

CODE OF CONDUCT

REMSEN CENTRAL SCHOOL

2022-2023



Remsen Rams

KINDNESS CHARACTER LEADERSHIP RESPECT

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Soar to Success

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COMMUNITY RELATIONS

CODE OF CONDUCT

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I. 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 or attending a school function.

II. Definitions

For purposes of this code, the following definitions apply:

“**District Administrator**” means the Superintendent; Principals; Director of Curriculum and Instruction; Director of Health, Physical Education and Athletics; Committee on Special Education Chair; Business Administrator and any other position identified by the Board as Administrator.

“**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(s)**” means parent(s), guardian(s) or person(s) in parental relation to a student.

“**School property**” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

“**School function**” means any school-sponsored *extra-curricular* event or activity.

“**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 lawfully 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 damage or destroys the personal property of any school employee or any person lawfully 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.

III. Student Bill of Rights and Responsibilities

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. The District's aim is to provide an environment in which a student's rights and freedoms are respected, and to provide opportunities, which stimulate and challenge the student's interests and abilities to his or her highest potential. These opportunities will be available as long as the student pursues these interests, studies in an appropriate manner, and does not infringe upon the rights of others. In addition, to promote a safe, 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 actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, gender identity, sexual orientation, social class, or disability or any other categories of individuals protected against discrimination by federal, state, or local law.
 - 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.
- To have a safe, healthy, orderly, and courteous school environment.
- To attend school and participate in school programs unless suspended from instruction and participation for a legally sufficient cause as determined in accordance with due process of law.

B. Student Responsibilities

All district students have the responsibility to:

1. Accept responsibility for their actions.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning and respect school and others' property.
3. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity for All Students Act (DASA).
4. Conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination or bullying.
5. Report, and encourage others to report, any incidents of intimidation, harassment, discrimination or bullying.
6. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
7. Attend school daily and be in class on time and prepared to learn.
8. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
9. Respond to direction given by teachers, administrators, and other school personnel in a respectful, positive manner.
10. Work to develop mechanisms to deal with their anger.
11. Ask questions when they do not understand.
12. Seek help in solving problems that might lead to discipline.
13. Dress and present themselves respectfully for school and school functions.
14. 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.
15. Follow school and societal rules.
16. Immediately report any health or safety issues to school staff (*e.g. presence of illegal substances, injuries, bullying, hazing, harassment, threats or weapons possession*).

IV. Essential Partners

The Remsen Central School District believes that appropriate student behavior is a result of cooperative efforts among students, parents, staff members, the administration and the Board of Education. The District therefore emphasizes the need for the entire school community to provide a meaningful educational experience to all District students.

A. 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. Demonstrate a respect for the value of a completed education.
3. Send their child(ren) to school well-rested every day ready to participate and learn.
4. Attend parent/teacher conferences and meetings to discuss their child's progress and to collaborate in addressing any issues or concerns.
5. Ensure their child(ren) attend school regularly and on time. Appointments should, when possible, be scheduled after school to promote attendance and participation in the entire school day. If their child is out of school they should prepare written excuses for student

absences and tardiness.

6. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
7. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
8. Know school rules and consequences for violating them and help their child(ren) understand the rules and consequences.
9. Convey to their child(ren) a supportive attitude toward education and the district.
10. Build positive relationships with teachers, other parents and their child(ren)'s friends.
11. Help their child(ren) deal effectively with negative 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.
14. Teach children self-respect, respect of others, respect for the law, and respect for public property.
15. Teach their children respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act (DASA).
16. Follow the chain of command when problems arise so that problems can be solved at the appropriate level (staff member/teacher, school counselor/guidance counselor, principal, superintendent, Board of Education).
17. Dress appropriately for a public school building, when on campus, and in a manner that complies with the standards set forth in the student dress code.
18. No parent or community member is allowed to record videos or take photos of students or staff on school grounds during the school day without direct permission of a district administrator.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
2. Confront issues of discrimination, harassment and bullying in any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report orally incidents of discrimination, harassment and bullying that are witnessed or otherwise reported to the teacher to the Dignity for All Students Act (DASA) Coordinator not more than one (1) school day later; and file a written report not later than two (2) school days after the initial oral report.
5. Be prepared to teach and meet the individualized needs of students.
6. Demonstrate interest and enthusiasm in teaching and concern for all students' achievement.
7. Know school policies and rules, and enforce them in a fair and consistent manner.
8. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
9. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
10. Act as a confidential agent in guarding information concerning students. Students' addresses, grades, personal information, records, and reputations are to be guarded, respected, and remain confidential. Direct notification of parents and/or affected students may be warranted in an alleged breach of student information.
11. Refer to a counselor, administrator, or support staff any student whose behavior requires special attention.
12. Demonstrate respect for school and societal rules.
13. Dress professionally and in a manner that complies with the standards set forth in the student dress code.
14. Serve as a role model for students and conduct themselves in a manner that is professional at all times.
15. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

C. School Counselors and Support Service Personnel

All district counselors and support service personnel are expected to:

1. Support the district's educational and academic goals.
2. Know school rules, abide by them, and enforce them in a fair and consistent manner.
3. Dress professionally and in a manner that complies with the standards set forth in the student dress code.
4. Assist students in coping with negative peer pressure/bullying and emerging personal, social, and emotional problems.
5. Set a good example for students and colleagues by demonstrating dependability, integrity, and other standards of ethical conduct.
6. Maintain confidentiality about all personal information and educational records concerning students and their families. Students' addresses, grades, personal information, records, and reputations are to be guarded, respected, and are to remain confidential. Direct notification of parents and/or affected students may be warranted in an alleged breach of student information.
7. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems, and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
8. Regularly review with students their educational progress and career plan, including assisting students with college preparation.

9. Encourage and provide information to assist students and their parents with student career planning.
10. Encourage students to benefit from the curriculum and extracurricular programs.
11. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
12. Report orally incidents of discrimination, harassment and bullying that are witnessed or otherwise reported to the school counselor or support service personnel to the Dignity for All Students Act (DASA) Coordinator not more than one (1) school day later; and file a written report not later than two (2) school days after the initial oral report.
13. If acting as a DASA Coordinator, complete any incident of discrimination, harassment, and bullying that are witnessed or otherwise reported to them not more than one (1) school day later.
14. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

D. Other School Staff

All school staff members are expected to:

1. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
3. Assist in promoting a safe, orderly, and stimulating school environment.
4. Maintain confidentiality about all personal information and educational records concerning students and their families. Direct notification of parents and/or affected students may be warranted in an alleged breach of student information.
5. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
6. Report orally incidents of discrimination, harassment and bullying that are witnessed or otherwise reported to the school staff member to the Dignity for All Students Act (DASA) Coordinator not more than one (1) school day later; and file a written report not later than two (2) school days after the initial oral report.
7. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

E. Administrators

All district administrators are expected to:

1. Promote a safe, orderly and stimulating school environment, which supports active teaching and learning.
2. Insure that students and staff have the opportunity to communicate regularly with the administrator and approach the administrator for redress of grievances.
3. Evaluate in accordance with the District APPR Plan all staff.
4. Support the development of and student participation in appropriate extracurricular programs and assess and adjust programs as needed.
5. Be responsible for enforcing the code of conduct and resolving all cases promptly and fairly.
6. Organize school schedules and teaching assignments and require effective classroom management and instruction.
7. Become acquainted with students by visiting classrooms and attending school activities.
8. Maintain open lines of communication between school and home.
9. Receive teacher or counselor referrals of students with behavior problems; confer with these students; communicate with parents; and set up cooperative procedures for bringing about modification of the student's behavior.
10. Demonstrate respect for school and societal rules.
11. Dress professionally and in a manner that complies with the standards set forth in the student dress code.
12. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
13. If acting as a DASA Coordinator, complete any incident of discrimination, harassment, and bullying that are witnessed or otherwise reported to them not more than one (1) school day later.
14. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

F. Superintendent

The superintendent is expected to:

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, which supports 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 promote and support instructional programs that encourage positive behaviors sensitive to student and teacher needs.
5. Work with school personnel in enforcing the code of conduct and resolving all cases promptly and fairly.
6. Address all areas of school-related safety concerns.
7. Dress professionally and in a manner that complies with the standards set forth in the student dress code.
8. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight,

national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or expression, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

9. Review in a timely manner all reports prepared by the Compliance Coordinator or DASA Coordinator concerning an incident of alleged discrimination, harassment or bullying and ensure that appropriate reports are made to law enforcement and appropriate corrective actions have been taken in school.
10. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

G. Board of Education

All school board members are expected to:

1. Collaborate with students, teachers, administrators, 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 parents/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, and courteous manner.
4. Appoint a Dignity for All Students Act (DASA) Coordinator for the district. The DASA coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religious, religious practice, disability, sexual orientation, gender/gender identity or expression, and sex. The DASA Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity for All Students Act.
5. Support the efforts of teachers, staff, and community to provide the highest quality education for students.
6. Demonstrate respect for school and societal rules.
7. Be student advocates and interact with parents. (To promote an open line of communication and communicate in the appropriate setting, with the goal of helping all students to succeed and for parents to have a clear and open dialog with the Board of Education at Board of Education meetings.)
8. Dress appropriately for a public school building, when on campus, and in a manner that complies with the standards set forth in the student dress code.
9. Report possible incidents of child abuse per Policy 7201, Child Abuse in an Educational Setting.

V. Student Dress Code

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

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

1. Be safe, appropriate and not disrupt, distract, or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), bare midriff, shorts above mid-thigh and see-through garments, but not limited to, are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed. Inappropriate footwear includes: slippers, but not limited to.
5. Not include the wearing of hats, hoods, or costume items in the school buildings during the school day except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, nicotine, vaping/e-cigarettes, or illegal drugs and/or encourage other illegal or violent activities.

Each building principal may allow exceptions to the student dress code for special occasions. All exceptions should be approved through the superintendent.

Each building principal or his/her designee shall be responsible for informing all students and their parent(s) of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

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. If necessary, parents may be contacted to assist with a student's compliance of the dress code. Any student who refuses to do so or repeatedly fails to comply with the dress code shall be seen as insubordinate and be subject to discipline, up to and including out of school suspension.

VI. 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, equipment, and district vehicles.

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 (e.g. field trips, alternative education tutoring after hours, athletic contests, dances, etc.) specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who violate these school rules will be required to accept the penalties for their conduct.

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

A. Engage in **conduct that is disorderly or disruptive**. Examples of disorderly or disruptive conduct include but are not limited to:

1. Running or inappropriate jumping in hallways.
2. Making unreasonable (extreme or excessive) noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act, which disrupts the normal operation of the school community.
6. Trespassing. Entering any school building, other than the one they regularly attend, without permission from the administrator in charge of the building, or being on school grounds for no legitimate purpose whether during or after school hours.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, e-readers, or internet/intranet accounts; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the district's acceptable use policy.
8. Electronic devices such as laser pointers, radios, mp3 players, iPods, electronic games, CD players, cellular phones, camera phones, smart watches, and pagers should not be used. On occasion a student may be authorized to use these items with the permission of the administrator/teacher/staff member responsible for the student at that given time. Students in grades 7 through 12 may look at, or type on, their cell phones between classes and during lunch. They may not speak on them at any time, and may only use them for photos, video, or audio recording during school with direct instructor approval. Refusal to put phones away and/or to turn over possession of such devices when instructed by staff to do so will result in disciplinary action.
9. Using shocking devices or other such equipment.
10. Riders are expected to ride responsibly and be in control of their bicycles, skateboards, and snowmobiles at all times. Bikes and skateboards cannot be ridden on school sidewalks, in any roadways or parking lots, on athletic fields, or on the track. Bikes must be parked and locked in a designated area. Once reaching the designated area, skateboards must be carried into the school. Snowmobiles must be driven and parked in designated areas. The school is not responsible for the theft of bikes, skateboards, or snowmobiles.
11. Engaging in pranks of any type, including a senior prank.

B. Engage in **conduct that is insubordinate**. Examples of insubordinate conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees.
2. Missing, leaving, or arriving late for school, or class, without permission.
3. Willfully skipping detention.

C. Engage in **conduct that is disrespectful**.

D. Engage in **conduct that is violent**. Examples of violent conduct include but are not limited to:

1. Committing an act of violence upon a teacher, administrator or other school employee, or attempting or threatening to do so. The actual, attempted, or threatened use of violent force on a staff member will result in an automatic out-of-school suspension with recommendation to the Superintendent for permanent suspension.
2. Committing an act of violence upon another student or any other person lawfully on school property, or attempting or threatening to do so, either verbally or through electronic means, such as text messages, email, or social media. The actual, attempted, or threatened use of violent force on another student will result in the out-of-school suspension of the student physically initiating the assault and the possible suspension of both students.

3. The actual, attempted, or threatened use of violent force by students freely entering into a fight on school grounds or on school buses will result in five days of out-of-school suspension in grades 7-12 with possible recommendation for a superintendent's hearing, and up to five days of suspension in grades Pre-K-6.
4. Engaging in harassing conduct, verbal threats, intimidation, or abuse, sexual or otherwise, that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
5. Possessing and/or displaying a **weapon**. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. Also, students using knives, arrows, clubs, or any other implements as weapons to threaten or to inflict bodily harm on other students or who use or have in their possession explosive devices such as fireworks, pipe bombs, etc., will be subject to the following procedures:
 Suspension out-of-school for up to five days with a Superintendent's Hearing which may result in the following process:
 A demand for psychological assessment and counseling. Further suspension. A re-evaluation hearing prior to re-instatement.
 The school district will also reserve the right to involve police and to press charges from the inception of the process.
6. Threatening to use any weapon.
7. Intentionally damaging or destroying or threatening to damage or destroy the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
8. Intentionally damaging or destroying, or threatening to damage or destroy, school district property.

