requires police involvement could lead to a subsequent arrest.

A. Engage in Conduct That is Disruptive

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

1) Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others, etc.

2) Obstructing vehicular or pedestrian traffic.

3) Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.

4) Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the E2CCB Acceptable Use Policy.

5) Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, and other personal electronic devices deemed inappropriate by the administration).

6) Unauthorized use of personal computer, laptop and/or other computerized information resources through the Erie 2-Chautauqua-Cattaraugus E2CCB computer system is prohibited.

B. Engage in Conduct That is Insubordinate

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

1) Failing to comply with the reasonable directions of teachers, school administrators or other E2CCB employees or otherwise demonstrating disrespect.

2) Missing or leaving school or class without permission.
C. Engage in Conduct That is Violent

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

1) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other E2CCB employee.

2) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.

3) Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well being.

4) Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on E2CCB property or at a E2CCB function.

5) Displaying what appears to be a weapon.

6) Threatening to use any weapon(s).

7) Using weapon(s) or attempting to do so.

8) Possessing, displaying, threatening to use or using ammunition or what appears to be ammunition (see definition)

9) Intentionally or attempting to damage or destroy E2CCB property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other E2CCB employee or any person lawfully on E2CCB property, or at a E2CCB function including but not limited to graffiti or arson.

10) Communication by any means, including oral, written or electronic (such as through the Internet or e-mail) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

D. Engage in Any Conduct That Endangers the Safety, Morals, Health or Welfare of Others

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

1) Committing a crime recognized by criminal law as such on campus.

2) Endangering the health and safety of other students or staff or interfering with classes or E2CCB activities by means of inappropriate appearance or behavior as per E2CCB Code of Conduct.

3) Throwing of snowballs and other items that endanger the safety of staff and students.
4) Lying, deceiving or giving false information to school personnel.

5) Stealing E2CCB property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.

6) Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, internet, YouTube, etc.).

7) Discrimination, which includes the use of race, age, physical attributes, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, gender or gender identity, marital or veteran status, or disability as a basis for treating another in a negative manner.

8) Harassment, the creation of a hostile environment by conduct or communication (verbal, written, electronic, or graphic) by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person’s actual or perceived race, color, weight, physical attributes, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability sexual orientation, gender, or sex.

9) Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, “play” fighting, extortion of money, overt teasing, etc.

10) Cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, text messaging, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.

11) Sexual harassment, which includes sexually degrading comments, unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.

12) Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.

13) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any E2CCB or school sponsored activity, organization, club or team.
14) Selling, using, possessing or distributing obscene material.

15) Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, e-cigarettes (also known as electronic cigarettes or smokeless cigarettes) or illegal and or controlled substances, counterfeit and designer drugs, or paraphernalia or use of such drugs or be under the influence of any such substances on school property or at a school function, or being under the influence of any of these. “Illegal substances” include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia and any substances commonly referred to as “designer drugs.”

16) Inappropriately possessing, using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.

17) Possessing, consuming, selling, attempting to sell, distributing, or exchanging, synthetic drugs, “look-alike drugs”; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.

18) Gambling and gaming.

19) Inappropriate touching and/or indecent exposure.

20) Initiating or reporting warning of fire or other catastrophe without valid cause, misusing 911, or inappropriately discharging a fire extinguisher.

21) Violating gender privacy when using school restroom facilities.

22) Creating any situation which threatens to disrupt the school environment and/or violates the private rights of individuals or a group of individuals.

E. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process on school property, at a school function or on a school bus or endangers the health, safety or morals of students or staff within the school.

1) Cyber-bullying (i.e. inflicting willful harm through the use of information technology, including but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems, texting and social network sites.

2) Threatening, hazing or harassing students or school personnel over the phone or through other electronic media.

3) Using message boards to convey threats or derogatory comments or to post pornography pictures of students or school personnel.

4) Creating any situation which threatens to disrupt the school environment and/or violates the private rights of individuals or a group of individuals.

