



**Iroquois
Central
School
District
2024-2025
Calendar**



S	M	T	W	T	F	S
1	2 Labor Day	3 Superintendent Conference Day No School UPK-12 MP Gr. 1-3 Supply Drop Off 1:30-2:30 II Welcome Back Bash 5:00-6:00PM II Open House 6:00PM	4 A Day Students Return	5 B Day	6 C Day	7

8

9 D Day

10 E Day

HS Senior Picture
Retakes and first time
photos

Fall Sports Photo Day

11 F Day

**BOE Meeting
MS 7:00 PM**

WP PTO Volunteer Mtg.
6:00 PM

Fall Sports Photo Day

12 A Day

MP UPK-3 Open House
6:00 - 7:00 PM

EP PTO Meeting/Volunteer
Orientation 9:15AM and
6:15PM

Fall Sports Photo Day

MS and II Picture Day

13 B Day

HS Fall Freshman Day

14

15

16 C Day

Employee Flu Clinic
3:00 - 5:30 PM HS Cafe

17 D Day

EP Open House
6:30 PM-8:00 PM

MSA Meeting 9:00AM &
6:00PM

Deadline to register for
November 2nd SAT

ITAC meeting-check
www.itacemw.com for
details

18 E Day

MP PTO Meeting 9:15 AM

II PTO Meeting 6:00PM

HS Open House

College Application
Procedure Night 5:30-
6:30 PM in Auditorium
(Class of 2025 / 2026)

19 F Day

MS Open House
6:30-8:30 PM

20 A Day

EP Welcome Back to
School Kickoff & Mum
Sale 6:30 PM- 8:00 PM

II Color Fun Run

Deadline to register for
Oct. 26th ACT

21

22

23 B Day

Family Flu Clinic
4:00 - 6:30 PM HS Cafe

24 C Day

WP Walk-a-Thon

25 D Day

Fall Sports Picture Day

Financial Aid Work-shop/
College Planning Night
6:00 PM High School

26 E Day

WP Open House/Book
Fair 6:00 PM - 7:30 PM

27 F Day

MP Walk-a-Thon 9:15 AM

MP Back to School Bash
6:00-7:30 PM

II Welcome Back Dance

Gr. UPK-3 Early Release
12:00 PM

28

29

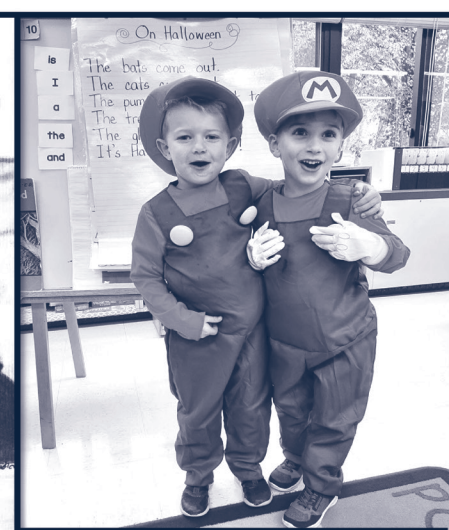
30 A Day

WP Garden Week



AUGUST 2024													
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OCTOBER 2024						
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S M T W T F S

1 B Day

2 C Day

3 D Day
EP, MP, WP Picture Day
WP PTO Mtg. 6:00 PM

4 E Day
Deadline to register for
Octo-ber 12th PSAT
MS Progress Reports

5

Emergency
Evacuation Drill 15
minutes early release
for students



6	7 F Day	8 A Day	9 B Day BOE Meeting MS 7:00 PM	10 C Day EP PTO Meeting 9:15AM	11 Superintendent Conference Day No School UPK-12		12 PSAT at Iroquois HS
13	14 Columbus Day No School UPK-12	15 D Day	16 E Day EP Book Fair/Harvest Festival 6:30-8:00 PM II PTO Meeting 6:00 PM WNY College Consortium 11:30-12:15 PM HS	17 F Day	18 A Day HS Class Picture Retake Day Homecoming Football Game	19 Homecoming Dance	
20	21 B Day	22 C Day WNY Consortium HS Media Center	Intermediate School Spirit Week				26
			23 D Day	24 E Day II Pumpkin Carving and Evening Book Fair MS and II Picture Retake Day	25 F Day EP Halloween Spooktacular 6:30PM-8:00PM WP Harvest Hoedown 6:00-8:00 PM	26 ACT at Iroquois HS	
27	28 A Day	29 B Day	30 C Day HS Orchestra Concert 7:30 PM, HS Aud	31 D Day EP Fall Festival Parade MP Halloween Parties 1:00 PM MP Parade 2:00 PM WP Classroom Parties WP Parade 1:15 PM			
Red Ribbon Week Oct. 23-31st							
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					NOVEMBER 2024		
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| E Day

2
SAT at Iroquois

Jr. High Area All State Music Festival - Akron HS

3

4 F Day

5 A Day

6 B Day
BOE Meeting
MS 7:00 PM

WP Picture Retake Day

7 C Day
EP PTO Meeting 6:15 PM
WP PTO Meeting 6:00 PM
MP Picture Retake Day
MP PTO Meeting 1:45 PM

8 D Day

MS Marking Period Ends

9

10

**Veteran's Day
No School UPK-12**

12^E Day
MSA Meeting 6:00 PM

ITAC meeting-check
www.itacemw.com for
details

13 F Day

14 A Day
HS Band Concert 7:30 PM

15 B Day

16

17

18 C Day
Winter Sports Picture
Day
EP Picture Retake Day

19 D Day

20^E Day
II PTO Meeting 6:00 PM
HS Chorus Concert
7:30 PM, HS Aud
EP Food Drive

21 F Day

Ormsby Presentation H

22 A Day
Primary/II Marking
Period Ends

Early Release
Gr. UPK-3 12:00 PM

Sr. High Area All S

23

ate SUNY Fredonia

Early Release
Gr. UPK-3 | 12:00 PM

Sr. High Area All State SUNY Fredonia

EP Food Drive

24

25 B Day

26 C Day

27

28

29

30

Thanksgiving Recess - No School UPK-12

www.iroquoiscsd.org



S M T W T F S

1

2 D Day

3 E Day
MS Band Concert
7:00 PM MS Aud

4 F Day
Ormsby Tour Class of
2027

5 A Day
WP PTO Meeting
6:00 PM

6 B Day
EP Santa's Secret Shop

7

Early Release
Gr. UPK- 3 11:00AM
Gr. 4-10:00AM

Music Conference All State Rochester, NY

8

9

C Day

Winter Sports Photo
Day

10

D Day

MS Chorus Concert
7:00 PM MS Aud

11

E Day

BOE Meeting
MS 7:00 PM

12

F Day

5th Grade Band and
Chorus Concert 7:00
PM HS Aud

13

A Day

MP PTO Jingle Workshop

WP Sing-a-Long
K/I 9:30 AM
2/3 1:30 PM

14

Music Conference All
State Rochester, NY

Early Release
Gr. UPK-3 11:00AM
Gr. 4-10:00AM

15

16

B Day

HS Holly Hanging

17

C Day

EP Holiday Sing Along
5th- 12th Grade

Orchestra Concert, 7:00 PM
MS Aud

18

D Day

II PTO Meeting 6:00 PM

19

E Day

MP Holiday Parties

WP Holiday Classroom
Parties/ Merry Moose
Shopping

District Wide Winter
Concert Weather
Cancellation

20

F Day

Early Release
Gr. UPK-3 11:00AM
Gr. 4-10:00AM

21

22

23

24

Christmas Eve

25

Christmas Day

26

27

28

Winter Recess - No School UPK-12

29

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31

New Years Eve

Winter Recess - No School UPK-12



NOVEMBER 2024						
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JANUARY 2025						
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1
New Years Day

2 A Day
School Resumes

3 B Day

4

Winter Recess -
No School UPK-12

5	6 C Day	7 D Day	8 E Day BOE Meeting MS 7:00 PM	9 F Day EP PTO Meeting 6:15 PM WP PTO Mtg. 6:00 PM	10 A Day	11
12	13 B Day	14 C Day	15 D Day II PTO Meeting 6:00PM	16 E Day	17 F Day MP 3rd Grade Chorus Concert 2:00PM	All-County Elem, Choral, & Jazz Auditions , Depew
19	20 Martin Luther King Jr. Day No School UPK- I2	21 A Day Senior Trip ITAC meeting-check www.itacemw.com for details	22 B Day Senior Trip	23 C Day Senior Trip	24 D Day Senior Trip ASVAB Testing End of 1st semester	All-County J.H.Instrumental Auditions, Orchard Park
26	27 E Day	28 F Day	29 Lunar New Year No School UPK- I2	30 A Day	31 B Day Last day to register for March 8th SAT MS Musical 7:00 PM	All-County S.H. Instrumental, Choral Auditions, Cleveland Hill

DECEMBER 2024						
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February

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JANUARY 2025						
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MARCH 2025						
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IROQUOIS
RED HAWKS

MS Musical 2:00 PM &
7:00 PM

All County Reserve
Audition Date in case of
Cancellation

2	3 C Day	4 D Day	5 E Day	6 F Day WP PTO Meeting 6:00 PM 5th-12th Grade Band Concert , 7:00 PM, HS Aud	7 A Day	8
9	10 B Day	11 C Day	12 D Day BOE Meeting MS 7:00 PM	13 E Day EP, MP, WP Valentine's Day Parties EP PTO Meeting 6:15PM	14 Superintendent Conference Day No School UPK-12	15
16	17 President's Day No School UPK-12	18	19	20	21	22
	Mid-Winter Recess - No School					
23	24 F Day	25 A Day	26 B Day II PTO Meeting 6:00 PM	27 C Day	28 D Day Last day to register for April 5th ACT	



March

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FEBRUARY 2025						
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APRIL 2025						
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2	3 E Day	4 F Day HS Chorus Concert 7:30 PM HS Aud	5 A Day EP Spring Picture Day	6 B Day WP PTO Meeting 6:00 PM WP Spring Picture Day PrimaryII Marking Period Ends MS Progress Reports Early Release Gr. UPK-3 12:00PM	7 Superintendent Conference Day No School UPK-12 Deadline to register for April 13th ACT	8 SAT at Iroquois
9	10 C Day	11 D Day MSA Meeting 9:00 AM	12 E Day BOE Meeting MS 7:00 PM	13 F Day EP PTO Meeting	14 A Day All-County J.H. South Festival	15
16	17 B Day	18 C Day MS and II Spring Pictures ITAC meeting-check www.itacemw.com for details	19 D Day II PTO Meeting 6:00 PM All County Elem. Rehearsals, Ken Ton	20 E Day	21 F Day All-County Elem. Dress Rehearsals/Concerts All-County Jazz Festival, Cheektowaga HS	22
23	24 A Day Spring Sports Picture Day	25 B Day	26 C Day	27 D Day	28 E Day EP Spring Fling 6:30 PM - 8:00 PM All-County SH Festival, University at Buffalo	29
30	F Day 31					



S	M	T	W	T	F	S
		1 A Day	2 B Day	3 C Day WP PTO Mtg. 6:00PM	4 D Day	5 ACT at Iroquois
				HS Band Concert 7:30 PM, HS Aud		