E. Engage in any **conduct that endangers** the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to:

1. Lying to school personnel, verbally or in writing, including forgery.
2. Theft of school property, the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. 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, through any means, including electronically. This can include posting or publishing video recordings, audio recordings, pictures, or social media posts about students or school staff without permission of school staff members, including unauthorized recordings of remote learning platforms.
4. Discrimination based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity or expression, marital or veteran status, or disability as a basis for treating another in a negative manner on school property or at a school function.
5. Harassment, which is 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, emotion, 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 dog, hearing dog, or service dog, disability, sexual orientation, gender or sex.
6. Harassment, which is the creation of a hostile environment by conduct or by verbal threats or threats on social media, 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, emotion, or physical wellbeing.
7. 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.
8. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, e-mail, websites, chat rooms, text messaging, social media or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety, and welfare of students or employees. This would include similar actions carried out by creating a false identity, hacking, and or "catfishing" to do the same.
9. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking/sending/receiving sexually explicit videos/pictures/audio recordings, and other verbal or physical conduct or communication of a sexual nature.
10. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
11. Creating, selling, using, viewing, possessing, sharing, distributing, or transmitting obscene objects or materials or creating videos at school without permission.
12. Using or possessing matches, lighters, any form of live or spent ammunition, or any other incendiary materials.
13. Using vulgar, offensive, or abusive language/gestures, cursing or swearing, or threatening others physically or sexually.
14. Engaging in any type of sexual conduct or violent behavior on school property or while attending any school-sponsored function.
15. Possession consuming, selling, attempting to sell, trading, distributing or exchanging, or smoking a cigarette, cigar, pipe, e cigarettes, vape devices, or using chewing or smokeless tobacco, snuff, or any other tobacco product. Tobacco and/or e-cigarette products possessed by students on school grounds will be confiscated and destroyed.
16. Possessing, consuming, selling, attempting to sell, trading, distributing or exchanging alcoholic beverages or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for the use of such drugs, or being under the influence of any such substances on school property or at school functions. "Alcohol" refers to any beverage with alcoholic content, or any substances, such as powdered alcohol (Palcohol), that can be mixed with a liquid to create an alcoholic beverage. "Illegal substances" include, but are not limited to: inhalants, marijuana, synthetic cannabinoids (marijuana), edibles, bath salts, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
17. Possessing, consuming, sharing, selling, attempting to sell, distributing, exchanging or inappropriately using over-the-counter or

prescription drugs. Students who legitimately need to use prescription or over-the-counter medications during school hours must contact the school nurse for the appropriate procedures for bringing the medications to school or carrying the medications on their person.

18. Possessing, consuming, selling, distributing, or exchanging any substance with the intent of producing an altered physical, emotional, or mental state.
19. Gambling and gaming.
20. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner, including “mooning” and “panting”.
21. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
22. Violating gender privacy when using school restroom facilities.
23. Any intentional exposure of persons or property to bodily fluids.

F. Engage in **misconduct while on a school bus**. It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

Busing Rules

- Students must be ready when the school bus arrives.
- Students must pass in front of the school bus far enough to be seen by the driver. Students must wait at the right side of the highway, 10 feet ahead of the bus, for the school bus driver to motion them to cross. This is the most dangerous activity of transporting students because the student is not inside the bus.
- Students must enter and leave the bus in an orderly manner.
- Upon entering the bus, students must take seats assigned by the school bus driver and remain seated until it is time to leave the bus.
- Conversation must be held in a normal tone of voice so that the distraction of the school bus driver will be at a minimum.
- Students must not block the aisle in any manner.
- Windows may be opened only by permission of the school bus driver, and students are not to lean from or shout from open windows. Nothing is ever to be thrown from a bus window.
- The school bus is an extension of the school grounds and behavior not acceptable in school is not acceptable on the school bus.
- Students must cooperate in the maintenance of clean, sanitary, and comfortable transportation. Public Health regulations prohibit eating and chewing gum on a school bus.
- Vandalism to bus seats or other areas of the bus interior is not tolerated.
- Students are not permitted to use hairspray or cologne/perfume in school or on the bus at any time.
- Waste papers must be deposited in receptacles provided at the front of the bus.
- All students must respect the property and “persons” of others.
- In no phase of the school program is “horseplay” or “fooling around” more dangerous. No activity of this nature will be tolerated on a bus.
- No pets may be transported on a school bus.
- No student will be allowed to ride any bus other than their regularly scheduled bus unless a written note is provided in the morning.
- Board of Education and insurance regulations permit only regularly scheduled pupils to be transported in school buses without permission of school authorities.
- Public Safety Regulations prohibit the transportation of large parcels on school buses. Under no circumstance can volatile liquids or chemicals such as oil or gasoline be transported on school buses.

The school bus driver is designated as the authority on the bus. Repeated infraction of the above rules is to be reported to the building principals or superintendent of schools. Incorrect behavior may lead to the suspension of riding privileges.

G. Engage in **any form of academic misconduct**. Examples of academic misconduct include:

1. Plagiarism: Plagiarism is the theft of another person’s published material and passing that material off as one’s own work. If a student has plagiarized an assignment, the following will occur:

- The teacher will assign the student a zero for the plagiarized assignment.
- The teacher will hold a conference with the student and his/her parent(s).
- The assignment will be completed, with the highest possible grade being 50% of the original possible credit. Repeated offenses of plagiarism will be reported to the building principal for further disciplinary action. The teacher will document the incident through a discipline referral.

2. Cheating: A student cheats when they conspire to fraudulently obtain class assignments or test answers from another source and pass it off as their own. Cheating also includes the giving of answers or assignments to other students. If a student has cheated, the following will occur:

- The teacher will assign a zero for the assignment or test.
- The student may *not* make up the assignment or test for credit.
- The teacher will notify the parents of the cheating incident.
- Repeated offenses of cheating will be reported to the building principal for further disciplinary action. The teacher will document the incident through a discipline referral.

3. Copying.

4. Altering records/forgery: Forgery is the imitation or fabrication of another person's signature or written work. If a student is found using a forged excuse, note, or pass, the following will occur:
- The student will be referred to the building principal.
 - Disciplinary action will be imposed.
 - Parents will be notified.
 - If the forgery resulted in absence from school, the absence will be considered truancy.
5. Violation of the District Acceptable Use Policy for technology.
6. Assisting another student in any of the above actions.

In addition to violations of public law, commission of the conduct listed below may result in disciplinary measures. Violations of public law on school property or at school related events will result in school action regardless of whether or not criminal charges are pressed. Under appropriate circumstances, law enforcement officials will be notified of violations.

H. Concert and Assembly Rules

Out of respect for performers and presenters at assemblies, concerts, recitals, and plays, rude, loud, and disrespectful behavior will not be tolerated toward anyone who presents or performs for our school and community.

The wearing of hats, hoods, or headphones during these occasions will not be accepted.

Those in attendance at performances are expected to remain seated during the entire performance. If a person must leave for any reason, they should enter or leave the gymnasium/auditorium only during a break in the performance or during applause.

Those in attendance at performances are expected to turn off cell phones or other electronic devices that may cause a distraction to the audience or performers or may interfere with the performance of district audio-visual equipment.

Those persons who refuse to comply with these rules will be asked to leave the performance and will be subject to further disciplinary action.

I. Athletic Events

Everything in this code applies to athletes, spectators, and parents at all events, both home and away.

Students in grades Pre-K - 6 attending as spectators must be supervised by an adult at all times.

Standing in doorways is prohibited as per fire regulations.

No sound devices, such as bells, horns, etc., are allowed in the gym.

No unauthorized persons are permitted on the playing floor or field at any time.

Good sportsmanship is expected. Booing or any other harassment, including the use of vulgar or profane language, of players, cheerleaders, coaches, officials, or fans of the opposing team will not be tolerated.

For additional information, please refer to the District's Athletic Code of Conduct. Sportsmanship should always be our goal.

J. Fire Drills, Lock Downs, and Evacuations

All emergency drills are conducted to ensure the safety of our entire student body and all staff members. All students are expected to adhere to the following rules:

During drills, it is expected that students will cooperate fully and immediately comply with all directions given by any staff members.

In the case of fire drills and evacuations, students are to follow the evacuation plan posted in each room. Students are to quickly and quietly leave the building. Students and staff are to move at least fifty feet away from the building and remain there until directions to re-enter the building or move to emergency evacuation locations are given.

In a lock down situation, students are to comply with all staff directions and remain totally silent until the signal to move to safe areas is given. At that time, students will move quickly and quietly to the safe areas to await further instructions. Failure to fully cooperate during drills puts students and staff at risk, noncompliance with the above rules will result in disciplinary action.

K. Lunch/Cafeteria

A student's lunch period is determined by their personal schedule.

Students in grades Pre-K-12 fall under the Closed Campus Policy.

Students in grades Pre-K-12 will remain in the school for supervised lunch. Students in these grades will be allowed to leave school only under the direct supervision of their parents/guardians.

Good table manners and eating habits are expected. Students who do not follow the rules of the cafeteria may lose cafeteria privileges and face disciplinary action.

Rules:

- Be polite and respectful.
- Clean up after yourself. Throwing food will result in disciplinary action and cleaning the cafeteria.
- A pass must be obtained in advance in order to leave the cafeteria.

VII. Age Appropriate Restatement of Policy

You should never feel that it is not safe for you to come to school and participate in all school activities. You should never be prevented from concentrating on your schoolwork because another student or a school staff member is teasing you, making fun of you, pushing you around, or threatening you in some way, because of your race, color, weight, national origin (where your family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), sex, or any other reason.

You may not act toward another student in a way that reasonably might make them feel threatened or unsafe, or that might reasonably make them unable to concentrate on their school work, because of what you think about their race, color, weight, national origin (where their family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), or sex, or any other reason. It is against school rules for you to do this by your physical actions or by your verbal statements, including electronic messages.

VIII. Reporting and Responding to Violations

All students and staff are expected to promptly report violations of the code of conduct to a teacher, school counselor, building principal, the principal's designee, or superintendent. Any student or staff member observing any individual 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, the School Resource Officer, or the superintendent.

All district staff authorized to impose disciplinary sanctions (superintendent and principals) are expected to do so in a prompt, fair and lawful manner. Parents will be notified of district code of conduct violations. District staff not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their immediate supervisor or his/her designee, who shall in turn impose an appropriate disciplinary sanction.

Any weapon, alcohol, or illegal substance found shall be confiscated immediately, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution. Any illegal substances shall be secured until law enforcement officers are contacted. Once officers are contacted and respond, parents of the student shall be notified and appropriate disciplinary sanctions will be imposed, which may include permanent suspension and referral for prosecution. No weapons, illegal substances, and/or devices shall be returned.

The building principal or their designee or the superintendent will notify the appropriate local law enforcement agency of code violations that constitute a crime and substantially affect the order or security of the school as soon as practical, but in no event later than the close of business the day the principal or their designee or the superintendent learns of the violation. Notification to the parent/guardian may be made by telephone and followed by a letter. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the District provides a procedure for responding to reports of possible discrimination or harassment against students by another student, an employee, or any other person on school property or at a school function. The process is described in the Policies 0015, Nondiscrimination in Public Accommodations and 7204 Nondiscrimination in Educational Services.

The District has also designated a Dignity Act Coordinator for each school. Those coordinators are:

Elementary School - Emily Laurey 315.205.4300 x.4426

High School - Kathleen Nebush 315.205.4300 x.5212
PO Box 46, 9733 Main Street, Remsen, NY 13438

The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), and sex. They are available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination or harassment.

No Retaliation for Reporting

No act of retaliation may be directed at any person who makes a good faith report of conduct by another person that may reasonably be a violation of this Code, or who assists in, or is part of, the investigation of such a report. To engage in such retaliation is considered a violation of this Code.

IX. Disciplinary Consequences, Procedures & 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:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

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. Consequences

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

1. **Oral warning** – any employee of the district staff
2. **Time out** – any employee of the district staff
3. **Written warning** – any employee of the district staff
4. **Written notification to parent** – transportation supervisor, athletic director, coaches, school counselors, teachers, teacher assistants, teacher aide/monitor, principal, superintendent
5. **Suspension from transportation** – transportation supervisor, principal, superintendent
6. **Suspension from athletic participation** – coaches, athletic director, principal, superintendent
7. **Suspension from social or extracurricular activities** – activity director, athletic director, principal, superintendent
8. **Suspension of other privileges** – transportation supervisor, athletic director, principal, superintendent
9. **After School Detention** – teacher, principal, or superintendent
10. **In-school suspension** – principal or superintendent
11. **Temporary removal from classroom** - teacher, principal, or principal's designee
12. **Short-term (five days or less) suspension from school** – principal, superintendent, board of education
13. **Long-term (more than five days) suspension from school** – superintendent, board of education
14. **Permanent suspension from school** – superintendent, board of education
15. **Restitution** – principal, superintendent, board of education

B. Procedures

In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence 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 consequence.

Students who are to be suspended are entitled to additional rights before the consequence is imposed. When any suspensions occur and the school is closed on the suspension dates, the suspension will carry over to the next attendance day.

C. Suspension from transportation

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

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

the discipline to discuss the conduct and the consequence involved.

D. 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 and 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 consequence involved.

E. After School Detention

A teacher, principal or superintendent may opt to assign after school detention to students in situations where removal from the classroom or suspension would be inappropriate. After school detention will be imposed as a consequence only after the student's parent has been notified to confirm that the student has appropriate transportation home following detention.

F. In-school suspension

The board recognizes that 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."

Students who are assigned In-School Suspension will be ineligible to participate in or attend any school-related activity/practice/athletic event on the day (including evening) of their suspension. If an In-School Suspension is assigned for the end of a school week and will carry over into the following week, then the student will be ineligible from participation in any activity/practice/athletic event for that weekend as well. The only exception to this will be if a student is to participate in an activity that is credit bearing (ex. choral or instrumental concert).

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.

G. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can interfere with the rights of other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: short-term "time out" or sending a student to a school counselor, social worker, 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.

H. Suspension from school

Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, extremely disrespectful, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. Students suspended from school are prohibited from attending or participating in any school function on or off school property. The consequence in terms of suspension is subject to the Superintendent's review for extenuating circumstances. The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the 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.

Students who are assigned Out of School Suspension will be ineligible to participate in any school-related activity/practice/athletic event on the day (including evening) of their suspension. If an Out of School Suspension is assigned for the end of a school week and will carry over into the following week, then the student will be ineligible from participation in any activity/practice/athletic event for that weekend as well.

I. 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 verbally. If the student denies the misconduct, the suspending authority provides a written and verbal 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 or overnight, 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. 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 suspending authority prior to the suspension unless the student's continuing presence in the school poses a continuing danger to persons or property, or an ongoing threat of disruption. 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, upon request, shall be permitted to ask questions of complaining witnesses under such procedures as the suspending authority may establish.

If the informal conference is requested, it will be scheduled at the earliest convenience of the school official.

After the conference, the suspending authority shall promptly advise the parents in writing of their decision. The suspending authority 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. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

J. Long-term (more than 5 days) suspension from school

When the superintendent, or their designee, determines that a suspension for more than five days may be warranted, they 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 them and the right to present witnesses and other evidence on their behalf.

The superintendent shall personally hear and determine the proceeding or may, in their 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 them. 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.

K. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances including, but not limited to, 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 or attending a school function.

L. Additional avenues for disciplinary concerns

1. Counseling

The school counselors shall handle all referrals of students for counseling and determine if further intervention(s) is necessary.

2. Preventive Services

Contact Guidance Counselor or Psychologist.

3. 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 they require supervision and treatment by:

- a) Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b) Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c) Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be sufficient basis for filing a PINS petition.

M. Juvenile Delinquents and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school,
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

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.