F. Engage in Misconduct While on a School Bus

It is crucial for students to behave appropriately while riding on home school district buses and buses under the authority of E2CCB to ensure their safety and that of other passengers and to avoid
distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with the E2CCB and/or district Code of Conduct and established standards for classroom behavior. Behaviors such as excessive noise, pushing, shoving and fighting, harassment, and discrimination will not be tolerated. Students misbehaving on school buses under the authority and/or supervision of E2CCB will be in violation of the Erie 2-Chautauqua-Cattaraugus E2CCB Code of Conduct. Students who misbehave on school buses under the authority or supervision of the home district going to or from a E2CCB program will be immediately referred to their home district for discipline.

G. Engage in any Form of Academic Misconduct

Examples of academic misconduct include, but are not limited to:
1) Plagiarism.
2) Cheating.
3) Copying.
4) Altering records/forgery.
5) Violation of Student Use of Computerized Information Resources Policy (Policy # 4105)
6) Assisting another student in any of the above actions.

VII. DISCIPLINARY CONSEQUENCES AND PROCEDURES

Methods of student discipline vary in style and effectiveness. Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. While no single method of discipline is recommended or mandated, all discipline is to be appropriate to the situation and in accordance with law, regulations and Erie 2-Chautauqua-Cattaraugus E2CCB policies. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student’s ability to develop self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent. So as to be the most effective in changing student behavior, there will be a rational relationship between the student’s behavior and the consequences of that behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary consequences will consider the following:

1) The student’s age.
2) The nature of the offense and the circumstances which led to the offense.
3) The student’s prior disciplinary record.
4) The effectiveness of other forms of discipline.
5) Information from parents, teachers and/or others, as appropriate.
6) Other extenuating circumstances.
7) If the conduct of a student is related to a disability or suspected disability, specific procedures outlined within this Code must be followed.
As a general rule, discipline will be progressive. This means that a student’s first violation will usually lead to a less serious consequence than subsequent violations. Each student will be disciplined individually taking into account the above listed factors.

For special education students in an E2CCB special education program, the Board accepts that students with disabilities often display a range of behaviors which would be deemed disruptive within a regular education setting. These behaviors may include conduct that is disorderly, insubordinate, disruptive, and/or violent as defined in Section II. The E2CCB special education programs incorporate behavior management systems as part of the overall instructional program that are designed to address this range of student behaviors. However, students with disabilities will be subject to discipline in accordance with this Code of Conduct and with law.

Disciplinary Consequences

Students learn socially appropriate behavior by being allowed to experience both positive and negative consequences for their actions. In addressing student behaviors that may impede learning, E2CCB uses a variety of appropriate classroom management techniques including:

1) Positive supports, strategies and interventions to improve students’ motivation, social skills, problem solving abilities, anger management, and conflict resolution abilities;

2) Environmental modifications to support students’ abilities to maintain attention, stay on task, and control their behavior;

3) Building-wide behavior management systems to improve students’ abilities to understand the connections between their behavior and more or less desired outcomes.

As a general practice and whenever possible, these interventions are used in combination prior to imposing more severe disciplinary consequences.

Students who are found to have violated the E2CCB Code of Conduct may be subject to the following disciplinary actions whether alone or in combination. The school personnel identified after each consequence listed in the table below are authorized to impose that consequence consistent with the student’s right to due process.

<table>
<thead>
<tr>
<th>CONSEQUENTIAL CONSEQUENCE</th>
<th>AUTHORIZED PERSONNEL</th>
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<tbody>
<tr>
<td>1. Oral Warning</td>
<td>Any member of E2CCB staff</td>
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<tr>
<td>2. Written Warning/Referral</td>
<td>Educational program staff and bus drivers</td>
</tr>
<tr>
<td>3. Written notification to parent</td>
<td>Teachers, student support services personnel, Principal, supervisor and/or designee</td>
</tr>
<tr>
<td>4. Suspension of other privileges</td>
<td>Principal, supervisor and/or designee</td>
</tr>
<tr>
<td>5. In-School Suspension</td>
<td>Principal, supervisor and/or designee</td>
</tr>
<tr>
<td>6. Formal removal from classroom</td>
<td>Teachers, principal/supervisor/designee</td>
</tr>
<tr>
<td>7. Short-term (five days or less) suspension</td>
<td>Principal, supervisor</td>
</tr>
<tr>
<td>8. Long-term (more than five days) suspension from school</td>
<td>Official of the student’s home district</td>
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<tr>
<td>9. E2CCB Program exclusion</td>
<td>Officials of the E2CCB and the student’s home district</td>
</tr>
<tr>
<td>10. Permanent suspension from school</td>
<td>Official of the student’s home district</td>
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Parents/guardians are powerful partners in a student’s behavioral growth, and in their child’s development of acceptable social skills. E2CCB realizes that good communication and informal relations between parents and educators are critical to resolving discipline issues. The use of sustained, multiple, coordinated interventions at home and in school provide students with the consistency they need to develop appropriate behaviors. Parents/guardians must help the school staff by reinforcing positive school behavior and disciplinary consequences. E2CCB recognizes that parental involvement in the behavioral process is required for the student to develop the behaviors that will ensure success in the school setting and life. Therefore, it is our philosophy to provide the parent/guardian with regular and early notification by phone and/or writing when a student’s behavior is becoming problematic in addition to the required procedural notifications covered below.