6

7 E Day

8 F Day

9 A Day
BOE Meeting
MS 7:00 PM

10 B Day
EP PTO Meeting 6:15 PM

11 C Day
MS Marking Period
Ends

12

WP Celebrate Reading/Screen Free Week

13

14

15

16

17

18

19

Spring Recess - No School UPK-12

20

21 D Day

22 E Day
Earth Day

EP Art Show/Book Fair
& Basket Raffle 6:30 PM-
8:00 PM

23 F Day

MP UPK Orientation
5:00 PM-6:00 PM
MP Kindergarten Orientation
6:00 PM-7:00 PM

II PTO Meeting 6:00 PM
Grades 5-12 Spectrum
Orchestra Concert
7:00 PM MS

24 A Day

25 B Day

26

High School Music Trip to NYC

27

28 C Day

29 D Day
MS Chorus Concert
7:00 PM MS Aud

30 E Day

High School Music
Trip to NYC

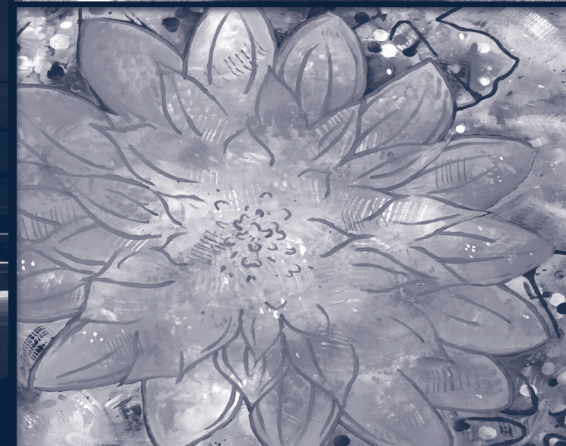
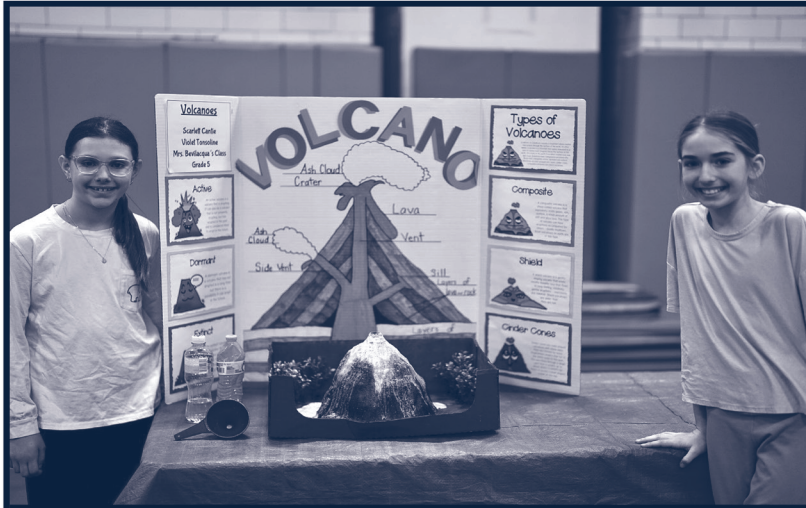


MARCH 2025

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MAY 2025

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APRIL 2025						
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JUNE 2025						
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1 F Day
WP PTO Meeting 6:00PM

HS Orchestra Concert,
7:30 PM, HS Aud

2 A Day

3

4

5 B Day

6 C Day

District Art Show
MS Band Concert 7:00 PM

7 D Day

8 E Day

EP PTO Meeting/
Volunteer Recognition
9:30 AM

5th Grade Band, Chorus
and Orchestra Concert,
HS Aud 7:00 PM

9 F Day

10

11

12 A Day

Senior Picture Day

13 B Day

**BOE Mtg. & Budget
Hearing 6:30 PM**

MSA Meeting 6:00PM
MS Orchestra Concert
7:00PM

14 C Day

Senior Picture Day

15 D Day

Senior Picture Day

16 E Day

EP Cookies & Canvas
6:30PM-8:00PM

WP Ice Cream Social/
STEAM Night 6:00-7:30PM

Senior Picture Day

17

AP Exams

18

19 F Day

MP PTO Book Fair and
Family Social
5:00 PM-7:00 PM

MP 3rd Grade Chorus
Concert 2:00 PM

20 A Day

**BUDGET VOTE/BOE
ELECTION
7:30 AM - 9:00 PM
Intermediate Gymnasium**

EP Kindergarten Orientation 9:30- 11:00 AM
MP Morning at Marilla 9:15-10:15 AM
WP Kindergarten Orientation-9:30 - 10:45 AM
4th Grade Band, Chorus and Orchestra
Concert, MS Aud 7:00PM

21 B Day

EP Kindergarten
Screening

II PTO Meeting 6:00PM
HS Chorus Concert
7:30PM HS Aud

22 C Day

23 D Day

MP Kindergarten
Screening for UPK
Students

EP Spring Clean Up
MS Progress Reports

24

AP Exams

25

26

Memorial Day

No School UPK-12

27 E Day

MP Kindergarten
Screening

28 F Day

WP Kindergarten
Screening

HS String Recital, 7:30
PM, HS Aud

29 A Day

HS Band Outdoor
Pops Concert 7:00
PM HS Side Lawn

30 B Day

Grade 3 Picnic Elma
Meadows

31

Senior Pictures



S	M	T	W	T	F	S
1	2 C Day	3 D Day HS Music Department Banquet, Illo DiPaolo's 6:00 PM	4 E Day MP Field Day	5 F Day WP PTO Meeting & Volunteer Recognition 6:00 PM	6 A Day Primary/II Marking Period Ends MSA Spring Fling 6 - 8:30 PM	7
Regents Exams				Early Release Gr. UPK-3 12:00PM		

8

9 B Day

10 C Day
MSA Meeting 6:00 PM11 D Day
BOE Meeting
MS 7:00 PM12 E Day
MP 3rd Grade Moving
Up Day 9:30 AM

5th Grade Moving Up Day

Senior Awards HS

Senior Prom

13 F Day
EP Flag Day Celebration
WP Flag Day
Celebration 9:15 AM

II Flag Day Celebration

14

15

16 A Day
HS Local Exams

17 B Day

Regents Exams

18 C Day
EP Field Day19
Juneteenth Day
No School UPK-1220 D Day
EP 3rd Grade Moving
Up Day

WP Field Day

Early Release
Gr. 4-8 11:00AM

Regents Exams

21

22

23 E Day
EP Field Day Rain Date

24 F Day

25 A Day
Last Day of School

26 B Day

27 C Day

28

Early Release
Gr. 4-8 11:00AMEarly Release
Gr. 4-8 11:00AMEarly Release
GR. UPK-3 12PM
Gr. 4-8 11AM

Regents Exams

Rating Day

Rating Day/Teacher
Check Out

29

30

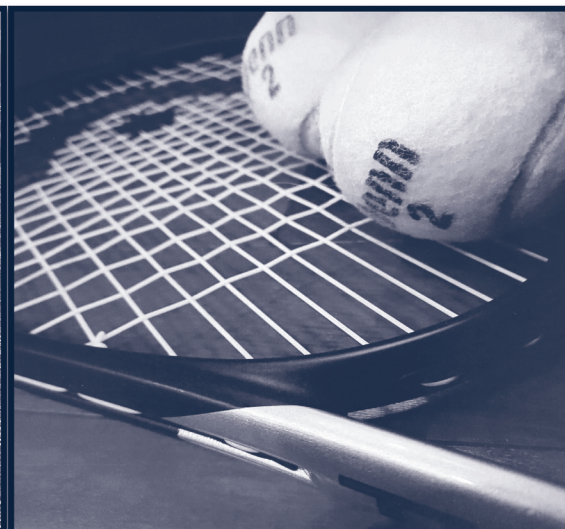


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JULY 2025

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July

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Deadline for all HS 2025-2026 student schedule changes

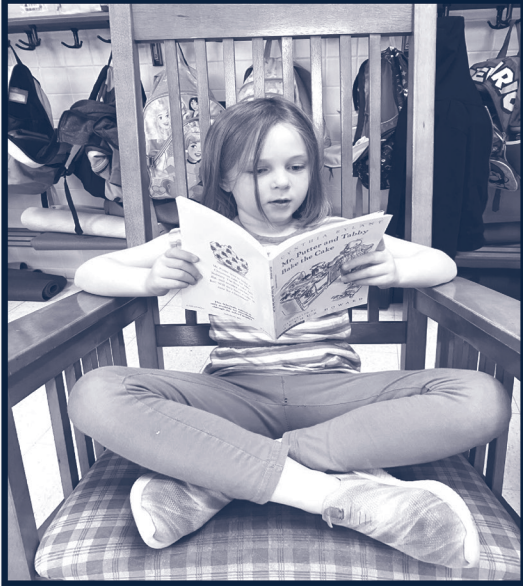
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JULY 2025							SEPTEMBER 2025						
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21	22	23	24	25	26	27
28	29	30				

AUGUST 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

ADMINISTRATION

Douglas R. Scofield

Superintendent of Schools

Mary Jo Dudek, Ed.D.

*Assistant Superintendent
for Curriculum*

John Wolski

Business Administrator

David Sellan

Director of Human Resources

Christian Hershey

Director of Instruction,

Student Services & Assessment

David Carlin

Superintendent of Buildings & Grounds

Eric Nagel

Supervisor of Transportation

Carrie Vetter

Director of Athletics

SCHOOL PHONES

652-3000

**The switchboard is open on school days from 7:30 a.m.
until 3:30 p.m. and during the summer from 7:00 a.m.
until 3:00 p.m.**

ELMA PRIMARY

Grades UPK-3

711 Rice Road, Elma, NY 14059

PRINCIPAL, Mr. Peter Dobmeier

Ext. 2001

Student Hours: 8:50 a.m. - 3:30 p.m.

Teacher Hours: 8:25 am – 3:45 pm

MARILLA PRIMARY

Grades UPK-3

Bullis Road, Marilla, NY 14102

PRINCIPAL, Mrs. Amy Stanfield

Ext. 3001

Student Hours: 8:50 a.m. - 3:30 p.m.

Teacher Hours: 8:25 am – 3:45 pm

WALES PRIMARY

Grades UPK-3

Woodchuck Road, East Aurora, NY 14052

PRINCIPAL, Mrs. Kimberly Morrison

Ext. 4001

Student Hours: 8:50 a.m. - 3:30 p.m.

Teacher Hours: 8:25 a.m. - 3:45 p.m.

IROQUOIS INTERMEDIATE SCHOOL

Grades 4-5

PO Box 32, Elma, NY 14059

PRINCIPAL, Mr. Ryan Harding

Ext. 5000

Student Hours: 7:35 a.m. - 2:35 p.m.

Teacher Hours: 7:25 a.m. – 2:45 p.m.

IROQUOIS MIDDLE SCHOOL

Grades 6-8

PO Box 32, Elma, NY 14059

PRINCIPAL, Mr. Ross Esslinger

Ext. 6001

ASSISTANT PRINCIPAL, Mr. Patrick O'Brien

Ext. 6501

Student Hours: 7:35 a.m.-2:36 p.m.

Teacher Hours: 7:25 a.m. – 2:45 p.m.

IROQUOIS HIGH SCHOOL

Grades 9-12

PO Box 32, Elma, NY 14059

PRINCIPAL, Christopher Ginestre, Ed.D.

Ext. 7001

ASST. PRINCIPAL, Mr. Douglas Beetow

Ext. 7300

ASST. PRINCIPAL, Ms. Alexis Langheier

Ext. 7500

Student Hours: 7:45 a.m.-2:35 p.m.

Teacher Hours: 7:25 a.m. – 2:45 p.m.

SCHOOL VISITORS

Parents are always welcome to visit our schools.

To ensure the safety of students and to comply with the New York State Penal Laws, individuals visiting our schools are asked to check in at the office upon entering the building. Visitors will receive a pass or be taken to the classroom or activity they wish to visit.

BOARD OF EDUCATION

The seven members of the Board of Education are elected to five-year terms of office. Board members serve without pay and are responsible for the formulation of educational and school district policies under guidelines imposed by New York State Education Law.

2024-2025 BOARD MEMBERS

	<u>Term Expires</u>
Jane Sullivan	2025
Heather Jacobs	2026
Robert Barry	2026
James Michalek	2027
Heather Becker	2028
Keith Vergien	2028
Todd Aichinger	2029
Nora Specht, District Clerk	

PUBLIC INFORMATION

The *Iroquois Newsletter* is published and posted to the Iroquois website. The August and May issues will be mailed to all residents. The district newsletter shares with the community important news concerning your schools and their operation. The annual school budget is also available, upon request, through the Business Office at 652-3000, ext. 1201.