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

A. Authorized Suspensions or Removals of Students with Disabilities

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

- a. A "suspension" means a suspension pursuant to Education Law § 3214.
- b. 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.
- c. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

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

- a. The Board, the district (BOCES) superintendent, superintendent of schools, committee of special education chairperson or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the jurisdiction of the educational agency. The superintendent may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with disability who violates this code of conduct.

- i. "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."
- ii. "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.
- iii. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

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

B. Change of Placement Rule

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

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The district's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.
 - i. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his/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.
 - ii. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
 - b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parent(s) of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - i. conducted an individual evaluation and determined that the student is not a student with a disability, or
 - ii. determined that an evaluation was not necessary and provided notice to the parent(s) of such determination, in the manner required by applicable law and regulations.

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

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.
3. The district shall provide the parent with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

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

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

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

D. Expedited Due Process Hearings

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

- a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his/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/her current educational placement during such proceedings.
- b. The parent(s) 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.
 - i. 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 parent(s) and the district agree otherwise.
 - ii. 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.

2. 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 parent(s) within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

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

XI. Corporal Punishment

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

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

XII. Student Searches and Interrogations

The Board 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. 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 parent(s) before questioning the student. However, school officials will tell all students why they are being questioned.

A student may be searched and prohibited items seized on school grounds or in a school building by an authorized District official or employee only when he or she has reasonable suspicion to believe the student has engaged in or is engaging in activity which is in violation of the law, the rules of the school (i.e., the District *Code of Conduct*), or school policy. The reasonableness of any search involves a twofold inquiry: 1) School officials must first determine whether the search is justified at its inception, and 2) School officials determine whether the search, as actually conducted, is reasonably related in scope to the circumstances which justified the search in the first place.

Factors to be considered by an authorized District official or employee in determining whether reasonable suspicion exists to search a student include:

- a) The age of the student;
- b) The student's school record and past history;
- c) The predominance and seriousness of the problem in the school where the search is directed;
- d) The probative value and reliability of the information used as a justification for the search;
- e) The nature or type of suspected or observed violation;
- f) The school official's prior knowledge of and experience with the student; and
- g) The urgency to conduct the search without delay.

If reasonable suspicion exists to believe that a student has violated or is violating the law and/or school rules, it is permissible for an authorized school official to search that student's outer clothing, pockets, or property. The search may include, but is not limited to, the student's outer clothing such as a jacket or coat, pockets, backpack, and/or purse. Whenever possible, searches will be conducted by a staff member of the same sex as the student and another staff member will be present as a witness.

A. Student Lockers, Desks and other School Storage Places

District owned and provided desks, lockers, textbooks, computers, and other materials, supplies, or storage spaces loaned by the school to students remain the property of the school; and these items and/or places may be opened and inspected by school employees at any time without prior notice and without a student's consent. The purpose of these searches, when they occur, is to ensure the safety of students, faculty, and staff, enhance school security and prevent disruptions of the learning environment. Students have no reasonable expectation of privacy with respect to school property; and school officials retain complete control over such property. However, a student's personal belongings contained within a locker, desk, etc. are subject to the reasonable suspicion standard for searches by an authorized school official.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat, sweater, or jacket. Strip searches are intrusive in nature and are never justified in a school setting. If school officials have highly credible evidence that a student poses an imminent danger, or if school authorities believe there is an emergency situation that could threaten the safety of others, the student will, to the extent practicable, be isolated and secured. Police and parents will be contacted immediately.

C. 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/her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what items(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/her designee shall clearly label each item taken from the student and retain control of the item(s), until the items is turned over to the police. The principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. 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 students only if they have:

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

Before police officials are permitted to question or search any student, the building principal or his/her designee shall first try to notify the student's parent(s) to give the parent(s) the opportunity to be present during the police questioning or search. If the student's parent(s) cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted unless otherwise directed by the police official present in the District. 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 when such police presence or search was initiated by the District and absent a directive from the police official present otherwise.

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

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

E. 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/her designee. The principal or his/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/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/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.

XIII. Prohibited Staff Conduct

The Board of Education requires that all school district employees and/or volunteers maintain professional, ethical relationships with district students that are conducive to an effective, safe learning environment. Staff/volunteers must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members and/or volunteers are prohibited, under any circumstances, to date or engage in any improper fraternization or undue

familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct.

Inappropriate employee and/or volunteer behavior includes, but is not limited to, flirting; making suggestive comments; dating; requests for sexual activity; physical displays of affection; giving inappropriate personal gifts; frequent personal communication with a student (including but not limited to phone, e-mail, letters, notes, or social media communications) unrelated to course work or official school matters; providing alcohol or drugs to students; inappropriate touching; and engaging in sexual contact and/or sexual relations.

XIV. Visitors to the Schools

In order to allow parents, members of the community and other interested persons to learn what the District does, the Board encourages visitations to the buildings and grounds.

It is the policy of the Remsen Central School District to allow visits to the school buildings and facilities by parents, adult community members and other interested persons, according to the guidelines issued herein to preserve the safety of students and staff and to avoid disruption of the educational program.

Prohibited Acts which will be held in violation of the stated policy of the Board of Education shall include, but not be limited to:

1. Using or threatening physical force or violence to harass, abuse, intimidate, coerce or injure another, or to cause damage to or loss of property;
2. Disrupting the orderly conduct of classes or of any other authorized school program or activity;
3. Interfering with the lawful or authorized activity of other persons;
4. Entering upon school property at any time for other than lawful or authorized purposes, or without signing in at the building administration office;
5. Refusing to comply with any lawful instruction of a district official acting in the performance of his duties in carrying out this policy;
6. Any other conduct which interferes with district activities.

Visitors, licensees and invitees who engage in prohibited acts, as set forth above, will be directed to leave school property permanently or for such a period of time and under such conditions as the Superintendent shall prescribe. In addition, intervention by public law enforcement officials may be sought in appropriate instances.

In order to safeguard a school and classroom atmosphere which is conducive to learning, the Remsen Central School District establishes the following rules for the governance of visitors to the schools. These guidelines are in addition to any rule, regulation, penalty or punishment under the provisions of existing state law.

All visitors who have legitimate business in the public schools must report to the Main Office immediately upon entering a building, sign in and receive the permission of the Building Principal or his/her designee before visiting. The visitor must sign out at the conclusion of the visit. A sign shall be posted on each entrance to all District buildings directing visitors, licensees and invitees to sign in.

Parents are welcome at school. Visitations to classrooms for any purpose require permission in advance from an administrator or his/her designee in order to allow teachers the opportunity to accommodate their schedules. Parents or guardians wishing to speak with a specific teacher concerning the progress of a child must make an appointment with the teacher, in addition to obtaining the permission of the Building Principal.

Parents are encouraged to visit guidance counselors, school nurses, school psychologists and other support personnel by appointment to discuss any concerns the parent or guardian may have regarding a student.

Any visitors wishing to inspect school records must comply with all applicable Board rules and regulations.

No staff member shall transact business with, or permit the continuing presence in the school of, a visitor who has not been duly registered. Unauthorized visitors should be reported to the Building Principal or his/her designee.

XV. 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 an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including, but not limited to students, parents, 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.

Animals are prohibited - with the exception of service animals - during school hours or at school-sponsored events for the safety of students and staff. In addition, animals are strictly prohibited from the track at all times.

Bikes, scooters, skateboards, and rollerblades are prohibited from the track at all times.

A. 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, threaten or discriminate against any person on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, social class, sexual orientation, gender or sex.
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 vape devices, alcoholic beverages, illegal drugs, or controlled substances, or be under the influence of either on school property or at a school function.
10. Possess, use, or threaten to use weapons (or facsimiles thereof) 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.
14. Use tobacco products, nicotine, and/or e-cigarettes or vape devices of any kind in or on school property or while attending a school function.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Penalties

To maintain a positive and safe school environment, persons who violate this code shall be subject to the following penalties:

1. **Parents/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 and/or arrest. Violent, threatening, or criminal behaviors may warrant a permanent ban from school grounds.
2. **Students** shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements, as stated in this Code of Conduct.
3. **Tenured faculty members** shall be subject to immediate ejection and/or arrest, and disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. **District Employees** in the classified service of the civil service entitled to the protection of Civil Service Law §75 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.
5. **Staff members other than those described in subdivisions 3 and 4** shall be subject to immediate ejection and/or arrest, warning, reprimands, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.
6. **Other(s).** 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 and/or arrest. Violent, threatening, or criminal behaviors may warrant a permanent ban from school grounds.

C. Enforcement

The superintendent, building principal, advisors, athletic director, teachers, staff and chaperones **shall be responsible for enforcing the conduct required by this code.**

When the building principal, superintendent, athletic director or their designees become aware of an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, they or their designees shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. They 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, superintendent, athletic director or their designees 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.

XVI. Dissemination and Review

A. Dissemination of Code of Conduct

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

1. Providing a public hearing prior to Board approval.
2. Posting the Code of Conduct on-line at the district's website, including annual updates or amendments thereto.
3. Providing by mail a plain language summary of the Code of Conduct to all persons in parental relation to the students prior to the beginning of the school year.
4. Providing copies of a summary of the code to all students in an age-appropriate, written plain-language version, at a general assembly held at the beginning of each school year.
5. 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.
6. Providing all new employees with a copy of the current code of conduct when they are first hired.
7. Making copies of the code available for review by students, parents and other community members, and provide opportunities to review and discuss the Code with the appropriate personnel.

The board may 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, via a committee of representative stakeholders, 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 District shall post the complete Code of Conduct (with all amendments and annual updates) on the District's website. The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

XVII. Gun Free Schools Policy

Gun Free Schools Policy

No student shall bring onto school premises or have in their possession on school premises any "firearm" as defined in federal law. For the purpose of this policy, the term "firearm" shall mean: any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive or other propellant; the frame or receiver of such weapon; any firearm muffler, or silencer; or any destructive device.

In accordance with the Gun-Free Schools Act of 1994, any student found guilty of bringing a firearm onto school premises or having such a firearm in their possession on school premises, after a hearing has been provided pursuant to Section 3214 of the Education Law, will be suspended from school for a period of not less than one year. However, after the imposition of the one-year penalty has been determined, the Superintendent of Schools may review and modify such suspension requirement for a student on a case-by-case basis. In reviewing the student's one-year suspension penalty, the Superintendent may modify the penalty based on factors as set forth in Section 100.2 of the Regulations of the Commissioner of Education and in Commissioner's Decisional Law.

For students who are classified as having a disability under the Individuals with Disabilities Act (IDEA) and Part 200 of the Commissioner's

Regulations, a suspension for more than ten days constitutes a change of placement. As such, if a student with a disability brings a weapon to school in violation of Board policy and federal law, the District will not follow the procedures under Education Law Section 3214. It will also provide parental notice in accordance with Commissioner's Regulations to refer the student to the Committee on Special Education (CSE) before a change of placement (i.e., a suspension for more than ten days) is revoked.

The District will continue to offer students with disabilities a free and appropriate public education despite any suspension imposed as a result of this Board policy. Additionally, this policy does not diminish the authority of the Board of Education to offer courses in instruction in the safe use of firearms pursuant to Education Law Section 809-a. This policy does not prohibit Remsen Central School from utilizing other disciplinary measures, including but not limited to, out-of-school suspension for a period of five days or less or in-school suspensions in responding to other types of student misconduct which infringe upon the established rules of the school.

The District will continue to provide the suspended student with appropriate alternate instruction during the period of the student's suspension. Regulations shall be developed by the administration to implement this policy.

Remsen Central School District

Legal Ref: NYS Education Law §§809-a, 2801, 3214; 8 NYCRR 100.2 and 200; NYS Public Law §§101-476; IDEA; 18 USC 921;
Goals 2000: Educate America Act P.L. 103-227 (Gun Free Schools Act of 1994)

Adopted: 06/21/01

Revised: 08/14/12, 09/08/15, 08/13/19, 7/13/21,

ATHLETIC CODE OF CONDUCT

REMSSEN CENTRAL SCHOOL



Remsen Rams

TEAMWORK

LEADERSHIP

SPORTSMANSHIP

2022-2023

Timothy Jenny – Superintendent, Parent
Dale Dening - Athletic Director, Teacher, Parent
Sanya Pelrah – Jr./Sr. High School Principal
Mary Lou Allen – Board of Education
Brian Parent – Board of Education
Jamie Dening – Teacher, Parent and Coach
Amy Piaschyk - Teacher, Parent and Coach
Grace Hajdasz - Student-Athlete

Public Hearing on June 14, 2022
Open for Public Input and Comments June 10, 2022 through July 12, 2022

Adopted by the Board of Education

Soar to Success

Policy
7036

ENC 22

We Are Remsen Rams

Teamwork, Leadership, Sportsmanship

Each student athlete and coach is a direct representation of Remsen Central School District. Student athletes and coaches are expected to demonstrate outstanding sportsmanship, respect and self-control. Student-athletes that disrespect their coach, the officials, or the opposing team will lose the privilege of being part of the team.

Regardless of poor calls, frustrating plays, taunting from the opposing team, or disagreement with the coach, Remsen Central School District has zero tolerance for inappropriate conduct, on or off, the court, course, field, or track.

All Remsen student-athletes, coaches, and parents/spectators will exhibit exceptional character, teamwork, respect, sportsmanship, and self-control. Regardless of the challenges we experience, we will lead by example.



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Student-Athlete Expectations

The Remsen Central School athletic program is part of our academic program. Participation in interscholastic sports is a privilege. Our wish is to use athletics to help students become more productive and responsible citizens in their school and their community. Athletics allows the student the opportunity to learn skill and character traits in a different type of classroom. We hope our athletes will further their lives by practicing good sportsmanship, self-discipline, loyalty, respect for others, responsibility, respect for a healthy lifestyle, teamwork, cooperation, dedication and commitment. It is the goal of the entire school community to work together to achieve these goals. The athlete and their parents must recognize that there are risks of injury in interscholastic sports. Remsen Central School athletics come under the direction of the New York State Public High School Athletic Association (*NYSPHSAA*) and *Section III*. All rules established by these organizations shall be observed. You may refer to www.nysphsaa.org and www.section3.org in order to become familiar with the rules and regulations of each of these governing bodies.

Athletic teams and student-athletes are representatives of their family, their school, and their community. Therefore, it is important that the student-athlete's conduct during any activity concerning the sport in which they are engaged be governed by a basic respect for:

- All facilities at the home school and at away games.
- Locker rooms and athletic facilities at the home school and at away games.
- Buses and any other forms of transportation.
- Equipment.
- Any individuals they may relate to as a member of a Remsen Athletic Team, including but not limited to students, spectators, coaches, officials, teachers, administrators, custodians, bus drivers, and chaperones.
- Student Athletes will conduct themselves, both in and out of school, as responsible young adults. Athletes should refrain from acts of behavior that are incompatible with the purpose and goals of the interscholastic program.