Procedures

The amount of due process a student is entitled to receive before a consequence is imposed depends on the nature of the circumstances. In all cases, regardless of the consequence being imposed, the authorized school personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. Prior to imposing the disciplinary consequence, the authorized school personnel shall provide the student an opportunity to present his/her version of the facts.

Students may be entitled to additional rights before the disciplinary consequence is imposed if that consequence is other than an oral warning, written warning or written notification to their parents. These additional rights are explained below.

In-School Suspension

The Board recognizes the E2CCB must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Building Principal/supervisors/designees to place students who would otherwise be suspended from E2CCB as the result of a code of conduct violation in “in-school suspension.” The in-school suspension teacher will be a certified teacher.

A student subject to an in-school suspension is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student’s parent will be provided with a reasonable opportunity for an informal conference with the E2CCB official imposing the in-school suspension to discuss the conduct and the penalty involved.

Formal Removal of Disruptive Students by a Teacher

A student’s behavior can affect a teacher’s ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using appropriate classroom management techniques as listed under Disciplinary Consequences on page 18.

On occasion, a student’s behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules.

The procedural requirements for a formal removal by a teacher of a student are:

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

2) If the student poses a danger or ongoing threat of disruption, the teacher may formally remove the student immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours, provided that if such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day.

3) The teacher must complete a discipline referral for a formal removal and meet with the principal/supervisor as soon as possible, but no later than the end of the school day, to explain the circumstances of the formal removal. If the principal/supervisor is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal/supervisor or designee prior to the beginning of classes on the next school day.

4) Within 24-hours after the student’s formal removal by a teacher, the principal/supervisor or another district administrator designated by the principal/supervisor must notify the student’s parents, that the student has been formally removed from the class and why. The notification must also inform the parent that he or she has the right, upon request, to meet informally with the principal/supervisor or the principal/supervisor’s designee to discuss the reasons for the formal removal.

If such 24-hour period does not end on a school day, it shall be extended to the corresponding time on the next school day. The 24 hours notification, if by telephone or in person, will be immediately followed by a written notice.

5) The principal/supervisor may require the teacher who ordered the formal removal to attend the informal conference.

6) If at the informal meeting the student denies the charges, the principal/supervisor or the principal/supervisor’s designee must explain why the student was formally removed and give the student and the student’s parents a chance to present the student’s version of the relevant events. The informal meeting must be held within 48 hours of the student’s formal removal by a teacher. If such 48-hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the pupil's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal/supervisor.

7) The principal/supervisor or the principal/supervisor's designee may overturn the formal removal of the student from class if any one of the following are found:

   a) The charges against the student are not supported by substantial evidence.
   b) The student’s formal removal is otherwise in violation of law or the provisions of this Code of Conduct.
   c) The conduct warrants suspension from school pursuant to Education Law Section §3214 and a suspension will be imposed.
8) The principal/supervisor or his or her designee may overturn a formal removal by a teacher at any point between receiving the referral form issued by the teacher and the close of business on the school day next succeeding the end of the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal/supervisor makes a final determination, or the period of the formal removal expires, whichever is less.

9) Any disruptive student who is formally removed from the classroom by the classroom teacher shall be offered continued educational programming and activities by a certified teacher in an alternate setting until the student is permitted to return to the classroom.

10) Each teacher must complete the E2CCB Disciplinary Referral for all cases of formal removal of students from his or her class.