SCHOOL CLOSING

When schools must close due to weather or emergency conditions that endanger the health or safety of children, announcements will be on television and radio stations to WKBW, WGRZ, WIVB, or WBEN (930 AM) by 6:00AM. **The district also uses an automated telephone alert system called Mass Notification for special event announcements, closings and emergencies. When school is closed, you will receive an automated phone call from the Superintendent. If you have a particular emergency number that you would like us to use for such communication, please be sure to contact the building administrative assistant.**

When Iroquois Schools are closed due to weather or emergency conditions, no bus transportation will be provided. All scheduled student activities will also be canceled for that day and evening, including Community Education classes. If it is necessary to close school after the school day has begun, the same television and radio stations will be notified. Children will be returned home as quickly as conditions allow for safe transport. Parents are encouraged to discuss an emergency plan with their children.

REPORT CARDS

The school report card reports the progress of each student throughout the year. Students in **grades K-5** are issued report cards in December, March and June. Special area report cards for these grade levels will be sent

in March and June. It is the goal of the district to meet with every parent of K-4 students each year. Parent and school conferences result in better communication and improved student success.

Report cards and progress reports for **grades 6-12** students (except quarter 4) are available via the Parent Portal.

INCOMPLETE GRADES

Any incomplete grade for students in grades 7-12 must be made up in the five-week period immediately following the last day of the marking period. At the end of five weeks, any remaining incomplete grades will be converted to a 50 by the guidance office. Incomplete grades will be included on the five-week failure list which is distributed to all teachers, coaches, and club advisors for the purpose of monitoring student eligibility.

ATTENDANCE

State law requires that children between the ages of six and sixteen must be in regular attendance at school. Any absence other than personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, road test, quarantine, required court appearances, medical appointments, approved college visits, approved cooperative work programs, military obligations, administratively approved school-sponsored activities or other such reasons as may be approved by the Board of Education is recorded as unexcused.

Because punctuality and good attendance are basic to the development of good work habits, a minimum requirement of 85% attendance is established for all students. Parental conferences may be requested if attendance falls below the minimum requirement.

Parents are requested to notify the school when the student will be absent:

High School – ext. 7880
Middle School – ext. 6502
Intermediate School - ext. 5001
Elma Primary – ext. 2001
Marilla Primary - ext. 3001
Wales Primary – ext. 4001

As required by state law, a child returning to school must bring a note signed by the parent or guardian explaining the reason for the absence.

Medical and dental appointments should be scheduled outside of school whenever possible. Otherwise, students who have such appointments on a regular basis should attempt to avoid missing the same classes. Written parental excuses are required for early dismissal from school.

A student who arrives late for school must bring a note from his parents explaining the reason for the tardiness. **If a student is chronically tardy, his parents may be asked to attend a school conference to discuss corrective measures.**

IMPORTANT EXTENSIONS 652-3000

2600	Elma Primary Nurse
2001	Elma Primary Principal
3600	Marilla Primary Nurse
3001	Marilla Primary Principal
4600	Wales Primary Nurse
4001	Wales Primary Principal
5600	Intermediate School Nurse
5001	Intermediate School Principal
6600	Middle School Nurse
6001	Middle School Principal
6502	Middle School Attendance
6871	Middle School Guidance
7600	High School Nurse
7001	High School Principal
7501	High School Asst Principal
7880	High School Attendance
7876	High School Guidance
7402	Community Ed.
8001	Transportation Department
8002	Transportation Clerk
1201	Business Administrator
1001	Superintendent of Schools
1502	Assistant Superintendent
1301	Special Ed / Student Services
1951	Supt Of Buildings & Grounds
5004	Registrar Office
7881	Athletics
7700	Cafeteria Services

RELIGIOUS EDUCATION

The laws of New York State provide for the release of pupils from school once a week to attend classes in religious education. These classes must be held outside of the school and the school may do nothing to assist such classes in supervision, transportation, etc.

A permission card must be on file with the school, signed by the parent in order for the student to be excused.

CO-CURRICULAR ACTIVITIES AND ATHLETICS

ELIGIBILITY POLICY

Any student in grades 7-12 involved in a school-related activity or sport with two or more failing and/or incomplete grades will be placed on academic probation and have five school days to bring these grades to passing once the failure list has been distributed. It is the student's responsibility to have all his/her teachers sign an eligibility sheet, thereby verifying a passing grade, and turn this sheet into the coach or advisor at the end of the probation period. If this does not occur, the student becomes ineligible to participate in the respective activity or sport. This policy is closely monitored by the club advisors, coaches and guidance counselors.

CURRICULUM

Kindergarten Entrance

The entrance age for Kindergarten is 4 years, 9 months on or before September 1. **There are no exceptions to this regulation.** This is a State recommended beginning age.

Kindergarten is an important part of the educational program with a well-defined curriculum. Regular attendance is just as important at this grade level as any other. All pupils are encouraged to have this training before entrance into the first grade. The compulsory age begins at 6 under New York State Law.

Kindergarten registration is held in the spring each year, at which time parents are urged to register eligible children for the following fall. A birth certificate is required as proof of age at the time of Kindergarten registration. Proof of immunization against diphtheria, tetanus, pertussis (usually given in combination), measles, mumps, and rubella (usually given in combination), polio, hepatitis B, and varicella are also required. Please consult your private Health Care Provider or School Nurse for more specific information regarding immunizations.

A screening test for children eligible for Kindergarten is given in spring. These tests help parents identify any problems or special talents their child may have.

Primary School Program

The major purpose of the elementary program for students in grades K-3 is to provide a sound foundation in the basic skills of reading, language arts, and mathematics. Instruction is also given in social studies, computers, science, library skills, art, and physical education. All three of our primary buildings offer young children opportunities to grow in a caring, nurturing and child-centered environment.

Intermediate School Program

The Intermediate School serves students in grades 4-5. Students are housed in the Intermediate building on the main campus of the District. Iroquois Intermediate serves as a transition from primary to middle school, but the Intermediate building is definitively an elementary school. Our purpose is to further the work of the elementary program by building off the foundation laid by the three primary buildings in grades K-3. A major focus is placed on literacy instruction, language arts and mathematics. Instruction is also given in the areas of science, social studies, arts, computers, library skills, physical education, as well as opportunities for performing arts in both vocal and instrumental music. The Intermediate School at its core is a student-centered environment where we focus on developing the whole child.

Middle School Program

The Middle School serves students in grades 6-8. Students are housed in the Middle School building on the main campus of the District. The Middle School serves as a transition from elementary to high school.

The curriculum promotes traditional academic areas. Students also have access to new and varied experiences through exploration courses such as foreign language (beginning in Grade 7), technology education, academic enrichment, computers, music, the fine arts and family and consumer science.

High School Program

The High School curriculum in grades 9-12 prepares students for post-secondary education and/or employment following graduation. Students are required to meet the course units set by the Board of Education and the State Education Department for graduation.

ACCESS TO STUDENT RECORDS

Parents or legal guardians of a child under 18 or students and former students over 18 years of age have a right to inspect, review, and challenge information and data in the student's educational record file. Parents should contact Principals or Guidance Counselors to schedule a time to review their child's permanent record file.

Educational records are confidential and may be released or disclosed to a third party only by permission of the parents or students 18 years of age or older.

MILITARY RECRUITERS AND INSTITUTIONS OF HIGHER EDUCATION

The District will comply with request from military recruiters and institutions of higher education (IHE's) for access to the name, address and telephone listing of each secondary school students, except for any student whose parent (or the student, if he or she is at least 18 years of age) **has submitted a written request to opt out of this disclosure**, in which case the information will not be released without the parent's (or student's, if he or she is at least 18 years of age) prior written consent.

PUPIL PERSONNEL SERVICES

Christian Hershey

Ext. 1301

*Director of Instruction,
Student Services & Assessment*

The Iroquois Central Board of Education subscribes to the philosophy of providing equal educational opportunity for all students. It is the responsibility of the schools to integrate special education students into the mainstream of school society to the greatest extent possible. Therefore, our goal is to provide a variety of educational experiences, within and outside the Iroquois District, which will ensure a placement in the least restrictive environment and provide for the maximum academic growth, emotional stability, and physical health of each student.

According to Part 200 of the Commissioner's Regulations, each school district in New York State is required to establish a Committee on Special Education (CSE) and a Committee on Preschool Special Education (CPSE). These Committees, in consultation with parents, review and evaluate the educational needs of each child referred to them. Appropriate programs and services to meet the individual needs of the eligible child are developed, then recommended by the CSE or CPSE to the Board of Education. Services to children differ, depending on the extent of the disability and the type of remediation to be provided. All matters referred to the Committee on Special Education or the Committee on Preschool Special Education are considered in a confidential manner and the individual's due process rights are preserved. Contact your building principal or school psychologist if you feel your child may require special education services. A NYS Parent's Guide to Special Education for children ages 5-21 is available on the District website or a hard copy is available upon request.

Psychological Services

The services of the School Psychologist are available to District students. These services include evaluation to assess strengths and/or weaknesses in the following areas: intelligence, achievement, and social adjustment.

A referral for a consultation with a school psychologist can be made by school personnel or parents. An evaluation is done when appropriate and only after written parental consent is received. Psychological evaluations along with other evaluations and academic and health records provide information upon which program recommendations are made. Students may be eligible for programs such as: Remedial, Special Education or Counseling programs. Recommendations provided in a psychological evaluation give a teacher valuable information in the identification of student learning styles and assist in the development of programs that meet the academic and emotional needs of the students.

Parents desiring information about special education may discuss referral procedures, tests used, or recommendations made with the School Psychologist. Arrangements for an appointment with a psychologist can be arranged by contacting the building principal.

GUIDANCE SERVICES

HS Guidance Counselors: 652-3000 Ext. 7876

MS Guidance Counselors: 652-3000 Ext. 6871
II Guidance Counselor: 652-3000 Ext. 5870
Elma Primary Counselor: 652-3000 Ext. 2870
Marilla Primary Counselor: 652-3000 Ext. 3870
Wales Primary Counselor: 652-3000 Ext. 4870

The function of the Student Support Services Department is to assist students in three areas: academic development, career development and social/emotional development. Counselors and social workers collaborate to provide instruction and support for all students. Individual students also have access to counselors and/or social workers to discuss any personal problems or concerns.

All students and parents are invited to explore the various reference materials that are available on the Student Support Services websites at each level.

Multi-tiered System of Supports [MTSS]

K-10: MTSS

The Iroquois CSD has established a comprehensive model of interventions service delivery for students at risk of failure. A combined standard protocol and problem-solving intervention model will be employed across the district to serve the needs of students experiencing academic or behavioral difficulties.

In the domains of *reading and mathematics* all students will be periodically assessed throughout the academic year to identify potential reading difficulties. These may include additional diagnostic testing to determine specific areas of need. Intervention will be provided via standard intervention protocols in the domain of reading and math with the option of additional strategy problem solving as needed.

In the domain of *behavior*, student intervention will be identified by problem solving as needed based on assessment data and other forms of intervention recommendation. Building level data teams consisting of appropriately trained faculty will meet to review student performance data in accordance with benchmarking periods and predetermined progress monitoring periods.

9-12 Academic Intervention Services (AIS)

According to the Commissioner's Regulations Part 80, Academic Intervention Services (AIS) are required for any student at risk of not passing the NYS assessments in grades 9-12. Every pupil who is educationally disadvantaged must be provided access to supplementary remedial services such as Title I and Section 504 of the 1973 Rehabilitation Act. Pupils needing AIS receive supplementary assistance. These provide comprehensive and coordinated services which address pupils' needs. Careful planning assures equitable delivery of services to students.

Reading, Math, and Writing Programs

Pupils needing additional support in reading, writing and/or mathematics receive supplementary assistance. Programs are supported by federal (Title), state, and local (tax levy) funds. Programs provide comprehensive and coordinated services which address pupil needs. Careful planning assures equitable delivery of services to students.