Student-athletes have the responsibility to:

- broaden themselves and develop strength of character
- maintain their class work
- practice teamwork, self-discipline, respect and hard work
- maintain good sportsmanship
- be successful and enjoy athletics
- contribute to the reputation of the school
- act as a leader
- make others proud of their efforts

When posting athletic information on social media, student athletes will avoid making derogatory or inflammatory statements about other athletes, schools, coaches, or officials associated with their team or an opposing team. Any posting or communication via social networking websites which disrupts either the educational or athletic environment or which advocates the violation of any school or team policy will be unacceptable. This would include but not limited to:

- The consumption of alcohol or the use of illicit drugs
- Inappropriate sexually-oriented material
- Activities involving bullying, hazing or harassment of any kind

Student athletes will not post digital photographs of other athletes, coaches, or officials associated with their team or an opposing team without the permission of those persons in the photographs.

A student will be ineligible for one week if they receive three or more detentions during the previous school week. Students that are ineligible may not participate in interscholastic competition during that time period. The coach in consultation with the Athletic Director and Principal will determine participation at practices.

A student-athlete who has violated the District Code of Conduct and been assigned to in-school suspension (ISS) or out-of-school suspension (OSS) forfeits his or her participation in and attendance at athletics during the period of suspension. If the suspension (ISS or OSS) involves the last day of the school week and the first day of the subsequent week, the student-athlete will be suspended from participating in any weekend practices or games.

Student-athletes are strictly prohibited from bullying, harassment, hazing or participating in any acts of initiation or coercion that may result in humiliation or endanger the safety of other students on or off school property that interferes with a student's safety and learning experience or causes a student to be afraid for his/her safety through the expectation of bodily or emotional harm

Hazing is defined as the performance of any act or the coercion of another to perform any act of initiation that causes or creates a risk of humiliation or dangerous activity, or that risks inflicting mental or physical harm. Permission, consent or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in the policy.

Depending on the severity of an inappropriate behavior, a student-athlete may be disciplined. A lesser penalty may be imposed to more accurately reflect the severity of the violation, or, for more severe behaviors, a student-athlete may be subject to dismissal from a team.

Automatic Team Suspension for Criminal Charges

Any student charged with a felony will be suspended from the team they currently participate on pending an appeal.

A student who receives a criminal summons, appearance ticket, or is arrested must notify the athletic director within 48 hours. Failure to do so may result in suspension from the team.

Please see the *Appeal Process* section for more information.

School and Team Attendance

Daily Attendance: In order for a student-athlete to attend or participate in a practice or game, it is necessary that the student attend classes for the full school day on the day of the activity.

- Students will not be allowed to participate in the day's event or practice if they enter school after the start of third period (After 9:30 AM). Medical excuses/documentation (from a doctor), court requirements, and bereavement are the only exceptions to this rule. Attendance requirements include those students participating remotely. Students will be expected to attend practices or events but will not be allowed to participate.

- Student-athletes excused early for a medical appointment must bring a medical excuse to return to school for an athletic practice or event. Medical excuses should be submitted to the office or the coach if returning outside normal school hours.
- If a student-athlete is absent from school on the last scheduled day of the week, the student-athlete will not participate in practices or games for the remainder of the week, including Saturday and/or Sunday, unless the student-athlete's coach is presented with a note, at the beginning of the practice or game, indicating an excused absence for the day's absence. An excused absence is defined as: personal illness, serious illness or death in the family, impassable roads or weather, religious observance, quarantine, court appearances, attendance at health clinics, approved cooperative work programs, approved college visits, military obligations, or other reason approved by the Commissioner and/or administration.
- When in attendance, and not ineligible, the student is expected to attend all team practices and contests.
- Attendance at indoor practices is closed to those not a part of that team.
- Students serving an in-school suspension will be ineligible to practice/play that day.
- Physical Education is part of the required curriculum for graduation in New York State. Therefore, students not participating in physical education class (without a legal excuse) may not participate in a practice or contest that day.
- Absent from practice – students that are absent from a practice or practices may be withheld from participation for either a portion or all of their next contest/activity. A student's illegal absence may result in a loss of conditioning or lack of awareness of new team strategies that would place the student behind his/her teammates in these areas.

School Vacation/Recess Participation Policy:

For the safety of our student-athletes, students who do not participate in scheduled practices/contests during a school vacation/recess may be required to participate in a period of reconditioning upon their return. The length of the period of reconditioning before participation in an actual athletic contest will be determined at the discretion of the coach in consultation with the athletic director.

Eligibility

In order for a student in grades 7-12 to be eligible for interscholastic athletics, the student must meet the eligibility requirements governing interscholastic athletics as set forth by the Remsen Central School District and the New York State Public High School Athletic Association in regards to age and level of competition. Particular rules and regulations are available from the Athletic Director.

Upon entering the ninth grade a student is eligible for participation in interscholastic sports competition for eight consecutive semesters or until nineteen years of age. (If the age of nineteen is reached on or after September 1st, the student may participate during that school year.)

A junior high student may participate in varsity and junior varsity sports providing that all requirements under the NYS Athletic Placement Process are met.

Academic Eligibility

Because athletics serve as a part in the development of an all-round student, athletes must meet certain academic standards to remain eligible to play in interscholastic contests. Academic eligibility applies not only to athletics, but all extracurricular clubs to emphasize the focus on academics in all student school experiences.

Academic Probation

Academic probation is a precautionary step to support a student before they fall behind in academic coursework. Starting at the end of the second week of any progress interval, teachers may recommend a student for academic probation. The teacher will discuss academic probation with the student, contact the student's parent/guardian and the guidance department indicating the student is being recommended for academic probation. This will be done if a student has exhibited signs they may be academically struggling with a course, such as receiving failing scores on consecutive assessments or failing to submit consecutive assignments.

If a student is recommended for academic probation they will be required to report to Peer Tutoring, scheduled during lunch periods, to receive additional support from a student-volunteer that is exhibiting success in the course for the duration of the time they are considered to be on academic probation. The teacher recommending academic probation may also recommend a specific student-volunteer. Students on academic probation will also be encouraged to meet with their teacher(s) and support staff.

A student will be removed from academic probation by demonstrating that they are no longer struggling with course content, by either receiving passing grades on consecutive assessments, submitting consecutive assignments, or receiving passing grades at the end of any progress interval.

Academic Ineligibility

Every five weeks a student that is failing two or more classes will be placed upon the ineligibility list. Students on the ineligibility list will be required to schedule at least 1 academic support session per week for each subject area that they are currently not successful in. This may occur during lunch periods, during the school day if the schedule allows, or during after-school support time. Academic support sessions may be scheduled with either the ineligible student's teacher, or another individual contingent on approval from the student's teacher. If a student does not attend a scheduled support session, they will not be able to participate in extracurricular activities until attending another academic support session.

If a student demonstrates improvement in the course(s) that placed them on the ineligibility list, and improve their standing in the class to passing, the teacher will discuss the improvement with the student, contact the student's parent/guardian and the guidance department, indicate the student is no longer required to attend the weekly academic support session, or recommend a shift to academic probation for that course.

A student may be removed from the academic ineligibility list prior to the next 5-week progress interval or 10-week marking period by a student's teacher as soon as they improve their academic standing to passing in all academic courses. This will be determined by the uniform consensus of the student's teachers, the guidance office, and building principal. This process is the responsibility of the student to contact their teachers, have the teachers sign off, and return the form to the guidance office and/or building principal for removal from the ineligibility list.

At the end of each five-week period every student will be re-evaluated and a new list will be developed.

Academic Mentoring

To help support students in their ability to initiate interventions on their behalf, a Remsen staff mentoring program may be enacted. If a student is recommended for academic probation 3 or more times or is placed on the academic ineligibility list for consecutive cycles, the student may be assigned a staff mentor. A list of students that qualify for mentoring will be provided to staff and discussed during a team workshop. The staff mentor would then initiate a plan to help support the student in addition to the peer mentoring and/or academic support sessions they already receive due to academic probation or academic ineligibility.

Medical Standards for Participation

Health Examinations (Physicals): A student-athlete who tries out for interscholastic competition must receive and pass an adequate health examination.

- The health examination (physical) shall be conducted by the Remsen School physician.
- If a student-athlete would prefer that a private physician conduct the physical, the physical must first be approved by Remsen's appointed physician before the student-athlete will be deemed eligible for athletic participation.

Self-Reporting Injuries and Illnesses: It is the responsibility of the student-athlete to inform the coach if the student-athlete is ill or injured before, during, or after any activity associated with the sport in which the student-athlete is participating.

- Students must also report any illnesses or injuries that cause absence from athletic participation over a weekend, scheduled vacation, or holiday.

Participation after Injury: A student-athlete who seeks and receives treatment for an injury must provide a written statement from the emergency room or other physician before returning to athletic practice or play.

Participation after Concussion/Head Injury: Remsen Central School has adopted a specific concussion protocol that shall be followed by any coach/athlete when the athlete sustains a head injury.

Medical Excuse from Participation: Student-athletes who are injured or ill may be excused from participation by their physicians.

- Student-athletes excused from participation must have releases from their physicians before they will be allowed to return to participating.

Insurance:

The school district carries insurance for students. This is non-duplicating insurance and requires parents to apply to their personal insurance carrier first. The school insurance has certain financial limits and parents may be required to pay certain balances of the medical bills.

Athletic Placement Process

A student is eligible for junior varsity or varsity standing and play as a freshman.

Under some circumstances, some students may be eligible for junior varsity or varsity standing and play prior to their freshman year if,

- The coach of a specific sport requests that a student-athlete be considered to move up in classification. In making this request, the coach will take into consideration the following criteria:
 - The student is in good academic standing.
 - The student has a record of good attendance.
 - The student has a record of good conduct.
 - The student has previous play and demonstrates exceptional performance in the sport.
- The athletic director or athletic administrator approves the athlete to begin the Athletic Placement Process.
- The student-athlete's parent(s) give(s) permission for the student to move up in classification.

- The student-athlete passes a maturity physical administered by the school's designated school physician. (Other physicals will not be accepted.)
- The student-athlete passes a physical fitness test as per New York State regulations.

An Athletic Placement Process form shall be submitted to Section III for any student-athlete who meets all criteria listed above.

Parent and Spectator Behavior, Ethics, and Consequences

“Student-athletes compete with honor and integrity, and play for the love of the game, so let's all cheer for our team, have fun and support the spirit of Section III Athletics.”

~ *New York State Public High School Athletic Association*

General Guidelines: The following are guidelines for parent and spectator behavior and ethics which are promoted by the *New York State Public High School Athletic Association*.

- Direct all energies to encouraging your team.
- Avoid actions which offend visiting teams or individual players.
- Show appreciation of good play by both teams.
- Learn the rules of the game in order to be a more knowledgeable spectator.
- Treat all visiting teams in a manner in which you would expect to be treated.
- Accept the judgment of coaches and officials.
- Encourage other spectators to participate in the spirit of good sportsmanship.
- Be positive.

Parent Conflicts with Coaches or Officials: From time to time, conflicts arise between parents and their children's coaches or the officials. At no time is it appropriate to go onto a field or court of play to approach a coach or official whether before, during, or after an athletic contest, regardless of the venue. Additionally, it is inappropriate for a parent to verbally confront a coach or official at any time before, during, or after an athletic contest. If a parent has a conflict with a coach or official, it is expected that the parent will contact the coach or the athletic director via phone the day after the athletic contest to discuss the conflict or ask to set up a meeting to address the conflict in person. The athletic director, building principal, and/or superintendent will be in attendance at the meeting.

Consequences for Unacceptable Parent/Spectator Behavior

Parents or spectators who engage in unacceptable behaviors before, during, or after athletic contests – regardless of the venue – will be warned and requested by school staff (principals, superintendent, athletic director, coaches, chaperones) or officials to stop the said behaviors. Parents or spectators who do not comply with said requests will be directed to leave school premises. Parents or spectators who refuse to leave shall be subject to ejection and/or arrest. Depending on the severity of the behavior or repeated violations over time, the parent/spectator may be immediately ejected and/or banned from attending athletic events in the future.

Goals for Athletic Teams

Modified Athletics: The goals of modified athletics are the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship. The New York State Athletic Association dictates playing time for some, but not all, student-athletes participating in modified athletics.

Junior Varsity Athletics: The goal of junior varsity athletics is to build on the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship, with an emphasis on preparing student-athletes for competitive varsity play.

Varsity Athletics: The goals of varsity play are to win the season and progress to post-season competition without losing sight of the development of sport-specific skills and an understanding of rules of play, team unity, and sportsmanship.

Team Travel Rules

On team trips, student-athletes will ride to and from the event on district transportation unless otherwise determined by the athletic director or administrator.

All players must ride to and from games with the team. Players may ride home with their parent after signing out with the coach. A note signed by the parent should be provided to the coach when an athlete intends to ride home with the parent/guardian of another player.

Failure to adhere to these rules may result in disciplinary action.

Uniforms, Equipment and Property

Uniforms are only to be worn for school athletic contests, to demonstrate team unity on days of competition, and/or designated school spirit events. Remsen uniforms are not to be worn for regular school attendance, physical education classes, or outside of school at any other time.

All student-athletes are held personally and financially responsible for the uniforms/equipment issued to them. If school uniforms/equipment are lost, returned in poor condition (given consideration for normal wear and use), or not paid for, the student-athlete will forfeit any honors/awards for that sport and will be ineligible to participate on an athletic team until the uniform/equipment is returned or paid for. A senior athlete who fails to return their uniform/equipment, replace it, or pay for it prior to graduation will forfeit participation in the graduation ceremony.

Training Rules and Team Discipline

A. Training Rules:

In order for athletes to perform at their maximum ability without compromise to their personal health and team integrity, training rules are in effect from the first day of the official athletic season and conclude at the end of the day of the final contest of the season. All team rules and regulations relating to practices, individual conditioning, curfew hours, proper nutrition and game conduct are set forth by the coach of each sport, clearly establishing expectations for that sport.

B. Team Cuts:

Should a student-athlete be cut from a team prior to a final roster and wish to try out for another team, they may be eligible to do so. This can only be done if the student-athlete requests approval from the coaches of the sports involved, as well as the Athletic Director.

C. Season Completion:

Grace Period: A player may voluntarily leave the team at any point before the first contest after consulting with the coach. If an athlete chooses to leave a team, they must inform the coach of his/her decision and may leave the team without penalty.

Any player that leaves a team after the start of the first contest shall be ineligible for the next sport season. A conference among the player, their parents, the Athletic Director and the principal may allow a student to leave the team for certain extenuating circumstances without penalty after submitting a completed "Permission Form to Discontinue Athletic Participation" (Appendix A).