11) Removal of a student with a disability, under certain circumstances, may constitute a change in the student’s placement. See Section II (Definitions) “Disciplinary Change of Placement” for details. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal/supervisor or the chairperson of the Committee on Special Education that the removal will not violate the student’s rights under state or federal law or regulation. For programs that regularly enroll one or more students with a disability, it is recommended that behavior management systems be implemented as a means of anticipating and preventing discipline problems.

Suspension from School

Suspension from school is a severe consequence, which may be imposed upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of self or others, or students whose behavior has progressed to the degree that these offences are recurring/habitual.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the building principal/supervisor or building administrator (hereinafter referred to, for purposes of this subsection, as "principal/supervisor") (short-term suspension) or the home school district (long-term suspension). All students who are under suspension in their home school shall be automatically suspended by E2CCB during the time of their home school suspension. Administrators of the home districts shall inform E2CCB of student suspensions.

All staff members must immediately report and refer a violent student to the Principal/supervisor for violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a report is to be prepared as soon as possible by the staff member recommending the suspension.

The Principal/supervisor, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school

E2CCB shall initiate the suspension of a disruptive student from one of its programs when other forms of behavior intervention and disciplinary action have failed unless circumstances otherwise warrant.
1) Suspension may be made by a Principal/Supervisor or authorized administrator for a period of time not to exceed five school days. Suspensions may not be approved by any other staff member.

2) The student being suspended must be told of the suspension and the reason for the proposed suspension by the appropriate administrator.

3) The parents/guardians of the student are to be notified in writing by personal delivery, express mail delivery or equivalent means within 24 hours with notification by telephone, where possible.

4) The student and parent(s) or guardians(s) shall, on request, be given an opportunity for an informal conference with the building administrator and complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student’s presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

5) A copy of the suspension letter shall be placed in the student’s file.

6) The home school district shall be notified of the suspension when appropriate.

7) Upon return to school for reinstatement, the student should be accompanied, if possible, by either or both parents/guardians for a reinstatement interview, if deemed necessary by the Principal/Supervisor.

The Building Principal, Supervisor, or District Superintendent/designee may order the suspension of a student with a disability for a period not to exceed five (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior unless the particular suspension would result in a disciplinary change of placement. Any student with a disability who has been suspended for any 10 days within a school year must be referred to the Committee on Special Education (see definition) of the home school district for a manifestation determination (see definition) hearing. Students with disabilities and their parents should be aware that there are special protections surrounding disciplinary actions which may warrant a manifestation determination and should request specifics of these legal protections from the Committee on Special Education of their home school district.

b. Long-term (more than 5 days) suspension from school, permanent suspension, and removals or suspensions that constitute a disciplinary change of placement for students with disabilities (which could include an interim alternative educational setting).

In order to facilitate review and action according to the disciplinary procedures established within the home district’s Code of Conduct or, in the case of a student with disabilities, by a manifestation determination as required by state and federal law, the E2CCB Principal/Supervisor/designee shall provide appropriate documentation to the appropriate school official of the student’s home school district.

VIII. MINIMUM PERIODS OF SUSPENSION

As prescribed by law, the following behaviors are serious enough to justify referral of students to the home school district for long-term (more than 5 days) suspension from school, permanent suspension, or a manifestation determination:

1) Bringing or possessing a firearm (as defined by the Gun Free Schools Act) to E2CCB
Any student found guilty of bringing or possessing a firearm, as defined by 18 USC Section 921 for purposes of the Gun-Free Schools Act, onto E2CCB property will be subject to suspension from E2CCB by their home school district for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing in the home school district pursuant to Education Law Section 3214. The Superintendent of the home school district has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the suspension period, the Superintendent of the home school district may consider the student’s age, grade in school, prior disciplinary record, potential effectiveness of other forms of discipline, input from parents, teachers and/or others, other extenuating circumstances. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2) **Committing violent acts**

Any student who is found to have committed a violent act, other than bringing a firearm onto E2CCB property as defined by the Gun Free Schools Act (see page 2 dangerous weapons), shall be subject to suspension from school for at least five days. If a minimum five-day suspension is proposed, the student and the student’s parents (guardians) will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student’s parents (guardians) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student’s home school district. The Superintendent/designee of the home school district has the authority to modify the minimum five-day suspension on a case-by-case basis using the same factors as were described above for modifying a one-year suspension for possessing a firearm. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