Students are identified utilizing federal, state, and local criteria including survey level, and diagnostic assessments as outlined in the district's MTSS procedures manual. Students continue to receive services until they demonstrate that they have mastered specifically targeted skills.

MTSS services are available to eligible students at the elementary, middle, and high school levels. Students receive assistance in small groups. The services require parental contact and involvement. In determining the need for services, multiple measures of student performance are used. Scoring below proficiency on a state assessment alone does not automatically determine the need for MTSS interventions.

Vocational Programs Available to all Students (Section 504)

Secondary vocational educational programs are available to students and also those identified as having a disability. For information about vocational courses, contact the Guidance Department at 652-3000, ext. 7876. The district has an established grievance procedure for anyone who feels they have been denied equal access to educational programs. For information regarding this procedure,

contact the Section 504 Coordinator: Christian Hershey, PO Box 32, Elma, NY - 652-3000 (ext. 1301). The Iroquois Central School District has an established grievance procedure for the prompt and equitable solution of complaints alleging discrimination based on sex or disability. For information regarding the District's grievance procedure or questions about the District's policy in regard to Section 504, please contact Douglas Scofield, Superintendent of Schools, PO Box 32, 652-3000, ext. 1001.

HEALTH SERVICES

School Physicians
Dr. Robert Erickson
Dr. Jennifer Erickson
Nurse Coordinator:
TBD

	Building Nurses	
High School	Jennifer Brooks	Ext. 7600
Middle School	Kelly Ray	Ext. 6600
Intermediate School	Jackie Ginter	Ext. 5600
Elma Primary	Katy Steck	Ext. 2600
Marilla Primary	Maria Feneziani	Ext. 3600
Wales Primary	Jackie Ginter	Ext. 4600

Physical Exams and Testing

Each school building has a full time Registered Nurse to assist pupils, staff and parents with health issues that come up on a daily basis. The School Physician acts as a health care consultant and provides physical examinations for students, at the signed request of parent or persons in parental relations, in grades Pre -K, kindergarten, 1st, 3rd, 5th, 7th, 9th, and 11th grades, along with any newly registered students, students wishing to participate in middle school and high school sports and for any other reasons deemed necessary as they arise. If you choose to have a physical exam done with your private Health Care Professional, a health examination form may be obtained from any School Nurse's office or the school district website.

Screenings for distance and near vision, hearing, color perception and scoliosis are completed annually for specific grade levels. Any abnormal findings from these screenings will be reported to parents/guardians for follow-up or correction with the student's private health care

professional. Records are kept of each child's medical history, height, weight, vision, hearing, color perception, scoliosis screening, and immunizations. The District is now required by the State to report BMI (Body Mass Index) for all students. **Parents may opt out of this reporting upon written notification to the District.**

Physical examinations for working papers may be done by the school physician or family physician. Scheduling for these examinations will be arranged by the school nurse.

Communication between the School Nurse and Home is essential for the best care of our students. Our Nursing staff appreciates your efforts to keep us updated on any health matter that arises for your child. Confidentiality is kept with regard to all communication between home and school.

All children entering school **MUST** be immunized according to New York State Public Health Law Section 2164 against the following communicable diseases: diphtheria, tetanus, pertussis (usually given in combination), measles, mumps, rubella (usually given in combination), polio, hepatitis B, and varicella. State law also requires tetanus, diphtheria, and pertussis booster for students 11 years or older entering grades 6 through 12, and meningococcal for students 16 years or older. Please consult your private Health Care Professional or School Nurse for more specific requirement information.

Under certain circumstances, when it is necessary for students to take medication during school hours, each School Nurse will cooperate with parents/guardians and private Health Care Professionals. **ALL MEDICATION MUST BE BROUGHT INTO SCHOOL BY THE PARENT/GUARDIAN AND IN ITS ORIGINAL CONTAINER (CHILDREN MUST NEVER TRANSPORT MEDICATION TO OR FROM SCHOOL).** A "Medication Authorization" form must be completed by the child's private Health Care Professional and signed by the parent/guardian in order for the School Nurse to administer ALL medications this includes over the counter and non-prescription medications. These forms are available from each School Nurse or the school district website.

Other Health Concerns

Please communicate with the school on health matters and consult with the nurse in case of health problems.

Immunization

All pupils entering school must be immunized against diphtheria, tetanus, pertussis (usually given in combination), measles, mumps, rubella (usually given in combination), polio, hepatitis B, and varicella. State law also requires tetanus, diphtheria, and pertussis booster for students 11 years or older entering grades 6 through 12, and meningococcal for students 16 years or older. Please consult your private Health Care Professional or School Nurse for more specific requirement information.

STUDENT INSURANCE

Iroquois Central School District provides secondary blanket accident coverage for all students K-12. The coverage takes effect after the individual parent's health insurance coverage (if available) has been exhausted and covers all school activities including co-curricular and interscholastic sports. In the event of an accident claim, please contact your school nurse and/or building principal.

FREE & REDUCED-PRICE LUNCH POLICY

Guidelines describing eligibility and application forms for free and reduced-price lunches are printed in the Iroquois Newsletter each September. Additional copies are available in the building principal's office. If you believe you are eligible for this program, fill out the application form (one per family) and return it to the building principal. Children participating in this program will not be identified, and lunches will be served to them in the same manner as they are to all students to preserve confidentiality. In order to further protect student's confidentiality, the District has implemented the meal prepay program.

BREAKFAST & LUNCH PROGRAM

Iroquois operates mandated breakfast and lunch programs, with no local taxpayer monies offsetting its cost. The program provides well-planned, nutritionally sound and tasty meals, using both purchased foods and USDA donated commodities. The menu is planned to offer the student a meal that will provide 1/3 of the child's daily nutritional requirements. The lunch offers students a choice of entrees, side dishes and milk. This "offer vs. serve" concept was authorized by Congress to reduce waste and save money. In addition to

the three types of meals offered daily, a variety of ala cart food items are available. If your child requires specific food substitutions due to medical need, documentation must be received by your child's health care provider. Please contact your child's School Nurse for more information.

Student prices are: Grade K-4 lunch, \$2.75; II/Middle and High School lunch, \$3.00; breakfast K-12 \$1.80.

Parents and students are encouraged to participate in our meal prepay program, ***myschoolbucks.com***. It is a secure online payment and information portal to manage student food service accounts.

STUDENT PARKING REGULATIONS

Parking on school grounds is a privilege to students who register their motor vehicles in the main office. Only vehicles with a **REGISTERED PERMIT** will be allowed to park. The parking tag should be hung on the car's rear view mirror, facing out. Students are **ONLY** to park in **DESIGNATED AREAS**. The speed limit is 10 MPH. **A stopped school bus with flashing lights must not be passed.** Lock your car since the school is not responsible for damage to or loss from your car. Park between the lines in the assigned area. Accidents on school property carry the same liability to you as a driver on the highway. It is expected that the privilege to drive to school will not have an adverse effect on your ability to comply with other rules that are in effect at Iroquois, such as tardiness and leaving school grounds without permission. No item, the possession of which is illegal, in violation of school regulations, or which endangers the health, safety, or welfare of persons, shall be stored in or on a vehicle parked on school property. If it is necessary to go to your car during the day, you must obtain a pass from an administrator. Students who drive to school are expected to be punctual. Truancy from school may result in the loss of parking privileges for a minimum of five school days. Students must comply with all parking/driving regulations as detailed on the parking application. Any violation of these rules may result in the revocation of student parking privileges.

NOTE: The following is an abbreviated version of the District Code of Conduct. The Code may be updated, per education law, after a public hearing and Board of Education adoption.

SCHOOL DISCIPLINE CODE

Introduction

The board of education (“Board”) is committed to providing a safe and orderly school environment where students may receive, and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the board adopts this Code of Conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property, in a school vehicle, or attending a school function.

Definitions

For purposes of this code, the following definitions apply:

“Student” means an elementary or secondary child under the age of 21 who is a registered student of the Iroquois Central School District.

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

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

“District property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school,

or in or on a school vehicle as defined in (Educational Law Section 11[1]).

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

“District function” means any school-sponsored extra-curricular event or activity on or off school property. (Education Law Section 11[2]).

“Violent student” 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 on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

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

“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]).

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact or any individual volunteering their services and/or expertise to the District. (Education Law Section s11[4] and 1125[3]).

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]). Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

“Gender” means actual or perceived sex and includes a person's gender identity or expression (Education Law Section 11[6]).

“Harassment” means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct,

verbal threats, intimidation or abuse based on a person's actual or perceived color, disability, ethnic group, gender or sex, national origin, religion, religious practice, race, sexual orientation, weight, (Education Law Section 11[7]).

“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: "Asian", "Biracial", "Black/African American/African-descent", "Hispanics/Latinos" "White/Caucasian", etc. to describe and classify the inhabitants of the United States.

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

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

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

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

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

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

“Academic Dishonesty” is the practice of, or aiding someone else in the practice of, taking another person's work or ideas and passing them off as one's own. Synonyms would include – copying, infringement of copyright, piracy, theft, stealing, poaching, appropriation, informal cribbing, using Artificial Intelligence tools without teacher approval).

Student Rights and Responsibilities

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a physically safe, emotionally secure, intellectually stimulating, healthy, orderly and civil school environment, all district students have the right to:

- Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation or disability.
 - An education appropriate to their individual needs.
- Schools and educational programs which are effective. Educational programs which prepare them for jobs, for college, for responsible family life, and for citizenship in a self-governing society.
- Expect communication and cooperation between the school and home on discipline matters.
 - Be informed of all school rules and expect school officials and parents to look out for the best interest of each student.
 - Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
 - Access school rules and, when necessary, receive an explanation of those rules from school personnel.
 - An education, which involves responsibilities, as well as rights.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Board of Education Policy #7110 “Comprehensive Student Attendance Policy” outlines excused and unexcused absences. Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

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, road test, quarantine, required court appearances, medical appointments, approved college

visits, approved cooperative work programs, military obligations, administratively approved school-sponsored activities or other such reasons as may be approved by the Board of Education.

Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, hair cut, obtaining learner's permit, oversleeping).

5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible, complete class assignments and other school responsibilities by established deadlines.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner when at school, as well as during dances, athletic events, and other school sponsored activities.
7. Work to develop mechanisms to control their anger.
8. Ask questions when they do not understand.
9. Seek help in solving problems that might lead to discipline.
10. Dress appropriately for school and school functions.
11. Accept responsibility for their actions.
12. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.

Essential Partners

Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.

8. Convey to their children a supportive attitude toward education and the district.
9. Convey a respect for all individuals regardless of race, color, creed, national origin, religion, gender, sexual orientation or disability.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.

Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Convey a respect for all individuals regardless of race, color, creed, national origin, religion, gender, sexual orientation or disability.
5. Know school policies and rules and enforce them in a fair and consistent manner.
6. Communicate to students and parents in a timely manner:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Report all forms of potential bullying and harassment to the building principal.

Guidance Counselors

1. Maintain student confidentiality except in instances where a student would be harmful to himself/herself or others.

2. Assist students in coping with peer pressures and emerging personal, social and emotional concerns.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve concerns.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs taking into account student and parent preferences.

Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
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. Communicate to students and parents in a timely manner.

Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.

6. Maintain communication with a representative body of students.

Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

Student Dress Code

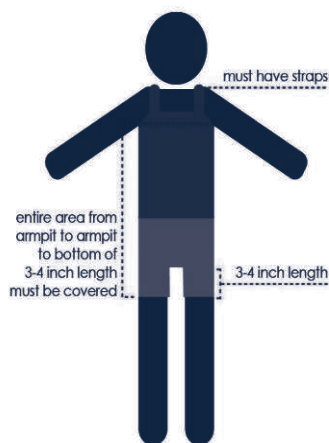
Individual taste in student dress is acceptable. However, it cannot promote the use of drugs, alcohol, offensive language or behavior. It cannot be disruptive to the educational process.