D. Tobacco, Alcohol, and Drug Use Infractions

It is clearly understood that the use of tobacco products, any nicotine-containing products, and vaping of any substance; the consumption of alcoholic beverages; and the use of illegal drugs or misuse of prescription drugs is dangerous to the health and general maturation of the adolescent and impacts negatively a student-athlete's ability to perform. Therefore:

- The possession, sale or use of alcohol, tobacco products, any nicotine-containing products, and vaping of any substance, illegal drugs (including but not limited to marijuana, cocaine, synthetic marijuana, bath salts, heroine, LSD, steroids or any other drug with the potential to cause impairment to the student-athletes' health and performance) or the unauthorized use of prescription or nonprescription drugs/inhalants is strictly prohibited on or off school grounds.
- Under no circumstances, is a student-athlete of the Remsen Central School District allowed to consume alcohol or use/abuse drugs at any time.
- Student-athletes who violate this regulation are subject to consequences including the potential to lose all honors, privileges and awards.
- Any student athletes who are in attendance at a gathering/party where there is underage alcohol use, tobacco use, or drug use shall physically leave and report any safety concerns to an adult. Student athletes who fail to leave or report safety concerns will face a minimum of a one-game suspension and/or be subject to the "Penalties for Athletic Code Infractions".

E. Additional Infractions

Additional Infractions shall include, but not be limited to, the following:

- Destroying or defacing school property (home & away).
- The stealing of school property.
- Disrespect to the coach, game officials or spectators which constitute immediate attention to disciplinary action.
- Fights that are a result of the student's action, during a game or practice.
- Members of District athletic teams are, in fact, representatives of the District and are expected to conduct themselves properly at all times, whether or not they are engaging in school-related activities and whether or not they are on school grounds. Team members who engage in violent or disruptive acts or engage in destruction of private property which occur off school grounds may be subject to disciplinary action up to and including dismissal from the team in accordance with the Athletic Code and the Code of Conduct.

Penalties for Athletic Code Infractions

Should an infraction take place during school hours or at any school sponsored event, the penalties outline below will be applied concurrently with and/or in addition to any school or district penalties prescribed by the District Code of Conduct.

The following three levels of consequences for infractions of the athletic code will apply to student-athletes in grades 7-12:

The penalty for a first infraction shall be suspension from athletics for 50% of the current season. If less than 50% of the season remains, then the starting date will be after the first half of the next sports season. A student that receives an athletic suspension will be required to attend and observe all practices and games, but will not be allowed to wear their uniform. A second infraction during any future sport season shall result in removal from athletics for the remainder of that season plus the next athletic season. A third infraction will result in dismissal from extracurricular athletics for the remainder of the student's high school career.

The Remsen Central School District reserves the right to impose a stricter penalty based on the severity and nature of the infraction.

Appeal

Appeal Process:

- An athlete suspended from participation, as well as the parent/legal guardian of the suspended athlete, may appeal the suspension to athletic committee.
- Student-athletes will not compete in any contests during the appeal process.
- The appeal must be in writing.
- The appeal must be submitted to the athletic director or high school principal within five days of their notification of the suspension.
- The written appeal must contain exact reasons and details why the suspension is being appealed.
- The review board will consider the matter and meet with the student if deemed appropriate.
- The committee's decision on the appeal is final.

A student-athlete may appeal a disciplinary action caused by an infraction that may result in temporary or permanent suspension from athletics by appealing first to the Athletic Director and Jr./Sr. HS Principal, second to the Superintendent of Schools, and lastly to the Board of Education.

Self-Reporting of Alcohol or Substance Use/Abuse

When a student who confidentially self-reports to a Remsen Central School staff member, coach, or administrator that they violated the Athletic Code by being involved in alcohol or substance use/abuse will be:

- Granted a one-time confidential waiver of athletic consequences provided that the student does not attempt to abuse or manipulate this support to avoid immediate consequences.
- Recommended to attend substance abuse counseling.
- Allowed to continue participating as a student-athlete, provided that the determination is made that continued participation is not a health risk to the individual or a safety risk to other athletes or to coaches.
- Should the violation of alcohol or substance use/abuse be repeated, the student shall be subject to disciplinary action as outlined in Penalties for Athletic Code Infractions.

Reporting Student Athlete Violations

The following persons are required to report alleged athletic code violations that they have personally witnessed to the student-athlete's coach, athletic director, or principal.

- Any RCS employee or School Board member.
- Any adult acting as a chaperone.
- Any adult assisting with a school activity at the request of a district employee.
- Any law enforcement agency or officer.
- Any parent or legal guardian of the student-athlete involved.

Athletic code violations personally witnessed by the aforementioned shall be investigated by the student-athlete's principal and the athletic director.

Reports of alleged violations by persons other than the aforementioned may be investigated by school administration, provided the administration believes that the evidence warrants such an investigation.

Dual Participation

The Center State Conference allows for dual participation throughout the year, provided parental consent. Per Section III policy, indoor track athletes are not allowed to compete in more than one sport during the winter season.

In order to allow for adequate preparation and conditioning, the following guidelines must be met during participation.

1. At the beginning of each sport season the athlete must declare his/her primary sport of participation. The athlete must be committed to attend all practices and contests of such declared sport.
2. If scheduling of practices and contests allows such athlete to practice and meet the commitments of the declared sport then the athlete may also be allowed to participate in additional contests for a second declared sport.
3. The athlete must notify the respective coaches in advance of any scheduling conflicts.
4. The athlete must remain off the ineligibility list for the period of his/her sports season(s). If a student who participates in two sports is on the ineligibility list, they will need to reduce their participation to just their primary sport for the duration of the ineligibility period.

Combination Participation

Combination/Participation in Athletics with Surrounding Districts

In the past, there have been student-athletes who have participated in activities that are not offered through Remsen Central School. Combinations between school districts fall under the guidelines of Section 3 and the NYSPHSAA. If a student-athlete has interest in participating in these sanctioned sports, they must make the Athletic Director aware of their intention to participate in a sport where a combination is necessary with another school district by the following dates:

Fall Sports – May 15

Winter Sports – September 30

Spring Sports – January 15

Pre-Requisites for Participation in Athletics

PRIOR TO THE FIRST PRACTICE ALL ATHLETES MUST:

Submit the **Athletic Participation Permission Form** to the athletic director, signed by the athlete and a parent/guardian.

Submit the **Emergency Form** to the school nurse, signed by the student's parent/guardian.

Have on record a **current physical exam** on file in the nurse's office. "Current" means within the past calendar year of the first practice date for that sports season.

Submit the **Interval Health History form** to the school nurse, signed by the student's parent/guardian.

*****IMPORTANT*****

**ALL FORMS LISTED ABOVE ARE MANDATORY AND MUST BE TURNED IN BEFORE THE SEASON BEGINS. STUDENT-ATHLETES WILL NOT BE ALLOWED TO PARTICIPATE IN PRACTICES OR CONTESTS UNTIL ALL FORMS ARE COMPLETED, SIGNED, AND RETURNED.
THANK YOU!**



Soar to Success

APPENDIX A

PERMISSION FORM TO DISCONTINUE ATHLETIC PARTICIPATION

INSTRUCTIONS: It is understood that the coach's signature below indicates that a coach/student-athlete discussion regarding the decision to discontinue the program has taken place prior to the parent and Athletic Director signatures. Signatures are to be obtained in the order requested on this form. Student athletes are required to continue to attend their scheduled practices until instructed by the coach or Athletic Director.

Step 1 - STUDENT INPUT: Please state the reason for discontinuation of the current sport being played

_____ Student-Athlete's Name	_____ Student-Athlete's Signature	_____ Date
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Sport & Level

Step 2 - COACH INPUT: Please place a check beside one of the statements and add comments

I approve I disapprove - of the athlete's request to discontinue playing the sport.

COMMENTS:

_____ Coach's Printed Name	_____ Coach's Signature	_____ Date
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Step 3: PARENT INPUT: Please place a check beside one of the statements and add comments.

I approve I disapprove -- of the athlete's request to discontinue playing the sport.

COMMENTS:

_____ Parent's Printed Name	_____ Parent's Signature	_____ Date
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Step 4: ATHLETIC DIRECTOR INPUT

I approve I disapprove -- of the athlete's request to discontinue playing the sport

Student's uniform and equipment have been turned in

Athletic Director's Signature

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Interval Health History Sheet

Prior to the start of the athletic season, all student-athlete's parents must complete the required NYSED Interval Health History Form.

Sample Recommended NYSED Interval Health History for Athletics—Two Page Form
Both pages must be completed.

Student Name:	DOB:
School Name:	Age:
Grade (check): <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	Level (check): <input type="checkbox"/> Modified <input type="checkbox"/> Fresh <input type="checkbox"/> JV <input type="checkbox"/> Varsity
Sport:	Limitations: <input type="checkbox"/> Yes <input type="checkbox"/> No
Date of last health exam:	Date form completed:

Health History to Be Completed by Parent/Guardian, Provide Details to Any Yes Answers on Back.
Medicines needed at practice and/or athletic event require the proper paperwork, contact school with questions.

Has/Does your child:		
General Health Concerns	No	Yes
1. Ever been restricted by a health care provider from sports participation for any reason?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have an ongoing medical condition? <input type="checkbox"/> Asthma <input type="checkbox"/> Diabetes <input type="checkbox"/> Seizures <input type="checkbox"/> Sickle Cell trait or disease <input type="checkbox"/> Other		
3. Ever had surgery?	<input type="checkbox"/>	<input type="checkbox"/>
4. Ever spent the night in a hospital?	<input type="checkbox"/>	<input type="checkbox"/>
5. Been diagnosed with Mononucleosis within the last month?	<input type="checkbox"/>	<input type="checkbox"/>
6. Have only one functioning kidney?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have a bleeding disorder?	<input type="checkbox"/>	<input type="checkbox"/>
8. Have any problems with his/her hearing or wears hearing aid(s)?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have any problems with his/her vision or has vision in only one eye?	<input type="checkbox"/>	<input type="checkbox"/>
10. Wear glasses or contacts?	<input type="checkbox"/>	<input type="checkbox"/>
Allergies		
11. Have a life-threatening allergy? Check any that apply: <input type="checkbox"/> Food <input type="checkbox"/> Insect Bite <input type="checkbox"/> Latex <input type="checkbox"/> Medicine <input type="checkbox"/> Pollen <input type="checkbox"/> Other		
12. Carry an epinephrine auto-injector?	<input type="checkbox"/>	<input type="checkbox"/>
Breathing (Respiratory) Health		
	No	Yes
13. Ever complained of getting more tired or short of breath than his/her friends during exercise?	<input type="checkbox"/>	<input type="checkbox"/>
14. Wheeze or cough frequently during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
15. Ever been told by a health care provider they have asthma?	<input type="checkbox"/>	<input type="checkbox"/>
16. Use or carry an inhaler or nebulizer?	<input type="checkbox"/>	<input type="checkbox"/>

Has/Does your child:		
Concussion/ Head Injury History	No	Yes
17. Ever had a hit to the head that caused headache, dizziness, nausea, confusion, or been told he/she had a concussion?	<input type="checkbox"/>	<input type="checkbox"/>
18. Ever had a head injury or concussion?	<input type="checkbox"/>	<input type="checkbox"/>
19. Ever had headaches with exercise?	<input type="checkbox"/>	<input type="checkbox"/>
20. Ever had any unexplained seizures?	<input type="checkbox"/>	<input type="checkbox"/>
21. Currently receive treatment for a seizure disorder or epilepsy?	<input type="checkbox"/>	<input type="checkbox"/>
Devices/Accommodations		
	No	Yes
22. Use a brace, orthotic, or other device?	<input type="checkbox"/>	<input type="checkbox"/>
23. Have any special devices or prostheses (Insulin pump, glucose sensor, ostomy bag, etc.)? If yes, there may be need for another required form to be filled out.	<input type="checkbox"/>	<input type="checkbox"/>
24. Wear protective eyewear, such as goggles or a face shield?	<input type="checkbox"/>	<input type="checkbox"/>
Family History		
	No	Yes
25. Have any relative who's been diagnosed with a heart condition, such as a murmur, developed hypertrophic cardiomyopathy, Marfan Syndrome, Brugada Syndrome, right ventricular cardiomyopathy, long QT or short QT syndrome, or catecholaminergic polymorphic ventricular tachycardia?	<input type="checkbox"/>	<input type="checkbox"/>
Females Only		
	No	Yes
26. Begun having her period?	<input type="checkbox"/>	<input type="checkbox"/>
27. Age periods began:		
28. Have regular periods?	<input type="checkbox"/>	<input type="checkbox"/>
29. Date of last menstrual period:		
Males Only		
	No	Yes
30. Have only one testicle?	<input type="checkbox"/>	<input type="checkbox"/>
31. Have groin pain or a bulge or hernia in the groin?	<input type="checkbox"/>	<input type="checkbox"/>

Sample Recommended NYSED Interval Health History for Athletics – Page 2

Student Name: _____

School Name: _____

DOB: _____

Has/Does your child:

Heart Health	No	Yes
32. Ever passed out during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
33. Ever complained of light headedness or dizziness during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
34. Ever complained of chest pain, lightness or pressure during or after exercise?	<input type="checkbox"/>	<input type="checkbox"/>
35. Ever complained of fluttering in their chest, skipped beats, or their heart racing, or does he/she have a pacemaker?	<input type="checkbox"/>	<input type="checkbox"/>
36. Ever had a test by a health care provider for his/her heart (e.g. EKG, echocardiogram stress test)?	<input type="checkbox"/>	<input type="checkbox"/>
37. Ever been told they have a heart condition or problem by a health care provider? If so, check all that apply:		
<input type="checkbox"/> Heart infection <input type="checkbox"/> Heart Murmur <input type="checkbox"/> High Blood Pressure <input type="checkbox"/> Low Blood Pressure <input type="checkbox"/> High Cholesterol <input type="checkbox"/> Kawasaki Disease <input type="checkbox"/> Other: _____		
Injury History	No	Yes
38. Ever been diagnosed with a stress fracture?	<input type="checkbox"/>	<input type="checkbox"/>

Has/Does your child:

Injury History continued	No	Yes
39. Ever been unable to move his/her arms and legs, or had tingling, numbness, or weakness after being hit or falling?	<input type="checkbox"/>	<input type="checkbox"/>
40. Ever had an injury, pain, or swelling of joint that caused him/her to miss practice or a game?	<input type="checkbox"/>	<input type="checkbox"/>
41. Have a bone, muscle, or joint injury that bothers him/her?	<input type="checkbox"/>	<input type="checkbox"/>
42. Have joints become painful, swollen, warm, or red with use?	<input type="checkbox"/>	<input type="checkbox"/>
Skin Health	No	Yes
43. Currently have any rashes, pressure sores, or other skin problems?	<input type="checkbox"/>	<input type="checkbox"/>
44. Have had a herpes or MRSA skin infections?	<input type="checkbox"/>	<input type="checkbox"/>
Stomach Health	No	Yes
45. Ever become ill while exercising in hot weather?	<input type="checkbox"/>	<input type="checkbox"/>
46. Have a special diet or need to avoid certain foods?	<input type="checkbox"/>	<input type="checkbox"/>
47. Have to worry about his/her weight?	<input type="checkbox"/>	<input type="checkbox"/>
48. Have stomach problems?	<input type="checkbox"/>	<input type="checkbox"/>
49. Ever had an eating disorder?	<input type="checkbox"/>	<input type="checkbox"/>

COVID-19 Information

	No	Yes
50. Has your child ever tested positive for COVID-19?	<input type="checkbox"/>	<input type="checkbox"/>
51. Was your child symptomatic?	<input type="checkbox"/>	<input type="checkbox"/>
52. Did your child see a healthcare provider (HCP) for their COVID-19 symptoms?	<input type="checkbox"/>	<input type="checkbox"/>
53. Did your child have any cardiac symptoms (new fast or slow heart rate, chest tightness or pain, blood pressure changes, or HCP diagnosed cardiac condition)? If yes, please provide additional information.	<input type="checkbox"/>	<input type="checkbox"/>
54. Was your child hospitalized? If yes, provide date(s)?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, was your child diagnosed with Multisystem Inflammatory syndrome (MISC)?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, is your child under a HCP's care for this?	<input type="checkbox"/>	<input type="checkbox"/>

Please explain fully any question you answered yes to in the space below, include dates if known. Use additional pages if necessary.