3) **Repeatedly and substantially disrupting the educational process or repeatedly and substantially interfering with the teacher’s authority over the classroom.**

Any student who repeatedly is substantially disruptive of the educational process or substantially interferes with the teachers’ authority over the classroom shall be subjected to a suspension from school for at least five days. For purposes of this Code of Conduct, “being repeatedly and substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law Section 3214(3-a) and this Code on four or more occasions during a semester, or three or more occasions during a trimester. If a minimum five-day suspension is proposed, the student and the student’s parents (guardians) will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension exceeds the minimum five-day suspension, the student and the student’s parents (guardians) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension as per the Code of Conduct of the student’s home school district. The Superintendent of the home school district has the authority to modify the minimum five-day suspension on a case-by-case basis using the same factors as were described above for modifying a one-year suspension for possessing a firearm.
IX. REFERRALS

1) Counseling

E2CCB may make recommendations for counseling evaluations to appropriate programs.

2) PINS Petitions

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

a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.

b. Engaging in an ongoing or continual course of conduct which makes the student unmanageable, or habitually disobedient and beyond the lawful control of the school.

c. Knowingly and unlawfully possessing marijuana, or any prescription or illicit drugs including “look a likes” in violation of Penal Law Section 221.05. A single violation of Section 221.05 will be a sufficient basis for filing a PINS petition.

3) Juvenile Delinquents and Juvenile Offenders

The Superintendent of the home school district is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

a. Any student under the age of 16 who is found to have brought a weapon to school or

b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).

The Superintendent of the home school district is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

X. ALTERNATIVE INSTRUCTION

When a student of an age is removed from class by a teacher or student of compulsory attendance age is suspended from school pursuant to education Law §3214, immediate steps will be taken to provide alternative means of instruction for the student.

XI. DISCIPLINING STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply.
a) A “suspension” means a suspension pursuant to Education Law Section 3214.

b) A “removal” means a removal for disciplinary reasons from the student’s current educational placement, other than a suspension, and the change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others or by the home school district for behavior involving weapons, illegal drugs or controlled substances.

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

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

   a) The Board, the District (E2CCB) Superintendent of schools or a building principal/supervisor may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

   b) The superintendent of the home school district may order the placement of a student with a disability into an IAES, another setting or suspension for more than 5 and up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines following a Section 3214 hearing that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

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

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

      (1) “Weapon” means any unauthorized device, instrument, material or substance that is capable of causing physical injury or death.

      (2) “Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
“Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

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

### Change of Placement Rule

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

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal, except where the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

### Special Rules Regarding the Suspension or Removal of Students with Disabilities Under Part 200 of the Regulations of the Commissioner on Special Education:

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

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

   If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
b) Conduct a manifestation determination review of the relationship between the student’s
disability and the behavior subject to disciplinary action whenever a decision is made to place
a student in an IAES either for misconduct involving weapons, illegal drugs or controlled
substances or because maintaining the student in his current educational setting poses a risk of
harm to the student or others; or a decision is made to impose a suspension that constitutes a
disciplinary change in placement.

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

a) The Superintendent, Building Principal/supervisor/designee or other school official imposing a
suspension or removal shall be responsible for determining whether the student is a student
presumed to have a disability.

b) A student will not be considered a student presumed to have a disability for discipline purposes
if, upon receipt of information supporting a claim that the district had knowledge the student was
a student with a disability, the district either:

   (1) conducted an individual evaluation and determined that the student is not a student with
       a disability, or
   (2) determined that an evaluation was not necessary and provided notice to the parents of
       such determination, in the manner required by applicable law and regulations.

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

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

3. The district shall provide parents with notice of disciplinary removal no later than the date on which
a decision is made to change the placement of a student with a disability to an IAES for either
misconduct involving weapons, illegal drugs or controlled substances or because maintaining the
student in his/her current educational setting poses a risk of harm to the student or others; or a
decision is made to impose a suspension or removal that constitutes a disciplinary change in
placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the
notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or
less shall be provided with the same opportunity for an informal conference available to parents of
non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner’s regulations hereby incorporated into this Code.

6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student’s disability.

7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner’s regulations hereby incorporated into this Code.

Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner’s regulations hereby incorporated into this Code, if:

   a) The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

   b) The parent requests such a hearing from a determination that the student’s behavior was not a manifestation of the student’s disability, or relating to any decision regarding placement, with respect to discipline, including but not limited to any decision to place the student in an IAES.

2. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student’s disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

3. If school personnel propose to change the student’s placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

4. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.
Referral to law enforcement and judicial authorities

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

1. The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student’s placement.

2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported, to the extent permitted by the Family Educational Rights and Privacy Act.

XII. CORPORAL PUNISHMENT/EMERGENCY INTERVENTIONS

Corporal punishment as a means of discipline shall not be used against a student by any teacher, administrator, officer, employee or agent of E2CCB.

Whenever a school employee uses physical force against a student, the school employee shall, within the same school day, make an immediate written report to his/her supervisor describe in detail the circumstances and nature of action taken.

Emergency Interventions

The Board of Cooperative Educational Services holds the belief that the classroom teacher is the key person responsible for the maintenance of acceptable discipline among students. A well-planned program that keeps students occupied with work that is meaningful, interesting and challenging is the best means of preventing disruptive behavior by students. The Board recognizes, however, that under certain circumstances, a classroom teacher, teacher aide, student support service personnel, supervisor or administrator may find it necessary to resort to reasonable and prudent physical restraint in maintaining order in or on school premises.

However, if alternative procedures and methods which would not involve physical force do not work, then the use of reasonable physical force is not prohibited for the following reasons:

a) To protect oneself from physical injury;

b) To protect another student or teacher or any other person from physical injury;

c) To protect the property of the school or of others; or

d) To restrain or remove a student whose behavior is interfering with the orderly exercise and performance of school district functions, powers or duties, if that student has refused to comply with a request to refrain from further disruptive acts; provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the purposes set forth above.

Such emergency interventions shall only be used in situations where alternative procedures and methods not involving the use of reasonable physical force cannot reasonably be employed. Emergency interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions that are designed to change, replace, modify or eliminate a targeted behavior.

Physical Restraint
Accordingly, the following actions by a teacher are herewith authorized:

a) Physical restraint which may be used to prevent threatened assault, self-inflicted harm or physical injury to other students or personnel;

b) Physical restraint which may be used to prevent damage to school or E2CCB property.

The District will maintain documentation on the use of emergency interventions for each student including:

a) Name and date of birth of student;
b) Setting, location, date and time of the incident;
c) Name of staff or other persons involved:
d) Description of the incident and emergency intervention used, including duration;
e) A statement as to whether the student has a current behavioral intervention plan; and
f) Details of any injuries sustained by the student or others, including staff, as a result of the incident.

This documentation will be reviewed by E2CCB supervisory personnel and, if necessary, by the school nurse or other medical personnel.

XIII. STUDENT SEARCHES AND INTERROGATIONS

Erie 2-Chautauqua-Cattaraugus E2CCB Board is committed to providing an atmosphere for a positive, safe and orderly school environment.

Students are protected by the Constitution from unreasonable searches and seizures. A student may be searched and contraband seized on school grounds or in a school building by a school administrator only when the administrator has reasonable suspicion to believe the student is engaging in proscribed activity which is in violation of school rules and/or illegal activity as defined in NYS Penal Law.

Factors to be considered in determining whether reasonable suspicion exists to search a student include:

a) Nature and reliability of the information received regarding the proscribed activity. An authorized school official may search a student or the student’s belongings based upon information received from a reliable informant. Individuals, other than the E2CCB employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. E2CCB employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

b) The existence of observable phenomena, such as direct observation of use and/or the physical symptoms of using or being under the influence of illegal controlled substances or alcohol such as slurred speech; disorientation; a pattern of abnormal conduct or erratic behavior; or
information provided either by reliable and credible sources or which is independently corroborated.

Searches and Seizure of School Property

Student desks, lockers, textbooks, computers, and other materials, supplies or storage spaces loaned by the school to students remain the property of the school and may be opened and inspected without prior notice to students and without their consent by school employees at any time. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property.