"Students shall not wear attire which interferes with the operation of the school or which impinges upon the general health, safety, and welfare of District students or employees."

Each building principal or his/her designee shall be responsible for informing all faculty and 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. Administration and faculty will enforce the dress code with the primary focus to be supportive of the students. The dress code's purpose is to sustain a positive learning environment for all students based on mutual respect for all.

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

In all schools (K-12): The purpose of the dress code at Iroquois Central School District is to ensure a productive learning environment in which all students feel comfortable. Students and parents have responsibility for acceptable dress and appearance. Student dress affects the culture and climate of the school. One of the values in our district is that we respect the rights and feelings of others; any item of clothing that would be offensive or distracting to others does not fit in our value system. This dress code applies to all students.



- Students must dress so they are able to safely participate in all classroom and school activities, including physical education, laboratory, technology classes, and others. Refer to the above diagram regarding what areas of the body should be covered.
- No hats, hoods, masks or bandannas are to be worn (except when required or warranted for religious/medical purposes).
- Light coats and/or outerwear may be worn in the building during the winter months. Students must have the ability to function properly and appropriately. Oversized coats/jackets are not allowed (except for religious/medical purposes).

Students are encouraged to keep a sweatshirt in their locker.

- Sunglasses may only be worn for medical reasons
- The guidelines for the use of backpacks and messenger bags will be managed by each individual school building. The sole use of a backpack or messenger bag is to enable a student to be organized while protecting any school issued technology (1:1 laptop computers). Backpacks should not be excessive in weight and/or size. Teachers reserve the right to not allow backpacks and messenger bags within their classroom.
- Hazardous jewelry cannot be worn, including but not limited to spiked jewelry or wallet chains.
- Footwear should be worn at all times.
- Clothing and personal items must not include any references or connotations to drugs, alcohol, tobacco, hate speech, profanity, inappropriate weapons, or any references of a discriminatory nature. Administrators have discretion to ask students to refrain from wearing clothing that connotes derogatory, profane, or discriminatory language or symbols. Displays of Confederate flags, swastikas, or other “symbols of hate” are banned on all Iroquois Central School properties.
- No undergarments should be visible.
- Shoulder straps should not be less than 2 inches in width, one-shoulder, or strapless dresses or shirts. Straps on shirts and dresses must cover under garments.
- Any tears or rips in clothing must be below the 3-4 inches in length in the above diagram.

In K-5 schools:

- **No flip-flops are to be worn due to safety.**

Students that are in violation of the dress code will receive a warning, followed by a detention for further violations. In each case, the student will need to modify his or her appearance by covering up the offending item or changing into something acceptable. Students that repeatedly fail to comply with the dress code at Iroquois Central School District will be subject to further discipline including suspension.

**The District may allow exemptions for certain functions.*

Thank you for your assistance and cooperation in supporting an environment free from distraction or inappropriate clothing.

Prohibited Student Conduct

The board of education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

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

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below (while not all inclusive) are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school 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.

Students are given the opportunity to learn in a safe, positive environment. With that opportunity comes the expectation that students are responsible for their conduct during school hours, and at all school-related activities on or off school property.

Disciplinary action will be taken by the teacher and/or the administrator through a referral process when conduct is in violation of acceptable expectations.

While it is impossible to provide an exhaustive list, the Board of Education has specifically classified the following actions as **not permissible** and the student will be

subject to disciplinary action, up to and including, suspension from school, when they:

1. Engage in any act which disrupts the normal operation of the school community, *including, but not limited to:* running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
2. Insubordinate conduct – failing to comply with the directions of a teacher, administrator or other school employee.
3. Selling, using, possessing, or distributing obscene materials
4. Sexual harassment which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature
5. Using profane, vulgar, obscene or abusive language or gestures (including *discriminatory language and ethnic slurs*)
6. Lateness for, missing, or leaving class without permission or excuse.
7. Leaving school grounds without administrative permission
8. Trespassing. Students are not permitted in any area of the school district, other than the one they regularly attend. To gain access to another school building, the student must have permission from their building administrator. In addition, the student must have permission from the administrator of the building that they are visiting.
9. Cheating/Academic Integrity
10. Copying
11. Plagiarism
12. Altering records
13. Destroying or defacing property
14. Vandalism
15. Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.
16. 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.
17. Fighting

18. Making unreasonable noise
19. Obstructing traffic
20. Creating a hazardous condition
21. Driving a motorized vehicle in a reckless manner
22. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, vaping devices/e-cigarettes, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia, bath salts and any substances commonly referred to as "designer drugs."
23. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
24. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "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.
25. Smoking
26. Gambling
27. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
28. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
29. Engaging in harassing conduct, 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. (verbal, physical, psychological, cyber-bullying, text-messaging, photo distribution by cell phone, e-mail, etc.)
30. 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.

31. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
32. Engaging in public displays of affection (PDA)
33. Engaging in lewd behavior
34. Sale of any items or services without administrative approval
35. Conduct which endangers the health, welfare, or morals of others and which violates board rules for public order on school property.
36. 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, or using any digital creation format to alter text, images, or videos to defame an individual or group of individuals (written material, cell phones, Internet, YouTube, artificial intelligence, etc.)
37. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide animal, hearing animal or service animal, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide animal, hearing animal or service animal, or disability as a basis for treating another in a negative manner on school property or at a school function.
38. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide animal, or service dog animal, disability, sexual orientation, gender or sex.

39. Selling, using, or possessing weapons, ammunition, fireworks, or other dangerous instruments or contraband
40. Assisting another student in any of the above actions.
41. Loitering (defined as being on school property, unsupervised, without the purpose of participating in an after school/extra-curricular/school sponsored activity).
42. Misusing computer/electronic communication devices (such as cell phones), including any unauthorized or inappropriate use of computers, software or internet/intranet account; accessing inappropriate web sites; evading the District's content filter; using an outside wireless network; or any other violation of the Iroquois Acceptable Use Policy or the district's one-to-one policy.
43. Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
44. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.
45. Initiating or reporting warning of fire, lockdown, or other catastrophe without valid cause, misusing 911, or inappropriately discharging and/or tampering with a fire extinguisher, blue light device, or AED.
46. Students' use of open beverage containers will be reserved to the discretion of each individual school building. The student use of open beverage containers, coffee, and Energy Drinks shall not be a distraction to the teaching and learning environment. Teachers reserve the right to not allow open beverages within his/her classroom.
47. Only one person is allowed to be in a bathroom stall at a time.
48. Operating e-bikes or motorized scooters on District property is prohibited, unless otherwise approved by school administration.

Academic Dishonesty

The following constitute examples of academic dishonesty. This list is not meant to be all-inclusive:

1. Copying: Obtaining information pertaining to any work to be submitted for evaluation by deliberately observing the work of another.
2. Plagiarism: Representing the work(s) or idea(s) of another not necessarily those of a student, including the work of artificial intelligence applications when not specifically directed to use by teachers, as one's own through the deliberate omission of acknowledgement or reference.
3. Cribbing: The use or attempted use of prohibited material, information, or study aids in any work submitted for evaluation.
4. Fraud: The alteration of any documentation relating to the grading process including tampering with an instructor's grade book (including electronic gradebook).
5. Fabrication: The unauthorized falsification or invention of any information in a work submitted for evaluation, including the use of a purchased term/research paper or work generated by any artificial intelligence application, when not specifically directed to use by a teacher.
6. Sabotage: The intentional or reckless destruction of another student's work to be submitted for evaluation.
7. Complicity: The intentional performance of an act with knowledge that it will assist another to commit an act of academic dishonesty as that term is defined in the Code.
8. Facilitation: Assisting someone in committing plagiarism, fabrication, cheating, or any other type of academic dishonesty.
9. Cutting a class on the day of an assessment or assignment due date.

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

It is the policy of the Iroquois Schools to remediate situations which may occur by a positive application of resources whenever possible. However, student misconduct may be dealt with through any or all of the approaches listed below:

1. Verbal reprimand
2. Counseling
3. Written notification.
4. Detention (after school, extended detention, Saturday detention)

5. Loss of privilege to eat lunch in dining hall.
6. Academic /Athletic Probation as per athletic code of conduct
7. Restitution for damaged property in accordance with the law
8. Suspension of privileges, such as driving to school, permission to possess a cell phone on school grounds.
9. Suspension from transportation, athletic participation, social or extra-curricular activities
10. Suspension from a particular class for infractions which related specifically to that class.
11. In-school suspension 1-5 days (may include Saturday detention)
12. Out of school suspension 5 days or greater (suspensions greater than 5 days would be the result of the superintendent's recommendation after a superintendent's disciplinary hearing)

Out of school suspension is given by the principal for up to five school days during which time students may not be on school property. The parent is notified of the action and must accompany the student to school for readmittance. At that time a conference will be held.

TERMS OF SUSPENSION

A student who has been suspended in-house/externally from school is suspended not only from classes, but also from participating in all school-related functions and activities (e.g., sports, clubs, etc.); and the suspension remains in effect when school is in recess.

An externally suspended student may not be in or around the school or present at an off-campus activity involving an athletic team, performance, etc. during the term of suspension. To be found in the building, the campus, or at a school-related activity without permission from an administrator will result in serious consequences.

GRIEVANCES

If you feel you have been wrongly treated by a staff member, your first appeal should be in writing to the Building Principal or his/her designee.

ANTI-HARASSMENT POLICY #3420

The Board of Education affirms its commitment to nondiscrimination and recognizes its responsibility to

provide an environment that is free of harassment and intimidation. Harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of harassment on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, veteran status, disability or use of a recognized guide dog, hearing dog or service dog by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the District.

Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of nondiscrimination and anti-harassment will be enforced on School District premises and in school buildings; and at all school-sponsored events, programs and activities, **including those that take place at locations off school premises and in another state.**

It is intended that this policy apply to the dealings between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the School District, as well as school volunteers, visitors, guests and other third parties. All of these persons are hereinafter referred to collectively as "the named group."

For purposes of this policy, harassment shall mean communication (verbal, written or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, or use of a recognized guide dog, hearing dog or service dog that:

a) has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or is used as a basis for employment decisions (including terms and conditions of employment) affecting such individual; and/or creates an intimidating, hostile or offensive work environment.

b) has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creates an intimidating, hostile or offensive learning environment; and/or effectively bars

the student's access to an educational opportunity or benefit.

c) otherwise adversely affects the employment and/or educational opportunities and benefits provided by the District.

The School District will act to promptly investigate all complaints, either verbal or written, formal or informal, of allegations of harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further harassment. The district will designate, at a minimum, two (2) Complaint Officers, one of each gender.

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee, student, or other member of the above named group who believes he/she has been a victim of harassment in the school environment and/or at programs, activities and events under the control and supervision of the District, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence of harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated complaint officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the complaint officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint (even an anonymous complaint), the District will conduct a thorough investigation of the charges. However, even in the absence of an informal/formal complaint, if the District has knowledge of any occurrence of harassment, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis.

Based upon the results of this investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with applicable laws and/or regulations, District policy and regulation, and the

District Code of Conduct. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations and/or the Code of Conduct, will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the harassment complaint have not suffered retaliation.

At any level/state of investigation of alleged harassment, if a determination is made that harassment did not occur, the complaint officer will so notify the complainant, the alleged offender and the Superintendent of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

Employees and/or students who knowingly make false accusations against another individual as to allegations of harassment may also face appropriate disciplinary action.

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Regulations will be developed for reporting, investigating, and remedying allegations of harassment based on the characteristics described above. An appeal

procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable complaint officer(s). Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent/designee(s) will affirmatively discuss the topic of harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on anti-harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

This policy should not be read to abrogate other District policies and/or regulations or the District Code of Conduct prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes within this District. It is the intent of the District that all such policies and/or regulations be read consistently to provide the highest level of protection from unlawful discrimination in the provision of employment/educational services and opportunities. However, different treatment of any member of the above named group which has a legitimate, legal and nondiscriminatory reason shall not be considered a violation of District policy.