Parent/Guardian Signature: _____ Date: _____

ATHLETIC PARTICIPATION PERMISSION FORM

To the Remsen Athletic Director:

I have read the Athletic Code of Conduct of the Remsen Central School District. I understand the provisions as stated, and agree to abide by these provisions while a member of any team.

Student's Name

Student's Signature

I have read the Athletic Code of Conduct of Remsen Central School District. I have reviewed it with my son/daughter. I agree to cooperate with Remsen Central School in enforcing this code as it applies to him/her and to myself and our family as responsible spectators. I give my permission for him/her to participate in the stated sport, subject to the standards and provisions stated.

Primary Sport: _____

Secondary Sport: _____ (if played during same season)

Parent or Legal Guardian Signature

Date

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EMERGENCY FORM

Name of Student: _____

Age: _____ Grade: _____ Date of Birth: _____

Home Address: _____

Parent(s) Name: _____

Time of this activity: _____

Phone Number(s): _____

If a parent is not available, name of alternate person to contact in case of an emergency?

Phone Number(s): _____

Does your child have any allergies? _____

Does your child have any history of medical problems in which a teacher, ambulance attendant or hospital personnel should be aware of during an emergency?

Has your child been seen by a Dr. or under Dr.'s care for any medical reason (injury, etc.) since the end of the last sport season? _____

If so, when _____; For what reason? _____

Has he / she been released by the Dr. to play sports? ___ Yes ___ No

I authorize the coach in charge of this activity to have my child transported to the nearest hospital, if not in the Utica area. If in the Utica area, I would like my child transported to _____ Hospital.

Signature of Parent: _____ Date: _____

REMSEN CENTRAL SCHOOL

District-Wide School Safety Plan
2022-2023



*Commissioner's Regulation 155.17
Education Law 2801-a*

Community/Public Hearing: June 14, 2022
Public Comment Period: June 10, 2022 through July 12, 2022
BOE Adopted _____, 2022

Soar to Success

ENC 2.3

Remsen Central School District

District-wide School Safety Plan

Commissioner's Regulation 155.17

Education Law 2801-a

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Remsen Central School District supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

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Section I

General Considerations and Planning Guidelines

A. Purpose

The Remsen Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Remsen Central School District Board of Education, the Superintendent of Remsen Central School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of Safety Teams

The Remsen Central School District has appointed a District-wide School Safety Team that includes, but is not limited to, representatives of: School Board, students, teachers, administrators, parent organizations, school safety/law enforcement personnel, and, other school personnel. The members of the team and their positions or affiliations are as follows:

Members Name	Title
Timothy Jenny	Superintendent/Chief Emergency Officer/Parent
John McKeown	Business Administrator
Mary Lou Allen	Board of Education Member
Sanya Pelrah	Jr./Sr. High School Principal
Gary Winghart	Elementary Principal/Parent
Kevin Roberts	Head of Facilities
Adam DeGracc	Bus Dispatcher
Brad Tyson	Remsen Vol. Fireman and Custodian/Parent
Beth Lamphere	Oneida County School Patrol Officer/Grandparent
Dan O'Bryan	High School Teacher
Kelly Runninger	Elementary Teacher
Abby Barton	Student Representative (HS Student Council President)
Dale Dening	Athletic Director/Teacher/Parent
Kathleen Nebush	High School Counselor
Erika Kistowski	Elementary Counselor
Fay Harper	District Psychologist and CSE Director/Parent
Eiliccn Hamlin	High School Nurse
Autumn Fasolino	Elementary Nurse
Michael Colangelo	BOCES Safety Office

C. Identification of the Chief Emergency Officer (CEO)

The Remsen Central School District has appointed Timothy Jenny as the Chief Emergency Officer. The Board of Education appointed Timothy Jenny as Chief Emergency Officer on October 13, 2020.

The responsibilities of the CEO include, but not be limited to:

- a) Coordination of the communication between school staff, law enforcement, and other first responders;
- b) Lead the efforts of the District-Wide Safety Team in the completion and yearly update of the District-Wide School Safety Plan, by September 15th and the coordination of the District-Wide Plan with the Building-Level Emergency Response Plans;
- c) Ensure staff understanding of the District-Wide School Safety Plan;
- d) Ensure the completion and yearly update of Building-Level Emergency Response Plans for each school building by the dates designated by the Commissioner;
- e) Assist in the selection of security related technology and development of procedures for the use of such technology;
- f) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan by September 15th annually;

g) Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law Section 807.

D. Concept of Operations

General protocols reflected in the District-wide School Safety Plan guide the development and implementation of the Building Safety Plans. The District-wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.

In developing the district-wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The Remsen Central Schools are an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Level Emergency Response Team.

Upon activation of the Building Level Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

Full Emergency response actions, including Crisis Response, may be supplemented by involving County and State resources through established protocols.

E. Plan Review and Public Comment

Pursuant to Commissioner’s Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and no later than October 1st of each year. In addition, the Building Safety Plans will be sent to the New York State Police and Oneida County Sheriff’s Office.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available on the district website.

Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of the law, in accordance with Education Law Section 2801-a. Building-Level Emergency Response Plans will be provided to the New York State Police and Oneida County Sheriff’s Office within 30 days of adoption and no later than October 1st of each year.

Task	Date(s)
District-Wide Safety Team annual review date	06/08/2022
District-Wide School Safety Plan – Public comment period (began & ended)	06/10/2022 through 07/12/2022
Public Hearing	06/14/2022
District-Wide School Safety Plan approved by Board	/ /2022
District-Wide School Safety Plan posted to website	/ /2022
URL of District-Wide School Safety Plan verified	/ /2022

Section II

Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event. This section will identify specific prevention and risk reduction strategies that have been implemented within the District. Many of these components serve as both prevention and risk reduction tools.

Program Initiatives

The Remsen Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Remsen school community.

The District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior.

The following is a partial list of such initiatives:

- Schedule and practice various emergency drills, lock down drills, bus drills and go home early drills while educating students on the same
- Welcome Back Night for all students and parents including food and fun
- Kindergarten Kick Start Summer Camp
- 6th Grade Orientation to the HS
- Dignity for All Students Act Coordinators in both buildings
- Health and Wellness Team: Cabin Fever Events, Health Initiatives, Eat Smart Program facilitation, grant writing to encourage health and wellness (Disc Golf Course)
- Announcements/programs to promote kindness and hard work
- Certified School Psychologist shared with both buildings
- Certified School Counselors in both buildings
- Certified Social Worker shared with both buildings
- School Climate Survey for staff, students, and parents
- Parent/Guardian Communication Survey
- District-wide Code of Conduct: includes expectations for appropriate behaviors and consequences for inappropriate behaviors.
- Athletic Code of Conduct: includes expectations for appropriate behaviors and consequences for inappropriate behaviors for student athletes and spectators.
- School Patrol Officer
- Staff Training on Emergency Response Planning at the beginning of each school year
- Fire Prevention Sessions, including pre-K trip to firehouse
- Elementary Evenings of Excellence
- HS Academic Awards Ceremonies
- Assemblies to promote positive, safe, health, school environment
- ParentSquare Parent/Staff Communication Platform
- Olympic Day
- Daily Announcements to promote school safety and security
- Athletic Events and Awards
- Before and After School Programs

- 4:00 PM and 5:30 PM Late Buses to ensure equal access to after school opportunities
- Clubs and Extracurricular Groups
- Concerts, Plays, Art Shows
- Science Fairs
- Parent-teacher conferences
- School Bus Safety and Scenarios, Bus Evacuation Drills
- Career Days
- Counseling Support Sessions (individual and group)
- Classroom Guidance Lessons
- Community Service Activities (examples: leaf raking and Remsen community garbage pick up day)

The District encourages all divisions to develop strategies that support a positive, safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

Training, Drills, and Exercises

Remsen Central School District will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. To comply with Education Law §807, each school must conduct 4 lock-down and 8 evacuation drills (12 drills total) each year. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training for various types of hazards will be conducted for staff and students on selected response protocols including: Shelter-In-Place; Hold-In-Place, Evacuation, Lockout, and Lockdown. This training will identify various types of hazards that could occur, response actions that should be employed, as well as training on violence prevention and mental health. Students should be informed, in a non-traumatizing way, about different types of responses that can be used. This type of training will be conducted before September 15th annually, new employees will be trained within 30 days of hire.

To prepare for emergencies, faculty, staff and students will practice the following:

- Fire Drills
- Bus Evacuation Drills
- Go Home Early Evacuation Drills
- Shelter-in-Place, Hold-in-Place, Lockout, and Lockdown Drills (SHELL)
- Evacuation to Alternate Site Drills

Each drill/exercise will be followed with a debrief session for all staff involved and suggestions/recommendations that will improve response actions and protocols in the future.

Additional drills will be held during summer school, if summer school is being conducted with one of the drills completed during the first week of summer school.

In addition, Early Dismissal Drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.

By October 1st of each year, written information regarding emergency procedures will be given to students and staff.

Faculty and staff prepare to prevent and intervene in emergencies by: Receiving in-service on Emergency Management, Blood-Borne Pathogens, “Right to Know”, Sexual Harassment, Mental Health, and DASA in addition to in-service on Building-Level Emergency Response Plans

The emergency back-up lighting is also tested annually and all systems verified functional without electricity.

Implementation of School Security

Routine Precautions by all staff

All staff are expected to immediately report to their building principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

Limited Access

All building access points are to remain locked at all times during the regular school day after morning student arrival and will be monitored and controlled by a main office staff member (using a camera/door buzzer/intercom visitor access control system) to screen and approve access into the buildings. Entrances used for students and staff during morning student arrival at both buildings will be monitored by Remsen Central School District staff. Any access door that may need to remain unlocked during a portion of the school day for any reason should be directly monitored for the time that it must remain unlocked.

Throughout the buildings, there is considerable video surveillance, which main office staff can view in real time. In addition, Remsen Central School contracts with Oneida County through the Sheriff's department for the services of a School Patrol Officer.

The District utilizes a keyless entry/electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also automatically unlocks and locks specific entrances to accommodate normal arrival, dismissal and after school activities.

Staff Photo Identification Badges

All employees are issued photo identification badges that are to be displayed at all times while on District property to assist visitors, students and staff in identifying employees as well as possible intruders.

Visitor policy

Anyone visiting the school during the time school is in session must sign in and obtain a visitor's badge. The main office staff will also call ahead to the visitor's destination to determine the legitimacy of the visitor in the building and may be asked to escort certain persons to their destination.

Policy 1002 Visitors to Schools, will provide the detail related to how visitors are handled at each building. Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to a subject's business or contact their school's main office immediately.

All visitors are required to report to the main office upon entry into the building. Visitors will sign-in and be issued a visitor badge, which must be visible at all times. Visitors are required to sign in and out where they first entered the building.

Student Sign-Out Procedures

Remsen Central School is diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within Schooltool. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

Video Surveillance

A digital video surveillance system is in service at Remsen Central School District to assist in monitoring, deterring and recording activity in all school areas.

Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service at the District. These alarms and fire response procedures are tested regularly, consistent with New York State Education Department regulations.

Mass Communication System (ParentSquare)

The School District utilizes the ParentSquare mass communication system capable of making emergency notifications to all or a portion of the school community.

School Patrol Officers

The District contracts with the Oneida County Sheriff Department to provide School Patrol Officers on campus during the school day (Appendix B).

Random Drug Sniffing Canine Search

The District may occasionally conduct canine searches throughout the school year.

Vital Educational Agency Information

The District maintains general information regarding each educational agency located in the school district, including information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

OHM BOCES School Safety Assessments

School safety assessments provide strategic evaluation and facilities audit information to identify emerging and potential school safety problems.

B. Early Detection of Potentially Violent Behaviors

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, district-wide newsletters, and the district website.

Students, parents, and all staff are encouraged to maintain an open line of communication for the purposes of reporting potentially violent behaviors that come to an individual's attention through direct knowledge, rumor, or written/oral/electronic communication and to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond Remsen Central School District personnel to include members of the District's Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

- Students that are demonstrating behaviors that could harm themselves or others are referred for an immediate "Risk Assessment" with the district's school psychologist and/or counselors/social worker.
- Students who are demonstrating low to moderate risk behaviors are referred to school counselors for intervention.
- Students who are demonstrating high risk behaviors are referred for immediate services through outside agencies. The district may contact the Mobile Crisis Assessment Team for a higher level of assessment and intervention.
- Law enforcement is contacted for students who are demonstrating the highest risk of self-harm or harm to others and are in an immediate crisis situation. Students in immediate crisis situations may be transported via

police vehicle or ambulance for mental health evaluation at a hospital. The district may contact the Mobile Crisis Assessment Team for a higher level of assessment and intervention.

Strategies for Improving Communication Among Students and Between Students and Staff and Reporting of Potentially Violent Incidents

The District recognizes the importance of good communication among students and between students and staff. All parties are encouraged to strive for improvement at all times. Sharing information is the first line of defense in keeping students safe. It is vital that students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire District’s community.

Short term and long-term strategies to bettering communication and preventing violence at the District include:

- Set clear expectations for students and communicate these standards to students, staff and parents. (Code of Conduct)
- Pay attention to what students are saying
- Encourage communication among parents, student, staff and community members
- Train staff to listen and question effectively
- Institute programs, initiatives and community service for students to promote character development.