Questioning of Students by School Officials

School officials or designees have the right to question students regarding any violations of school rules and/or illegal activity. In general, administration may conduct investigations concerning reports of misconduct which may include, but are not limited to, questioning students, staff, parents/guardians, or other individuals as may be appropriate and, when necessary, determining disciplinary action in accordance with applicable due process rights.

Should the questioning of students by school officials focus on the actions of one particular student, the student will be questioned, if possible, in private by the appropriate school administrator. The student’s parent/guardian may be contacted; the degree, if any, of parental/guardian involvement will vary depending upon the nature and the reason for questioning, and the necessity for further action which may occur as a result.

The questioning of students by school officials does not preclude subsequent questioning/interrogations by police authorities as otherwise permitted by law. Similarly, the questioning of students by school officials does not negate the right/responsibility of school officials to contact appropriate law enforcement agencies, as may be necessary, with regard to such statements given by students to school officials.

School officials acting alone and on their own authority, without the involvement of or on behalf of law enforcement officials (at least until after the questioning of students by school authorities has been conducted) are not required to give the so-called “Miranda warnings” (i.e., advising a person, prior to any custodial interrogations as defined in law, of the right to remain silent; that any statement made by the individual may be used as evidence against him/her; and that the individual has the right to the presence of an attorney, either retained or appointed) prior to the questioning of students.

If deemed appropriate and/or necessary, the District Superintendent/designee may also review the circumstances with E2CCB legal counsel so as to address concerns and the course of action, if any, which may pertain to and/or result from the questioning of students by school officials.

Law Enforcement Officials

It shall be the policy of the Board that a cooperative effort shall be maintained between the school administration and law enforcement agencies. Law enforcement officials may be summoned in order to conduct an investigation of alleged criminal conduct on school premises or during a school-sponsored activity, or to maintain the educational environment. They may also be summoned for the purpose of maintaining or restoring order when the presence of such officers is necessary to prevent injury to persons or property.

Administrators have the responsibility and the authority to determine when the assistance of law enforcement officers is necessary within their respective jurisdictions. E2CCB’ administrators shall at all times act in a manner that protects and guarantees the rights of students and parents.
Interrogation of Students by Law Enforcement Officials

If police are involved in the questioning of students on school premises, whether or not at the request of school authorities, it will be in accordance with applicable law and due process rights afforded students. Generally, police authorities may only interview students on school premises without the permission of the parent/guardian in situations where a warrant has been issued for the student’s arrest (or removal) or the questioning of students concerns a crime committed on school property. In all other situations, unless an immediate health or safety risk exists, if the police wish to speak to a student without a warrant, they should directly contact the student's parent/guardians.

Whenever police wish to question a student on school premises, administration will attempt to notify the student's parent/guardian.

If possible, questioning of a student by police should take place in private and in the presence of the Building Principal/supervisor.

Child Protective Services’ Investigations

From time to time, Child Protective Services may desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse and/or neglect. The Board encourages cooperation with Child Protective Services in accordance with applicable Social Services Law.

XIV. VISITORS TO THE SCHOOLS

The Board welcomes parents and other members of the public to visit E2CCB schools and classrooms to observe the work of students, teachers and other staff. Since schools are places of work and learning, however, certain limits must be set for such visits. The building principal/supervisor or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1) Anyone who is not a regular staff member or student of the school will be considered a visitor.

2) All visitors to the school must report to the Main Office and/or Office of the Principal/supervisor upon arrival at the school. There they will be required to sign the visitor’s register and will follow the prescribed building procedures.

3) Parents who wish to observe a classroom while school is in session are required to arrange such visits in advance and with permission of the building administrator and the classroom teacher(s).

4) Teachers and student support service personnel shall not take class time or related service sessions to discuss individual matters with visitors.

5) Any unauthorized person on E2CCB property will be reported to the principal/supervisor or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the unauthorized person does not respond to requests or directions from the school personnel.

6) All visitors are expected to abide by the rules for public conduct on E2CCB property contained in this Code of Conduct.
XV. PUBLIC CONDUCT ON E2CCB PROPERTY

E2CCB is committed to providing an orderly, respectful environment. To create and maintain this kind of an environment, it is necessary to regulate public conduct on E2CCB property and at E2CCB functions. For purposes of this section of the Code, “public” shall mean all persons when on E2CCB property or attending an E2CCB function including, but not limited to, students, teachers, volunteers, vendors, contractors, other E2CCB staff, and component district personnel.