SEXUAL HARASSMENT POLICY (STUDENTS)

#7551

The Board of Education affirms its commitment to equal opportunity and non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of discrimination and harassment based on sex (with or without sexual conduct), race, color, creed, national origin, age, disability or other category protected by law. The District also does not tolerate any actual or attempted reprisals or retaliation against a student

who raises a sincere and valid concern regarding harassment or discrimination. All such discrimination, harassment, and/or retaliation is, therefore, strictly prohibited by the District. Anyone engaging in such conduct is subject to disciplinary action up to and including **discharge**.

HARASSMENT PROHIBITED - DEFINITION:

As used in this policy, the term "harassment" refers to conduct relating to or based upon a person's race, color, religion, sex, gender, age, national origin, disability or other category protected by law which fails to respect the dignity and feelings of the individual. Harassment that is forbidden by this policy can take several forms, including but not limited to:

(1) Sexual harassment. The legal definition of sexual harassment of a student under Title IX of the Education Amendments of 1972 is: "Verbal or physical conduct of sexual nature, imposed on the basis of sex, by an employee or agent of a recipient (of federal aid) or other student that denies, limits, provides different, or conditions the provision of aid, benefits, services or treatment protected under Title IX."

There are two types of harassment: quid pro quo harassment and hostile environment harassment. Quid pro quo harassment occurs when some benefit, such as grade, credit, graduation, or other benefit, is conditioned upon receipt of sexual favors, or when some punishment will result from refusing to comply with a demand for sexual favors. Hostile environment harassment occurs when conduct of a sexual nature is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with a student's performance or ability to benefit from his/her education, or creates an intimidating, hostile, offensive, or abusive school environment. The District will not tolerate sexual harassment between members of the same or opposite sex.

Prohibited sexual harassment includes, but is not limited to, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress;
- Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student;

- The conduct has the purpose or effect of having a negative impact on the student's academic performance, unreasonably interfering with the individual's education, or creating an intimidating, hostile, or offensive educational environment;
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Types of conduct which are prohibited in the District and which may constitute sexual harassment include, but are not limited to:

- Verbal conduct such as making or using sexually derogatory comments, epithets, slurs or jokes, making graphic verbal comments about an individual's body or appearance;
- Unwelcome sexual flirtations or propositions for sexual activity or unwelcome demands for or suggestions of sexual favors, including but not limited to repeated unwelcome requests for dates;
- Spreading sexual rumors;
- Touching an individual's body or clothes (including one's own) in a sexual way, including, but not limited to grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling;
- Cornering or blocking of normal movements;
- Displaying sexually suggestive drawings, images, pictures, written materials, and objects in the educational environment, regardless of the medium;
- Any act of retaliation against an individual who reports a violation of the District's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Some conduct, **even though consensual**, may violate the harassment policy because it creates a hostile environment for others, e.g., a third-party overhearing a joke. Although sexual harassment is limited to unwelcome actions, private, personal, consensual conduct may at some point become unwelcome. This also pertains to the District's prohibition of Public Displays of Affection. Students who participate in a consensual relationship, and who at some point wish to discontinue the relationship, should tell the other participant, either

verbally or in writing, that the conduct is no longer welcome and, therefore, must cease. Any person advised that conduct previously acceptable to a student is now unwelcome must cease such conduct immediately. Any conduct of a sexual nature following such notice may be determined to be sexual harassment.

Employees are hereby placed on notice that if an employee engages in acts which the District determines to be acts of sexual or other harassment, such acts are outside of the course and scope of the employee's employment. Such conduct may result in the employee having to obtain his or her own legal counsel; sexual harassment or unlawful discrimination may result in a money judgment against the employee personally, or the filing of criminal charges.

(2) Harassment Based on Race, Color, Religion, National Origin, Age, Marital Status, Disability or Other Category Protected by Law.

Harassment based on race, color, religion, national origin, age, marital status, disability or any other category protected by law can include any verbal, written, or physical act in which such protected categories are used to make a student uncomfortable at school, or interferes with a student's performance ability to benefit from his/her education, or creates an intimidating, hostile, offensive or abusive school environment.

Harassment based on race, color, religion, national origin, age, marital status, or any other category protected by law may take many forms. While it is impossible for the District to provide an exhaustive list, the following is a list of some examples of harassing behavior that the District will not tolerate:

- Jokes that refer to gender, race, color, religion, national origin, age, marital status, disability or any other category protected by law.
- Posting or distributing cartoons, drawings, or any other material that negatively reflects a person's race, color, religion, national origin, age, marital status, disability or any other category protected by law.
- The use of slurs or other offensive language.
- Practical jokes, horseplay, or teasing that makes fun of or insults a person's race, color, religion, national origin, disability, age, marital status, or membership in any other category protected by law.
- Any act of retaliation against an individual who reports a violation of this policy or who

participates in the investigation of a complaint made pursuant to this policy.

REPORTING, INVESTIGATING, AND HANDLING OF DISCRIMINATION, HARASSMENT AND RETALIATION

Any student who believes he or she is a victim of discrimination, harassment and/or retaliation by any individual, including any student, teacher, or other employee of the District, who has knowledge of an incident(s) involving discrimination, harassment and/or retaliation of a student(s), must report all incident(s) of such conduct to the **District's designated Title IX Complaint Officers or, if not possible, to any other District administrator.** The Complaint Officers are also responsible for educating students and employees about this policy. All District employees must report any allegations of, or indications of, discrimination or harassment of which they are aware to the Complaint Officer immediately, but no later than five (5) school days. If an employee receives a complaint and it is not clear whether it involves discrimination or harassment, the employee shall report it to a Complaint Officer, who will determine whether the complaint is one to be handled pursuant to this policy. District employees who become aware of a potential complaint also must instruct students that they may file a complaint with a Complaint Officer. In the event that one Complaint Officer is the alleged offender, then the other Complaint Officer shall be contacted. In addition, in any case in which a complaint Officer deems it appropriate, he or she may appoint a designee to handle or assist with the handling of a complaint. In the remainder of this policy or its accompanying regulations any reference to the Complaint Officer also includes a designee.

Upon receipt of an informal/formal complaint, a Complaint Officer or a designee will conduct a **prompt** investigation of the charges. However, if a Complaint Officer has knowledge of or has reason to know of any alleged harassment, the District is obligated, even in the absence of a **formal** complaint, to consider and investigate such conduct promptly and thoroughly, **unless there are extenuating circumstances.**

Based upon the results of the District's investigation, immediate and corrective action will be taken, including but not limited to, discipline, training, or other remedial measures; transfer of students or employees may also be affected. Such action taken with respect to

students may include, but is not limited to, warning, detention, in and out-of-school suspension, transfer to alternative school, or other disciplinary action by the District, consistent with the requirements of applicable procedures of the Student Code of Conduct and the Education Law.

Employees are hereby placed on notice that if an employee engages in acts which the District determines to be acts of discrimination, harassment or retaliation, such acts are outside of the course and scope of the employee's employment. Discipline of employees may include, but is not limited to warning, reprimand, fine, suspension and termination consistent with applicable laws and collective bargaining agreements. Such conduct may result in the employee having to obtain his or her own legal counsel, result in a money judgment against the employee personally, or the filing of criminal charges.

The Board prohibits any retaliatory behavior directed against complainants and/or witnesses. Any such retaliation may result in discipline up to and including discharge. Complainants or witnesses experiencing retaliation from anyone should report it to a Complaint Officer immediately.

The District encourages the filing of good faith complaints. However, the filing of knowingly false complaints is prohibited. A student who knowingly makes a false complaint of any form against any other person shall be subject to discipline, including, but not limited to, a warning, detention, in or out of school suspension, transfer to an alternative school, or other disciplinary action by the District, consistent with the requirements of applicable procedures of the Student Code of Conduct and the Education Law.

A copy of this policy and its accompanying regulation shall be posted in appropriate places and be made available to all students.

ANTI-HARASSMENT REGULATION

A student who feels he/she is being harassed by peers or by a staff member, or is aware of the harassment of another student(s), shall report such incidents to a building administrator, counselor, teacher, school psychologist, school social worker, teacher aide, etc.

Any staff member receiving a student's report, a parent's report, or observing an incident of alleged harassment will examine the circumstances surrounding the alleged incident. If the receiving staff determines that

harassment has occurred, they will take steps to end harassment. In the event that the nature and magnitude of the incident(s) warrant further follow-up measures, staff/faculty members will report charges of harassment to the building principal or his/her designee. The building principal or his/her designee will initiate a further investigation of the harassment charges and implement follow-up measures, which he/she believes are appropriate. Should the investigation of the harassment incident(s) reveal that disciplinary action is warranted, it will be taken into accordance with the policies and procedures adopted by the Board of Education.

IMPLEMENTATION – Families of all currently enrolled students will be provided with a copy of the student anti-harassment regulation. Thereafter, a copy of the student anti-harassment regulation shall be given to each family on initial enrollment in the school district of Iroquois. High school students will provide written evidence of receiving the student handbook including the student anti-harassment regulation and that they have been advised to review its contents.

Parents shall be informed annually of the existence of this regulation in such manner as directed by the Board of Education.

BULLYING POLICY - #7552 (PEER ABUSE IN THE SCHOOLS)

The Board of Education is committed to providing a safe and productive learning environment within its schools. Bullying of a student by another student is strictly prohibited on school property, in school buildings, on school buses, and at school sponsored events and/or activities whether occurring on or off campus. The Board of Education shall require the prohibition of bullying - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the *District Code of Conduct* for all grade levels.

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).

The District also prohibits "Internet bullying" (also referred to as "cyber-bullying") including the use of instant messaging, e-mail, web sites, chat rooms, and text messaging when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of District students or employees.

However, it is important to note that a single negative act as enumerated above may also constitute "bullying" (if not more serious misconduct) based upon the particular circumstances such as the seriousness of the act and/or the intent of the actor.

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying 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 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 by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the School District. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of bullying. Follow-up inquiries and/or appropriate monitoring of the alleged bully and victim shall be made to ensure that bullying behavior has not resumed and that all those involved in the investigation of allegations of bullying have not suffered retaliation.

Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor. Further, staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students.

Prevention and intervention techniques within the District to prevent bullying behavior 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 bullies, victims and their parents to help ensure that the bullying stops.

Rules against bullying shall be publicized District-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 as enumerated above and may also be incorporated in staff and student handbooks.

NETWORK AND INTERNET ACCESS

The use of school computers is a privilege, which may be taken away if the student uses computers, the network, or the Internet improperly – or causes damage to computer hardware or software.

The school will remove any material from school computers that is not conducive to the educational mission or is not good for students (i.e., objectionable material). The school will limit access to Internet sites that it deems objectionable. Students will not install unauthorized software or download unauthorized files on school computers.

The computers are to be used only for schoolwork as directed by the teacher and/or staff.

Each student is responsible for good behavior while using computers and/or the network. The same rules that apply with regard to common courtesy and respect for people and property also apply with regard to use of the school computer network and the Internet. Improper use will lead to computer privileges being taken away from the student.

The student use of the Internet will be monitored by a teacher or staff member.

The district has the right to review (or monitor) all activities, e-mail correspondence and material created by students on school computers.

Reporting Violations of the District Code of Conduct

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or to the superintendent. An anonymous Helpline has been established for reporting if a student may be harmful to himself or others (652-3000, ext. 8477)

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

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

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

Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

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

Penalties

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

1. Oral warning – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, assistant principal, principal, superintendent
3. Written notification to parent – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, assistant principal, principal, superintendent
4. Detention – teachers, assistant principal, principal, superintendent
5. Suspension from transportation – director of transportation, assistant principal, principal, superintendent
6. Suspension from athletic participation – coaches, athletic director, assistant principal, principal, superintendent
7. Suspension from social or extracurricular activities- activity director, assistant principal, principal, superintendent
8. Suspension of other privileges – assistant principal, principal, superintendent
9. In-school suspension – assistant principal, principal, superintendent
10. Removal from classroom by teacher – teachers, assistant principal, principal
11. Short-term (five days or less) suspension from school – principal, superintendent, board of education

12. Long-term suspension from school – (greater than 5 days) principal, superintendent, board of education
13. Permanent suspension from school – superintendent, board of education.

Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

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

1. Detention – Teachers, principals and the superintendent may use detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that the parents have had the opportunity to discuss the situation and penalty with the building administrator and to ensure the student has to the penalty and the student has appropriate transportation home following detention.

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

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal

conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges – A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school suspension – The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in 'in-school suspension'. The in-school suspension teacher will be a certified teacher. A student who is serving in-school suspension will be provided with assignments from his/her classroom teacher. Those assignments will be completed under the supervision of the in-school suspension teacher.

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

5. Teacher disciplinary removal of disruptive students – A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "timeout" in an elementary classroom or in an administrator's office; (2) sending an elementary student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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.

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

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/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

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

The teacher must complete a district-established disciplinary removal form and meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or his/her designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the principal or another district administrator designated by the principal, must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he/she has the right, upon request, to meet informally with the principal or his/her designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number (s) for the purposes of contacting parents.

The principal may require the teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the principal or his/her designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or his/her designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence;
2. The student's removal is otherwise in violation of law, including the district's Code of Conduct;
3. The conduct warrants suspension from school pursuant to Education Law 3214 and a suspension will be imposed.

The principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he/she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of a student from his/her class. The principal must keep a log of all removals of students from class.

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

6. Suspension from school – Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The board retains its authority to suspend students, but places primary responsibility for the suspension of

students with the superintendent and the building principals.

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

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

a. Short-term (5 days or less) suspension from school - When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as established by the principal.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student does pose such a danger or threat of disruption, the notice and

opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

b. Long-term (more than 5 days) suspension from school - When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the

superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

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

Minimum Periods of Suspension

1. Students who bring a weapon to school:

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property, will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The superintendent's belief that other forms of discipline may be more effective.
- 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. Students who commit violent acts other than bringing a weapon to school:

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding

whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom.

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

Referrals

Counseling

The Student Services and Assessment Office shall handle all referrals of students to counseling.

PINS Petitions

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

1. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
2. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
3. Knowingly and unlawfully possesses inhalants, marijuana or any other illegal substances in violation

of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

4. Juvenile Delinquents and Juvenile Offenders
5. The superintendent is required to refer the following students to the County:
 - Any student represented by an attorney for a juvenile delinquency proceeding before the Family Court;
 - Any student under the age of 16 who is found to have brought a weapon to school, or
 - Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).
6. The Superintendent is required to refer students, age 16 and older, or any student 14 or 15 years old who qualifies for juvenile offender status, to the appropriate law enforcement authorities.

Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate* steps to provide alternative means of instruction for the student. (*"Immediately" does not mean instantaneously, but it does mean that the district should act promptly, with due regard for the nature and circumstances of the particular case.)

Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities 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

For purposes of this section of the Code of Conduct, the following definitions apply:

- A "suspension" means a suspension pursuant to Education Law §3214.
- A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
- 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.

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

- a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions for not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to 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.

"Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930 (g) (w) which includes "a weapon, device inanimate that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 ½ inches in length."

"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.

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

A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- for more than 10 consecutive school days; or
- for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

School personnel may not suspend or remove a student with a disability if imposition of the suspension or removal would result in a disciplinary change in placement

based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

Special Rules Regarding the Suspension or Removal of Students with Disabilities

The district's Committee on Special Education shall:

a. Conduct a functional behavioral assessment(s) to determine why a student engages in a particular behavior, and develop or review a behavioral intervention plan(s) 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.

The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of

misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

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

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: conducted an individual evaluation and determined that the student is not a student with a disability, or 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.

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 other; 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.

The parents of a student with a disability 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.

Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

The removal of a student with a disability 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.

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

Expedited Due Process Hearings

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

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

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

➤ 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.

➤ 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.

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.
3. All school districts must suspend a student who brings or possesses a firearm at school for a period of not less than one calendar year. The superintendent of schools, district superintendent of schools or community superintendent may modify, in writing, the suspension requirement on a case-by-case basis. See Appeal of R.S., 38 Educ. Dep't Rep. 419 (1998). A superintendent's determination may be appealed to the school board and the commissioner of education (20 USC § 7151(b)(1); § 3214(3)(d)).

All school districts must have a policy which requires superintendents to refer students under the age of

16 who have been determined to have brought a firearm to school to the county attorney for a juvenile delinquency proceeding, and students 16 years of age or older to the appropriate law enforcement officials (§ 3214(3)(d); 20 USC § 7151(h)(i)).

Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student.

Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

- Protect oneself, another student, teacher or any person from physical injury.
- Protect the property of the school or others.
- Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.
- The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

Student Searches and Interrogations

The board of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district Code of Conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parents before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the board authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district Code of Conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if 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. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

Student Locker, Desks and other School Storage Places

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

Strip Searches

Strip searches are highly intrusive. Under no circumstances will the Iroquois Central School District conduct a strip search.

Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The building principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving a student only if they have:

- A search or an arrest warrant; or
- Probable cause to believe a crime has been committed on school property or at a school function; or been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police

questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same right they have outside the school. This means:

- They must be informed of their legal rights.
- They may remain silent if they so desire.
- They may request the presence of an attorney.

NOTE: In the event that there is a School Resource Officer assigned to the district, he/she may be involved in all aspects of searches, interrogations and investigations.

Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property shall be made directly to the building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be

subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

Visitors to the Schools

The board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a regular staff member or student of the school will be considered a visitor.
- All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register after regular attendance hours.
- Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
- Teachers are expected not to take class time to discuss individual matters with visitors.
- Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

Public Conduct on School Property

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school

property or attending a school function including students, teachers and district personnel.

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

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

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 school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school 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, distribute or exchange alcoholic beverages, controlled substances, inhalants, tobacco or be under the influence of any on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.

13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Penalties

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

Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant, in accordance with Education Law §3020-a or any other legal rights that they may have.

Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.

Staff members other than those described in subdivisions 4 and 5. They shall be subject to a warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

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

designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

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 copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing/distributing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the code available for review by student, parents and other community members.

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

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

The board may appoint an advisory committee to assist in reviewing the code and the district's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

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

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

TRANSPORTATION PROGRAM

Ext. 8002

Policy #5710

It is the intent of the Board of Education to comply with the letter and spirit of the New York State Education Law; with the regulations of the Department of Motor Vehicles and of the Department of transportation and with the Commissioner of Education's regulations and decisions pertinent to student transportation, and these shall govern any questions not covered by specific declaration of policy herein.

While regular transportation is authorized for students residing in the Iroquois Central School District #1, this does not imply door-to-door pickup and return. It is the responsibility of the parent to ensure children are at the designated pickup point. The Transportation Supervisor will establish bus routes according to the following criteria:

- a) Consideration shall be given to establishing bus routes that provide for the safety of the students within existing limitations of traffic conditions, weather, visibility and bus operation. (Transportation will not be provided on dead-end roads and end-of-route runs where turnarounds do not exist or are inadequately maintained.)
- b) On dead-end roads, end-of-route runs, road spurs, etc., students in Grades 1-5 who live beyond .2 of a mile from the street corner or designated stop shall receive bus service.
- c) On dead-end roads, end-of-route runs, road spurs, etc., students in Grades 6-12 who live beyond .35 of a mile from the street corner or designated stop shall receive bus service.
- d) Bus routes may be modified to accommodate kindergartens, first through third grades who are alone at the bus stop, and students with handicapping conditions.

Modification will be in accordance with the appropriate administrative procedure.

e) Contracts with a private carrier will be granted on the basis of competitive bidding, except where bidding is not required by law or regulation.

f) In the event the Superintendent of Schools or his/her designee declare Iroquois Central School not in session due to inclement weather or other emergency situation, those students assigned an out-of-district placement will not be provided with transportation.

g) In the event the Superintendent of schools or his/her designee declare Iroquois Central School not in session due to a scheduled student non-attendance day (conference day), those students assigned an out-of-district placement will be provided with transportation.

h) Transportation to non-public schools will be provided only on those days when Iroquois Central Schools are in session, including those days when Teacher Conferences or Parent/Teacher conferences are being held. The Superintendent or their designee shall be entitled to make exceptions to this for Students with Disabilities upon the review of the request.

Student Conduct & Safety

School buses are valuable school property, purchased and maintained at taxpayer expense. Students should exhibit respectful behavior on buses that are provided for their comfort and convenience. While being transported, students are subject to the same rules and regulations as when in school buildings or on school grounds.

The bus driver is responsible for the safe operation of the bus and has complete charge of pupils while they are entering, riding and leaving the bus. Pupils are expected to conduct themselves so as not to distract the driver.

Student misconduct will result in disciplinary action being taken, including possible suspension of riding privileges or suspension from school. Parents are reminded that the legal responsibility for transporting children to school rests primarily with them.

Defacing or damaging bus seats and other equipment will result in disciplinary action and payment of charges.

The following examples of student behavior will not be permitted. (List is not all inclusive).

- Throwing of articles inside or outside the bus.
- Pushing, shoving or fighting.
- Hanging out the windows.

- Possession or use of alcoholic beverages, controlled substances, tobacco products or weapons.
- Standing in front of the white line.
- Acts of vandalism.
- Spitting.
- Interference with the bus driver's ability to safely operate the bus.
- Failure to obey the bus driver, inappropriate language, insubordination.
- Standing while the bus is in motion when a seat is available.

At the first available opportunity, the bus driver will advise the Supervisor of Transportation (or Head Bus Driver) of behavioral problems and may identify the students involved. The supervisor is to notify the Principal (or Assistant Principal) of the situation and the action taken by the driver as soon as possible. The bus driver's action may include:

1. Stopping the bus on the side of the road.
2. Assigning student(s) to a specific seat.
3. Advising the student that his/her transportation may be denied.
4. Radio the bus garage that the loaded bus will be returning to the school (or bus garage).
5. Radio the bus garage for assistance with the problem or medical emergency.

Upon #4 or #5 above, the Supervisor will contact the principal, or call 911 for a medical emergency, and provide instructions for the driver on how to proceed. If the problem is disciplinary and the Principal is not available, the Supervisor will meet the bus at the garage or proceed to the bus location if appropriate. All above-mentioned supervisory personnel that are present will attempt to identify and remove the disruptive student(s). Those students not involved will be transported home so as not to punish all for the actions of a few.

The Principal will review Bus Incident Reports and will confer with the student(s) involved and may confer with parents, the bus driver, the Transportation Supervisor and the Head Bus Driver. Upon notification of a behavioral problem, the Principal, or his/her delegated representative, will determine the seriousness of the infraction. In attempting to correct the situation, the principal will follow the code of conduct for their building.

The Supervisor of Transportation is to conduct an in-service meeting on safety practices prior to the opening of each school year. New drivers and substitutes are to receive instruction and be evaluated prior to driving a bus with student occupants.

Each year, administrators, bus drivers, teachers, students and parents will receive a review of the rules and regulations governing safety and conduct of students while being transported.

The Superintendent delegates the authority to authorize adults to ride school buses to the Principals and the Supervisor of Transportation.

#1 Infractions

The following infractions must be reported **in writing** by the bus drivers:

- Fighting.
- Vandalism.
- Lighting matches or lighters.
- Possession or use of alcoholic beverages, controlled substances or tobacco products.
- Spitting.
- Disrobing.
- Refusal to obey the bus driver or malicious interference with the bus driver's ability to safely operate the bus.
- Throwing articles inside or outside the bus.