C. Hazard Identification

The list of sites of potential emergency include: main school district buildings, playground areas, properties adjacent to the district, on and off-site athletic fields, buses, and off-site field trips.

Multi-Hazard List

Hazard Category	Type
Civil Disturbance	Violence/Threats of Violence, Bomb Threat, Intruder Alert, Hostage Taking, Kidnapping, Physical Assault or Threat, Cyber Attack
Environmental Emergency	Flood, Hazardous Materials Incident, Snow/Ice Storm, Tornado Warning, Thunder/Lightning Storm, Wind Storm, Fire, Explosion, Gas Leak, Dam Failure, Wild Animal Threat
Building Failure	Water/Power Failure, System Failure, Structural Failure
Medical Emergency	Sick/Injured Person, School Bus/Car Accident, Mass Illness/Epidemic, Influenza Pandemic, Pandemic

D. Construction and Capital Project Safety

The District will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District Safety Team, or a subcommittee thereof, may be involved in monitoring safety during construction projects as needed. The team may include, but is not limited to: the Superintendent, Head of Facilities, members of the OHM BOCES Safety Office, Business Administrator, principal, architect, construction manager, and contractors. The team will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

Section III

General Emergency Response Planning and Response to Threats and Acts of Violence

A. Notification and Activation (Internal and External Communications)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established through the participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plans. Internal communication is also of prime importance and will be specifically defined in each Building-Level Emergency Response Plan.

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. Remsen Central School maintains a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The process for notifications of a disaster or an act of violence include the following possible forms of communication: ParentSquare Alert, telephone, e-mail, district portable radio system, Remsen Central School District website, intercom or PA system, local media, and others as appropriate or necessary.

The plans may specify that in the event of an emergency, or impending emergency, Remsen Central School District will notify all principals/designees within the district to take the appropriate action.

The District may utilize the resources of the Oneida County Emergency 911 Center and/or ParentSquare Alert System to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The district may also use local media in some instances or post information on the district website

B. Situational Responses

Multi-Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified and standard response procedures are detailed in the Building-Level Emergency Response Plans; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life. In the event that the following response actions: emergency closing, early dismissal, evacuation, shelter-in-place, lockdown, lockout are activated, the following actions will be implemented. For example: a response protocol could include the following steps:

1. Assess the situation – Incident Commander/Designee
2. Response Action Implementation
3. Notification of Parents/Guardians
4. Recovery

5. Evaluation

Each Building-Level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-Level Safety Plan.

The building principal is designated as the person in charge – the Incident Commander – during the initial response to any emergency at their respective school building. The principal will provide leadership, organize activities and disseminate information with the assistance of the Building Level Emergency Response Team and the District-wide Emergency Response Team, if needed. If the principal is unavailable, or not on site, the Designated Alternate will act in their absence with the same authority and responsibility.

The Superintendent of Schools is designated as the Chief Emergency Officer and Incident Commander during the initial response to any emergency at the District. The Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Emergency Response Team(s). If the Superintendent is unavailable or not on site, a Designated Alternate will act in their absence with the same authority and responsibility.

Response Protocols

The District's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-Level Safety Plans. The following possible protocols are provided as examples:

- Identification of decision-makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

In most instances where this level of school response is warranted, the District will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate objective is generally to contain and manage the incident until the emergency responders arrive on scene.

By contacting Oneida County 911, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

Responses to Acts of Violence: Implied or Direct Threats Including Threats by Students Against Themselves, to Include Threats of Suicide

Implied or direct threats by students, staff, or visitors will be reported immediately to the building principal and superintendent or their designees, who will determine the level of threat and respond accordingly. The District's policies and procedures for responding to implied or direct threats of violence will be included in the Building-level Safety Plans.

The following types of procedure(s) may be used:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Enlist assistance of School Patrol Officer and/or contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence

Acts of violence committed by students, staff, or visitors to the school will not be tolerated. When an act of violence occurs, it will be reported immediately to the building principal and superintendent, or their designees. The District's policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. The following types of procedure(s) could be used by the district:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Staff and Students are asked to inform Building Principal/Superintendent.
- If necessary, initiate a response procedure (Hold-In-Place, Lockout and/or Lockdown), and contact appropriate emergency response agencies.
- Enlist assistance of School Patrol Officer and/or contact appropriate law enforcement agency, if necessary.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Keep parents/guardians informed

Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

The District requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented. With the realization that employees and students may otherwise be reluctant to come forward, all must maintain confidentiality. Incidents will be reported as follows:

- The school Building Principal or designee will be responsible for receiving and responding to all incident reports including anonymous reports.
- Information on the reporting process for students and staff will be provided as part of the violence prevention training program.

Reporting

- Once an incident has been reported, and depending on its severity, the School Building Principal or Designee will assume responsibility as the Incident Commander, and take the following steps:
- Report it to the Police if necessary;
- Secure the area where the disturbance has occurred;
- Ensure the physical safety/medical management of students/staff remaining in the area;
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised;
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain; if necessary, evacuate or shelter as per the Building-Level Emergency Response Plans;
- Provide notification to the Superintendent;
- Provide incident debriefing to students and staff as needed;
- Notify parents

Investigation

After the incident has occurred, a detailed investigation should be conducted and shared with the District Safety Team to focus on facts that may prevent recurrence, not find fault. The team conducting the investigation will:

- Collect facts on how the incident occurred;
- Record information;
- Identify contributing causes;
- Recommend corrective action;
- Encourage appropriate follow-up and
- Consider changes in controls, policy and/or procedures

Follow-up

The District recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act will be

provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation

The Emergency Response Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals may be utilized from local law enforcement and the BOCES Safety Office, etc., as necessary.

Disciplinary Measures

The Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct

The District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which is communicated to all students/staff and parents, serves as a major component of violence prevention. The Code of Conduct is reviewed annually and revised as necessary to reflect changes in school policies and procedures. The Code of Conduct is available on our website at Remsencsd.org.

Arrangements for Obtaining Emergency Assistance from Local Government

The Building Principal, the superintendent, or designee will make communication with emergency services and/or local government agencies when necessary.

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 911 immediately. Additional support can be obtained by contacting the New York State Police, the Oneida County Sheriff's Department, the Remsen Volunteer Fire Department, the Remsen Town Supervisor, the Remsen Town Highway Superintendent, the Remsen Village Mayor, and the OHM BOCES Safety Office.

Procedures for Obtaining Advice and Assistance from Local Government Officials

See Above

District Resources Available for Use in an Emergency

Any and all district resources will be available in the event of an emergency. Specific district resources which may be available during an emergency include all of our facilities, our buses, other vehicles and trucks. We may also contact the Town Highway Department for access to heavy equipment and other resources.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

Remsen Central Schools will use the Incident Command System to coordinate the use of school district resources and manpower during emergencies.

Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be included in Building-level Emergency Response Plans: School Cancellation, Early Dismissal, Shelter-in-Place, Hold-in-Place, Emergency Evacuation, Lockout, and Lockdown.

School Cancellation

The cancellation or delay of District educational programs shall be made by the Superintendent or his designee.
Monitor any situation that may warrant a school cancellation
Make determination
Contact local media.

Early Dismissal

Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (example: impending blizzard). The decision to dismiss early shall be made by the Superintendent or his designee. Parents/guardians will be notified through various communication platforms.

Monitor situation

If conditions warrant, close school

Contact Transportation Supervisor to arrange transportation.

Contact local media to inform parents of early dismissal

Set up an information center so that parents may make inquiries as to the situation.

Retain appropriate district personnel until all students have been returned home.

Shelter-In-Place (Used to Shelter Students and Staff Inside the Building)

Sheltering will be implemented if conditions inside the building are safer for students and staff (example: tornado warning). The decision to shelter on site will be made by the Building Principal or designee. If the sheltering period is to extend to more than a few hours, arrangements to meet basic human needs will be accounted for.

Determine the level of threat

Determine location of sheltering depending on nature of incident.

Account for all students and staff. Report any missing staff or students to designee.

Determine other occupants in the building.

Make appropriate arrangements for human needs.

Take appropriate safety precautions.

Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.

Retain appropriate district personnel until all students have been returned home.

Hold-In-Place (Used to limit movement of students and staff while dealing with short term emergencies)

Hold in place will be implemented if conditions exist in the building to keep students and staff where they are (example: medical emergency/injury). The decision to hold in place will be made by the Building Principal or designee.

Emergency Evacuation

Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (example: hazardous materials spill). The decision to evacuate will be made by the Principal or designee. Students and staff will be accounted for. In some cases, students and staff will be taken to an alternate location (another building on campus or off site).

Determine the level of threat

Contact Transportation Supervisor to arrange transportation

Clear all evacuation routes and sites prior to evacuation.

Evacuate all staff and students to pre-arranged evacuation sites.

Account for all student and staff population. Report any missing staff or students to Building Principals.

Make determination regarding early dismissal

If determination was made to dismiss early, contact local media to inform parents of early dismissal

Ensure adult supervision or continued school supervision/security.

Set up an information center so that parents may make inquires as to the situation.

Retain appropriate district personnel until all students have been returned home.

Lockout (Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school)

A lockout will be implemented if there is a threat that exists outside of the building or vicinity (example: robbery in progress near the school district). The decision to implement a lockout will be made by the Principal or designee.

Lockdown (Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school)

A lockdown will be implemented if there is a threat inside of the building. The decision to implement a lockdown will be made by the Building Principal or designee.

Terrorist Threats and Activities

In the event of terrorist threats or activities, the Building Principal shall be instructed by the Superintendent or his designee to follow the recommended actions outlined by NYS Homeland Security. The actions recommended are based on the level of alert declared by the State and Federal governments.

National Terrorism Advisory System (NTAS)

NTAS advisories, whether they be Alerts or Bulletins, encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin: Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert: Warns of a credible terrorism threat against the United States.

Imminent Threat Alert: Warns of a credible, specific, and impending terrorism threat against the United States. Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The *If You See Something, Say Something* campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terrorist activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Section IV

Recovery

A. District Support for Buildings

After an incident, the District Crisis Plan will be initiated by the appropriate level Emergency Response Team. Necessary resources will be deployed in order to support the Emergency Response Teams and the post-incident response teams in the affected school(s).

B. Disaster Mental Health Services

The Building-Level Emergency Response Team will designate the Post-Incident Response Team in each school building to respond in crisis situations and help provide disaster mental health services. Mental health services and additional resources needed will be supported by the District Crisis Plan, counselors, the social worker, and appropriate outside agencies as necessary.

Appendix A

Remsen Central School District Communicable Disease Public Health Emergency Continuation of Operations Plan

Introduction

In accordance with New York Education Law § 2801-a(2)(m) and New York Labor Law § 27-c, the Remsen Central School District prepared this Communicable Disease Public Health Emergency Continuation of Operations Plan to guide District employees and the community in preparation for and in response to a declared public health emergency involving a communicable disease. Once approved, the District-Wide School Safety Plan will be amended to include the required information contained in this document.

This plan will be presented to all certified representatives of the District's employees, who will be provided an opportunity to review the plan and make recommendations in accordance with the law. The District will consider and respond to recommendations in writing within a reasonable timeframe. The District will not take any retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of this plan. A copy of the final version of this plan must be published in a clear and conspicuous location, in the employee handbook if one is provided to employees, and in a location accessible on either the District's website or on the Internet accessible by employees.

The District created this plan based on the requirements in place at the time of its publication but recognizes it must be flexible in the time of response to a Disease. Accordingly, the plan may be updated over time. The District will comply with all applicable local, state, and federal orders, rules, laws, and regulations.

Nothing in this plan shall be deemed to impede, infringe, diminish or impair the rights of a District employee or the District under any law, rule, regulation or collectively negotiated agreement, or the rights and benefits, which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

Definitions from the New York State Education Department:

"Personal protective equipment" shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

"Public employer" or "employer" shall mean the state of New York, a county, city, town, village or any other political subdivision or civil division of the state, a public authority, commission or public benefit corporation, or any other public corporation, agency, instrumentality or unit of government which exercises governmental power under the laws of this state, provided, however, that this subdivision shall not include any employer as defined in section twenty-eight hundred one-a of the education law.

"Contractor" shall mean an individual performing services as party to a contract awarded by the state of New York or any other public employer defined in paragraph b of this subdivision.

"Essential" shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

"Non-essential" shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

"Communicable disease" shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

"Retaliatory action" shall mean the discharge, suspension, demotion, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

The Superintendent of Schools is responsible for the oversight of the implementation of this plan and may designate one (1) or more employees to assist in such oversight. The Superintendent will consult legal counsel for guidance regarding any executive orders, rules, laws or regulations, as needed.

As per section 27-c of the Labor Law, the operations plan must include, but is not limited to the following sections:

Section A: Essential Employees

A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers. However, as you are developing the list of essential and non-essential staff functions, you should anticipate how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak. For example, if schools are directed to provide meals to students and families that are eligible to receive free and/or reduced lunch or to provide child care for children of first responders or health care workers, you may need to designate certain positions/titles as essential for this purpose.

Section B: Telecommuting Protocols

A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

Section C: Work Schedules and Locations

A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.

Section D: Personal Protective Equipment

Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment must be included.

Section E: Employee or Contractor Exposure

Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy, and must include:

- Detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment; and
- The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

Section F: Documentation of Work Hours and Work Locations

Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.

Section G: Emergency Housing

Protocol for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

Remsen Central School District
Communicable Disease Public Health Emergency
Continuation of Operations Plan

Section A: Essential Employees

The following employees are considered “essential” in the event of a state-ordered reduction of in-person workforce. “Essential” means they are required to be physically present at a worksite to perform their job. Certain employees may only be essential for certain parts of their job, or only during certain times.

The Superintendent of Schools will have full discretion to deem any district employee essential, and to allow access to buildings and grounds as he deems necessary.

Title/Position	Description of Position	Justification
Head of Facilities	Supervise Custodial, Grounds, and Maintenance Staff	Supervise staff; maintain cleaning and disinfecting schedules, PPE, supplies, ensure buildings are safe and secure
Custodial, Grounds and Maintenance Staff	Cleaning/Maintenance of Buildings & Grounds	Clean and disinfect buildings; Maintain grounds (plowing, mowing, etc.); maintain building mechanics (boilers, HVAC, electrical, etc.), ensure that buildings and grounds are safe and secure.
Bus Dispatcher	Supervise/Coordinate Transportation Staff	Supervise drivers, mechanic; Create lunch delivery schedules; maintain maintenance schedules for buses and DOT inspections
Bus Mechanic	Maintain Fleet	Maintain bus maintenance and DOT inspections/compliance
Bus Drivers	Deliver Meals, Learning Materials, Devices	Deliver Meals, Learning Materials, and Technology Devices to students’ homes
BOCES Food Service Team	Prepare Student Meals for Distribution	Prepare breakfast and lunch meals for students to be delivered. Collaborate with transportation for meal delivery schedules
Superintendent	Superintendent	Oversee and assist all school operations
Business Administrator	Business Operations	Maintain all business operations (in-district and BOCES), banking, payments/bills, supply ordering, etc. Oversee/assist buildings, grounds and transportation essential operations
Building Principals	Elementary Principal and HS Principal	Lead, supervise, coordinate, and organize building level instruction, technology, meals, student access and engagement, etc.
Secretarial Staff, Accounts Payable, District Clerk	Elementary Secretary, High School Secretary, Guidance Secretary, CSE Secretary,	Will be required to report on site when needed per the superintendent.