The restrictions on public conduct on E2CCB property and at E2CCB functions contained in this Code are not intended to limit freedom of speech or peaceful assembly. E2CCB recognizes that free inquiry and free expression are indispensable to the objectives of the E2CCB. The purpose of this is to maintain public order and prevent abuse of the rights of others.

All persons on E2CCB property or attending an E2CCB function shall conduct themselves in a respectful and orderly manner. In addition, all persons on E2CCB property or attending an E2CCB function are expected to be properly attired for the purposes for which they are on E2CCB property.

Prohibited Conduct

No person, either alone or with others, shall:

1) Intentionally injure any person or threaten to do so.

2) Intentionally damage or destroy E2CCB property or the personal property of a student, teacher, administrator, other E2CCB employee or any person lawfully on E2CCB property.

3) Disrupt the orderly conduct of classes, E2CCB programs, other E2CCB activities, or other E2CCB work sites/internship.

4) Distribute or wear materials on E2CCB grounds or at E2CCB functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, gang related, or are disruptive to the school program or E2CCB workplace.

5) Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, disability, political affiliation, sex, sexual orientation, marital status, military status, veteran status, or use of a recognized guide dog, hearing dog or service dog.

6) Enter any portion of the E2CCB premises without authorization or remain in any building or facility after it is normally closed.

7) Obstruct the free movement of any person in any place to which this Code applies.

8) Violate the traffic laws, parking regulations or other restrictions on vehicles.

9) Possess, consume, sell, attempt to sell, distribute or exchange alcoholic beverages, tobacco, tobacco products, e-cigarettes (also known as electronic cigarettes or smokeless cigarettes) illegal substances, controlled substances, drug paraphernalia, synthetic, designer, and/or look alike drugs or be under the influence on E2CCB property or at a E2CCB function.
10) Possess or use weapons, or what appears to be a weapon in or on E2CCB property or at a E2CCB function, except in the case of law enforcement officers or except as specifically authorized by E2CCB.

11) Loiter on E2CCB property.

12) Refuse to comply with any reasonable order from identifiable E2CCB officials performing their duties.

13) Willfully incite others to commit any of the acts prohibited by this Code.

14) Violate any federal or state statute, local ordinance or Board policy while on E2CCB property or while at a E2CCB function.

Penalties

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

1) Visitors: Their authorization, if any, to remain on school/E2CCB grounds or at the school/E2CCB function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to removal by appropriate authorities.

2) Students: They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct and the due process requirements.

3) Teachers and other E2CCB staff: They shall be subject to disciplinary action as the facts may warrant, in accordance with this Code of Conduct, applicable law and/or collective bargaining units and the due process requirements.

Enforcement

The building principal/supervisor of an instructional site or in any E2CCB facility shall be responsible for enforcing the conduct required by this Code.

When the Building Principal/supervisor/Administrator sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the Principal/supervisor/Administrator shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal/supervisor/administrator shall also warn the individual of the consequences for failing to stop. If the person still refuses to stop engaging in the prohibited conduct, or if the person’s conduct poses an immediate threat of injury to persons or property, the principal/supervisor/administrator may have the individual removed immediately from E2CCB property or the E2CCB function. If necessary, local law enforcement authorities may be contacted to assist in removing the person.

E2CCB may initiate disciplinary action against any student or staff member, as appropriate, consistent with the penalties section above. In addition, E2CCB reserves its right to pursue a civil or criminal legal action, if applicable, against any person violating the E2CCB Code of Conduct.
XVI. DISSEMINATION AND REVIEW

Dissemination of Code of Conduct

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

1) Providing a public hearing prior to the Board approval of the Code of Conduct.

2) Providing copies of the Code to all students and parents, in an age appropriate, plain-language version, at the beginning of each school year and upon enrollment during the school year.

3) Providing all current teachers and other staff member’s access to the Code of Conduct and any amendments to the Code as soon as practicable after adoption.

4) Providing all new employees’ access to the current Code of Conduct when they are first hired.

5) Making copies of the Code available for review by component school districts, students, parents and other community members in addition to posting on the E2CCB website.

The Principal/Supervisor will review the code of conduct during a faculty meeting in September.

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

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

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.