#2 Infractions

The following may be reported by bus drivers **at their discretion**:

- Failure to remain seated.
- Profanity.
- Bothering others.
- Hanging out the window.
- Offensive behavior or material.
- Failure to keep aisles clear at all times.
- Other

Policy #5720

Transportation to/from Child Care and Babysitting

Section #3635 of the Sate Education Law states that a Board of Education may limit transportation to/from childcare locations within the attendance zone of the school the child attends. The law also states that a Board of Education may limit the transportation to/from licensed child care locations (Pursuant to Section #390 of the Social Services Law), anywhere within the district. Accordingly: A public or private school student may be picked up and/or dropped off at a day care location anywhere within the attendance zone of the public school where the student resides with the following requirements:

- a. Request forms must be completed and returned by parents to the Director of Transportation by July 1 of each year preceding the year service is requested for.
- b. Allow at least one week and wait for confirmation from the School District before permitting the student to get picked up or dropped off from any place other than his or her residence.
- c. Pick-up and drop-off points must be consistent (the same five days a week). No exceptions.
- d. No transfer of buses will be allowed.
- e. No new stops will be added.
- f. No bus route other than the one originally designated will be established for the student.

Bus & Highway Safety

Regular instruction is given to all students in bus and highway safety three times during the school year. Safety lessons include information on bus rules, emergency equipment, exits, vehicle securement, seat belts, and safe loading and unloading. Parents are encouraged to review the following safety rules with their children:

- Leave home early enough to arrive at your bus stop on time. Wait for your bus in a safe place. Be alert to traffic and stay away from strangers.
- Enter your bus in an orderly manner and take your seat.
- Follow the instructions of your school bus driver.
- Remain in your seat while the bus is in motion.
- Keep your head and arms inside the bus at all times.
- No eating or drinking on the bus.
- Keep aisles clear at all times. Keep your things together in a bag, such as a backpack.
- Remain quiet and orderly.
- Be courteous to your bus driver and passengers.
- Be alert to traffic when leaving the bus.

Carrying Objects on a School Bus

Restrictions include:

- No loose (unsecured) object is permitted.
 - Students must be able to hold objects on the lap or between their legs without interfering with the safety or comfort of fellow passengers.
 - Object may not take up a needed seat.
 - Object may not block an aisle or emergency exit.
 - No object is permitted on a school bus that may cause injury to a passenger or the driver.
 - No animal is permitted on a school bus.
- Musical instruments allowed are: Piccolo, Flute, Alto

And Bass Clarinet, Oboe, Alto Saxophone, Tenor Saxophone, Trumpet, Trombone, Bassoon, Baritone, French Horn (Only with special permission from the Transportation Department), Violin and Viola. No other instruments may be carried on the school bus by the student.

Exam Buses

Exam buses are scheduled for January and June Regents Exams. Exam buses are not routed for home delivery. Therefore, students who choose to utilize this service may be required to walk a substantial distance from the bus stop to their home.

Reminder to Parents

All kindergarten students should wear a tag with their name and school they attend for the first two weeks of school. Students should carry their belongings contained in some way to/from school. This will reduce the possibility of the child dropping objects.

For K-4 students, each elementary school bus driver has been directed to only allow your child to depart the bus if a parent or designee (another age appropriate sibling, relative) is at the bus stop or can be seen by the driver. Our intent is to be assured that your child is safe and not returning to an empty house.

Traffic on narrow rural roads makes bicycle riding extremely hazardous. In view of the number of tragic accidents in our community over the years, school authorities cannot support the riding of bicycles to and from school. Parents are urged to support regulations not permitting the riding of bicycles to and from school.

There are four roads in the district which students in grades K-12 are prohibited from crossing while in the process of embarking or disembarking from the school bus. The four "restricted" roads are Clinton St., Seneca St., Transit Rd., and Route 20A. Bus service for these roadways is designed to pick up students on the same side as their residence. Any questions regarding this Transportation Policy should be referred to: **Mr. Eric Nagel, Supervisor of Transportation at 652-3000, ext. 8002.**

Full Access to Programs for All Students, Equal Employment and Educational Opportunity (Title IX)

The Iroquois Central School District does not discriminate on the basis of race, color, sex, disability, sexual orientation or national origin in access to its programs and activities. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, extra-curricular activities, or other school resources. No person shall be denied employment solely because of any physical, mental, or medical impairment which is unrelated to the person's ability to engage in activities involved in the job for which application has been made. The Title IX Officers for the Iroquois Central School District are David Sellan and Amy Stanfield, PO Box 32, Elma, NY (652-3000, ext. 1001). The Iroquois Central School District has an established grievance procedure for the prompt and equitable solution of complaints alleging discrimination based on sex or disability. For information regarding the District's grievance procedure or questions about the District's policy in regard to Title IX, please contact Douglas Scofield, Superintendent of Schools, PO Box 32, Elma, NY 14059; 652-3000, ext. 1001.

Crisis/Emergency Management Plan

The Safe Schools Against Violence in Education Law (SAVE) and commissioner of education regulations require school districts establish a district wide school safety plan. In order to provide a safe and secure environment, the Iroquois Central School District adopted a comprehensive plan that outlines specific actions and responses to any crisis or emergency. Building-based emergency response plans are in place at all Iroquois schools.

Public Access to Information

Certain district records are available for public inspection and copying in accordance with the Freedom of Information Act. Records available for inspection in accordance with the law may be inspected after an application for Public Access to Records form is completed and returned to the Records Access Officer. Records may be inspected in the presence of authorized school personnel during the regular workday. Copies may be obtained for 25 cents per page. Please call Records Access Officer, John Wolski (652-3000 ext. 1201) for more information.

Family Rights and Privacy Act

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student records. The Act affords parents or legal guardians of a child under 18 years of age or students and former students over 18 years of age the right to inspect, review, and challenge information and data in the student's educational record file. Requests for access to a student's school records must be submitted in writing to the Superintendent of Schools, guidance counselor, or principal. Upon receipt of a request, arrangements will be made to provide access to the student's records within a reasonable amount of time, but not more than 45 days after the request has been received. Student records are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or students with the exception of "Directory Information".

COMMUNITY EDUCATION

The Community Education Program offers a variety of courses including arts and crafts, courses for kids, physical fitness, swimming for adults, self-improvement and driver education. Community Education is a self-funded program relying on participant registration. The program is divided into three semesters: fall, winter/spring, and summer. Course information and registration is online at www.iroquoiscsd.org under the "Student/Parent Resources" section of the Iroquois website. Brochures are also available at the town halls, senior centers and libraries in Elma, Marilla and Wales. Brochures may be provided upon request by contacting the Community Education office at 652-3000 ext. 7402.

Non-district residents are required to pay an additional \$5.00 fee per person per semester. Senior citizen residents of our school district, who are age 62 and over are entitled to a \$10.00 discount on most registration fees over \$50.00, except where noted. Consult the Community Education section of the website for course descriptions and fees and for registration details.

BOYS AND GIRLS CLUB of ELMA, MARILLA & WALES

The Boys & Girls Club of Elma, Marilla and Wales, Inc. offers programs for district youth grades 4-12. The main office is located on Girdle Road (directly across from the

Iroquois campus). The Club features a Games Room including pool, ping pong, foosball, basketball shoot, tabletop games, knee hockey and more. Homework help is offered in our Learning Center - Monday through Friday 3pm-5pm. Athletics, educational programs, arts and crafts, peer programs, and programs directed toward "at risk" youth are offered for boys and girls.

State Licensed School Age Child Care, located at the Elma Primary School, serving grades K-3. Our school age program fosters the development of children by providing a program whose entire focus is on nurturing the children in an environment which meets their physical, intellectual, social and emotional needs. This environment will offer a variety of developmentally appropriate activities throughout their stay with us. Bus transportation is provided by Iroquois Central School District.

Summer Camp – open to students based on their grade (entering in the fall) 1st – 8th Grade. Day camp programs at the Boys & Girls Club of EMW offer indoor and outdoor activities plus opportunities for fun, friendships, and exploration. Our program groups children by grade and encourages their growing ability to make choices and work with others.

Energetic volunteers for programming, fund-raising and as Board members are needed. **For further information, call the Boys & Girls Club of EMW at 652-9292.**

TRI-TOWN AQUATIC CLUB

The board members of the Tri-Town Aquatic Club (TTAC) would like to invite all children to co-ed swimming at the Iroquois Middle School Pool located on Girdle Road in the town of Elma. A variety of swimming is provided beginning with our "Learn to Swim" program up through our highest level of competitive swimming, which is done within the Western New York area. Currently, most all of our swimmers are from the Iroquois School District, however, we also have swimmers from Lancaster, Alden and West Seneca joining us.

Our coaches have worked through the TTAC system, moving on to high school and college swimming. These coaches are committed to providing excellent instructional guidance to our swimmers. TTAC provides an opportunity for all, regardless of age or ability. For more details on our swim club and registrations, please visit our website @ www.ttacswim.org.

EMW BASEBALL

The Board of Directors, Baseball Division, E.M.W. Sports Inc. would like to invite all boys and girls to play, learn and enjoy baseball and softball in an atmosphere of good sportsmanship and fair play. The objective of the Baseball Division is to firmly implant in the boys and girls of our community the ideals of good sportsmanship, honesty, loyalty, and courage. It is the desire of EMW Sports to create a community in which parents may participate with their children.

Volunteers are always needed, and all help is greatly appreciated. Watch the *Pennysaver and Elma Review* for details on registration. Registration is always held the first few weeks of February.

IROQUOIS FOUNDATION

The Iroquois Foundation was founded in 1996 by a concerned group of citizens and alumni of the Iroquois Central School District in response to diminishing state financial support of public education. The goal of the Foundation is to promote educational innovation in grades K-12 through the creation of an endowment fund. The Foundation is a tax-exempt organization comprised of a volunteer Board of Directors. This Board makes all funding decisions and is autonomous. Projects will be funded with tax-deductible donations. Only the interest generated from the donation will be used to fund programs and initiatives.

The mission of the Iroquois Foundation is to promote the development of creativity and innovation in the Iroquois Central School District through the establishment of an endowment fund. The Foundation pursues its mission by providing funds for major non-budgeted items that are deemed essential for educational development. Expenditures are subject to approval by the Iroquois Board of Education. **Inquiries may be made directly to the Foundation at PO Box 401, Elma, NY 14059.**

Healthy Children are Ready to Learn!

The State and Federal Governments jointly fund Medicaid and the NYS Child Health Plus insurance programs. The cost for these health insurance programs is free or at low-cost. Certain strictly confidential information will be required of parents wishing to enroll their children in these programs. The information is used

to determine whether your child is eligible and will not be shared with any other State or Federal agency.

Parents can obtain more information on these health insurance programs designed to promote better health by calling 1-877-KIDS-NOW (1-877-543-7669) or by contacting New York's Child Health Plus program at 1-800-698-4543. There is also a website for the Federal KIDS NOW program: www.insurekidsnow.gov. The New York Child Health Plus program can also be reached by e-mail at rmb01@health.state.ny.us.

ITAC

ITAC is a Drug & Alcohol Prevention Coalition for Elma, Marilla, Wales, and surrounding areas. ITAC stands for "It Takes A Community." Our mission is to increase awareness of and reduce youth substance use within the community & enhance communication between parents, youth, educators, & residents, while utilizing data to drive prevention efforts, promote education, & provide access to resources.

You may have wondered – why is ITAC a “coalition”? What does “coalition” mean? Coalition, in general, means a group of people from diverse interests and backgrounds coming together for a common cause.

According to CADCA (Community Anti-Drug Data-Driven Coalitions of America), coalitions empower local communities to solve their own drug and alcohol related problems. By mobilizing the entire community—parents, schools, youth, law enforcement agencies, health care providers, faith-based communities, media, business and civic leaders and others (what we call “sectors”)—communities can transform themselves. ITAC is the vehicle for this platform, facilitating collaboration and executing actions on behalf of the coalition.

We are proud of our partnership with all our sector members and are appreciative of their support and commitment to ITAC's mission of prevention and education. If you are interested in becoming involved in ITAC's coalition, please visit our website www.itacemw.com for more information or email us at itacemw@gmail.com.

All are welcome to our General Coalition meetings which are held in the Iroquois Board Room #32 in the Iroquois District office. Meeting dates and times are listed on our web page.

NOTES: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Iroquois Central School District 2024-2025



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