	Secretary to the Superintendent, Accounts Payable	
IT(Instructional Technology) Staff	Prepare, repair, troubleshoot, maintain	Device exchange and distribution; device repair; Manage phone/door access controls; software and applications management; coordinate with other BOCES/RIC Staff on file/server/LAN management and internet maintenance; work with principals and teachers to ensure students and teachers have all technology needed.
School Nurses	Provide Health Assistance	Provide any health related support to on-site staff when needed and assist in the evaluation, planning, and implementation of health and safety protocols associated with issued guidance from county, state, or federal health agencies.
Teachers	Teachers	If required to teach remotely from home, teachers will be allowed to enter the buildings for necessary instructional materials and supplies on a staggered schedule provided by their building principal; approved by the superintendent. Note: Teachers will be deemed essential to provide remote instruction from their classrooms if allowed by the NYSDOH/OCHD and deemed appropriate to do so by the superintendent.
Psychologist/CSE Chair, School Counselor, Social Worker	Psychologist/CSE Chair, School Counselor, Social Worker	If required to work remotely from home, these team members will be allowed to enter the buildings for necessary materials and supplies on a staggered schedule provided by their building principal; approved by the superintendent. These positions will be deemed essential to provide support and guidance from school if allowed by the NYSDOH/OCHD and deemed appropriate to do so by the superintendent.
Teaching Assistants	Teaching Assistants	Will be required to report on site when needed per the superintendent.
Aides, Monitors, Bus Attendants	Aides, Monitors, Bus Attendants	Will be required to report on site when needed per the superintendent.
Construction Managers	Supervise Capital Projects	Supervise contractors working on Capital Projects; Ensure all workers in compliance with health and safety protocols; Maintain schedule
Contractors	Capital Projects	Working on Capital Projects

Section B: Telecommuting Protocols

The following is intended to be a specific description of protocols the District will follow to enable all non-essential employees and contractors to telecommute to the extent possible including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology,

including software, data, laptops, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace.

Procurement

The District will abide by all State requirements for the procurement of any supplies or items required to facilitate telecommuting for employees and contractors.

Distribution and Installation of Devices or Technology (including downloading and installation of any software, data, office laptops)

The District has enabled all existing employees, to the extent their roles make it possible, to be able to work remotely through the distribution of laptops, tablets, and other hardware required to perform their roles. Hardware distribution is tracked by the IT Department. Employees may use Google Docs and Google Apps for Education for the saving of documentation remotely. New employees will be set up for remote access during initial onboarding.

Employees are advised to bring the device home on a nightly basis in case of emergency. The IT Department will distribute devices to any employee in need of a replacement device or of upgraded software, as determined by their supervisor. In the event that an employee did not have their school device at home at the onset of an emergency, the district would devise a plan with said employee to ensure they are able to pick up and/or receive the device.

The Technology Department may use remote access to assist an employee in the event of an issue when possible. The Technology Department will also direct the installation and/or downloading of necessary software, using remote access or through in-person installation, if necessary, abiding by CDC Guidelines to accomplish the same.

Office phone lines

As practicable, the District will contact the Oneida-Herkimer-Madison BOCES Technology and Communications Department to transfer office phone lines to non-essential employees' cell phones. To the extent any employee has administrative support to answer phone lines, the transfer to phone lines to non-essential employees' cell phones will be maintained through the use of transferring lines as well.

Section C: Work Schedules and Locations

The District recognizes that, although employees and contractors labeled as essential must be physically present at the worksite to perform their duties, the hours in which they must be at the worksite will not be identical. Below is a description of how the District will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding at worksites.

Upon designation of a Disease under this plan, within two (2) business days, the immediate supervisors of essential employees and contractors shall meet with the superintendent to determine the hours during which each essential employee and contractor must be present at the worksite and the worksite at which the employee or contractor is to be present. To the extent possible, the supervisor shall identify flexibility within these hours and locations. Following this identification for all employees and contractors, the supervisor will maintain the list of hours and locations. The superintendent (or designee) may adjust hours to reduce an influx of employees and contractors arriving at similar locations. The goal of the Superintendent will be to stagger work shifts and locations to reduce overcrowding at worksites. The Superintendent must not adjust any hours contractually agreed upon within a collective bargaining agreement or employment contract, unless agreed to through a Memorandum of Understanding with all applicable parties. Upon any adjustment or approval of the hours and locations provided to the Superintendent, the Superintendent will provide a list of approved information to the immediate supervisor of each essential worker or contractor, and will provide the head of facilities with the same for purposes of implementation of the remainder of these protocols, including disinfection and contact tracing.

Section D: Personal Protective Equipment

What follows is a description of the protocol the District will implement in order to procure the appropriate personal protective equipment (PPE) for essential employees and contractors. In addition, the plan for storage of

such equipment to prevent degradation and permit immediate access in the event of an emergency declaration follows.

Identification of PPE Required

The identification of PPE shall be determined based on the nature of the Disease and may include disposable gloves, face masks (i.e., disposable surgical masks), respirator masks (N-95) that are fit tested, face shields, eye protection such as goggles and protective gowns or scrubs.

The District will heed guidance from the CDC and OSHA/PESH regarding PPE.

The immediate supervisor of each essential employee and contractor shall determine, within one (1) business day of the announcement of a Disease covered by these Protocols, the required PPE per essential employee and contractor based on the various tasks and needs of the employees and contractors. Upon determination of the required PPE, the supervisor shall communicate the requirements to the Superintendent of Schools who shall work with the Business Administrator and the Head of Facilities to identify existing supplies of the required PPE or procure additional supplies, as necessary. Required PPE shall be obtained in a quantity sufficient to provide at least two (2) pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six (6) months.

Procurement of PPE

The District will abide by all applicable State requirements for competitive bidding for the procurement of any PPE supplies. In addition, the District will balance the need to obtain PPE in a timely fashion with responsible financial action. The District may consult its DOCES for assistance with procurement.

The District may consult its records for suppliers of PPE during the COVID-19 pandemic, which may be a starting point from which to obtain additional PPE during a Disease. No past procurement binds the District from pursuing alternatives during any subsequent Disease or continuation of the COVID-19 pandemic response.

Storage and Monitoring of PPE

The District will store the necessary PPE in designated supply areas and examine it regularly but no less often than quarterly to monitor potential degradation. The PPE supply will be climate controlled.

The Head of Facilities will monitor the PPE supply and maintain appropriate stock on hand.

Additional PPE will be requested through the procurement process via requisition to the Business Administrator.

In the event the Head of Facilities is unavailable for the monitoring of the PPE, the responsibility will be delegated to another staff member to be designated by the business administrator. To ensure the supply is monitored as required, the Head of Facilities, in coordination with the business office, shall maintain an inventory of all PPE on hand.

Access of PPE

In the event the Superintendent of Schools or Board of Education deems it necessary to permit immediate access to the PPE supply, they will direct the Head of Facilities to permit such access. The Head of Facilities, in coordination with the business office, will keep a record of the distribution of PPE materials.

Section E: Employee or Contractor Exposure

This section outlines the protocols the District will follow in the event an employee or contractor (1) is exposed to a known case of the communicable disease that is the subject of the public health emergency; (2) exhibits symptoms of such Disease; or (3) tests positive for such Disease.

These protocols are aimed to prevent the spread or contraction of the Disease in the workplace.

They specifically detail the actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the Disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. The District's protocols will not violate any existing federal, state, or local law, including those regarding sick leave or health information privacy.

Protocols

If an employee or contractor is exposed to a known case of the Disease or tests positive for the Disease, they shall, as soon as practicable, notify their immediate supervisor regarding such exposure. They shall not be present at the worksite after their notification of exposure or receipt of positive test results until cleared by a medical professional in accordance with any CDC or State Department of Health guidelines. To the extent they can continue to effectively work remotely in the interim, they should.

If an employee or contractor exhibits symptoms of the Disease, they shall not be present at the worksite. If the onset of symptoms occurs while the employee or contractor is at the worksite, they must disclose they are experiencing one or more symptoms immediately to their supervisor, remove themselves (or be removed with assistance from medical personnel, if necessary) from any area in which they may encounter another individual, and return to their home or to the office of a medical provider.

The District will work with the local and State Health Departments, as applicable, and their school physician to determine necessary contact tracing for those other employees, contractors and individuals who may have had contact with an individual who was exposed or tested positive, along with that individual's exclusion from the worksite. Employees or contractors excluded from the worksite should not return to the worksite until they have been cleared by a Health Provider and/or the health department, and informed by their immediate supervisor to do so. To the extent they can continue to effectively work remotely in the interim, they should.

Disinfection

The Superintendent of Schools shall assemble a disinfection team to be charged with directing the disinfection of worksites and common areas during the time covered under this plan.

The disinfection team will be comprised of the District's Custodial Team and Supervised by the Head of Facilities. Members of the disinfection team shall wear PPE to protect themselves during disinfection, as determined by required guidelines. Should a member of the disinfection team request additional protective material, the Superintendent of Schools should endeavor to honor such requests so long as they are not unreasonable or inappropriate in light of the circumstances.

The disinfection team will be charged with:

1. Routine disinfection of all worksites in the District;
2. Routine disinfection of common areas in the District, targeting high-traffic areas; and
3. Targeted cleanings of workspaces belonging to individuals who were exposed or tested positive to the Disease.

Immediately after an employee or contractor who is known or suspected to be infected with the Disease notifies their supervisor of such suspicion or infection, the supervisor shall notify the disinfection team to disinfect the following: (1) the worksite of the employee or contractor; (2) any common area surface the employee/contractor may have touched; (3) any shared equipment the employee/contractor may have touched; and any other particular areas the employee or contractor or their supervisor identifies.

Disinfection will occur in accordance with any current guidance promulgated by the CDC and State Department of Health. If such guidance is not available or provided specific to the Disease, the disinfection shall, at a minimum, involve: initial disinfection using cleaning agents approved by the CDC and/or State Department of Health to kill the disease, which are suitable for the surface(s) in question, and preventing access to these areas until such disinfection has occurred.

During the COVID-19 pandemic, the CDC and New York State Department of Health recommended the following, which the District incorporates into this plan unless updated by forthcoming guidance:

1. Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
2. Opening outside doors and windows to increase air circulation in the area.
3. Waiting at least twenty-four (24) hours before cleaning and disinfection. If waiting twenty-four (24) hours is not feasible, waiting as long as possible;
4. Cleaning and disinfecting all areas used by the person suspected or confirmed to have the Disease, such as offices, classrooms, bathrooms, lockers, and common areas.
5. Individuals without close or proximate contact with the person suspected or confirmed to have the Disease can return to the area and resume school activities immediately after cleaning and disinfection.

Leave Policy

With respect to leave from District employment, The District will comply with federal, state, and local statutes, regulations, executive orders, and rules, along with the District's applicable collective bargaining agreements. As contractors are not employees of the District, they are not entitled to any paid leave time funded by the District.

Section F: Documenting Hours and Work Locations

Below is a protocol to document precise hours and work locations, including off-site visits, for essential employees and contractors.

In accordance with Section C, above, the list of the precise hours and locations of each employee and contractor will be finalized by the Superintendent. The list may be used as the basis to perform contact tracing for exposed employees and contractors and to outline the provision of any benefits which may be available to certain employees and contractors because of potential exposure.

When an employee or contractor performs tasks off-site, the employee or contractor must report such activity to their immediate supervisor. The immediate supervisor shall, in turn, communicate the off-site activity to the Superintendent of Schools for recording pursuant to this section. If the Superintendent of Schools has designated another individual to document hours and work locations, they will thereafter forward the information to such designee.

Section G: Emergency Housing

It is not anticipated the District will need emergency housing for any essential employees or contractors. However, in the event such housing is required to the extent applicable to the needs of the workplace, the District will work with the Oneida-Herkimer-Madison BOCES Safety Office to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency. The District may also look for assistance from the local Department of Health or the American Red Cross.

In the event of a need for emergency housing, the District preliminarily identifies hotel and motel rooms as options. The District will identify specific entities based on location, price, and availability. The Oneida-Herkimer-Madison BOCES Safety Office shall be charged with coordinating such housing. To assist in such coordination, the District preliminarily identifies the following area accommodations as entities with which the District may explore for the provision of housing:

Budget Inn
8186 NY-12
Barneveld, NY 13304
(315) 896-2613

The Lodge at Headwaters
13524 NY-12
Boonville, NY 13309
(315) 942-2027

Hampton Inn and Suites 180 N Genesee Street #172
Utica, NY 13502
(315) 733-1200

Holiday Inn Express and Suites 23 Wells Avenue
Utica, NY 13502
(315) 724-2726

Fairfield Inn and Suites 71 N Genesee Street
Utica, NY 13502
(315) 798-6900

Town Place Suites 4760 Middle Settlement Rd
Whitesboro, NY 13492
(315) 732-2500

Wingate By Wyndham Rome 90 Dart Circle
Rome, NY 13441
(315) 334-4244



Soar to Success

Appendix B

Description of Duties, Hiring and Screening Process, Required Training of Hall Monitors and Other School Safety Personnel

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the District, or shall be determined by the District pursuant to applicable Federal, State, County and Municipal guidance.

The District is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1st, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

Appendix C

On-Site SPO Memorandum of Understanding (MOU)/Contract with Oneida County

(Awaiting Updated Contract from Oneida County)

REMSEN CENTRAL SCHOOL DISTRICT
REGULAR BOARD OF EDUCATION MEETING
ELEMENTARY SCHOOL MEDIA CENTER
TUESDAY, JUNE 14, 2022 - 6:00 PM
SUPERINTENDENT'S MEMORANDUM

1.0 Meeting Call to Order – Mrs. Mary Lou Allen, Board President, will call the meeting to order at 6:00 p.m. Pledge of Allegiance recited by all present.

2.0 Public Participation

We are about to convene into the public comment period of our meeting. Any district resident wishing to speak during public session is required to sign in, stating your full name, address, contact information and the topic that you wish to discuss. If you have not signed in and you wish to speak, the District Clerk will bring the sign-in sheet over to you at this time.

We will insist that all speakers and members of the audience maintain civility and respect. The board will now entertain public comments for up to a maximum of 30 minutes. Each individual speaker will be allotted three minutes. Please be reminded that written comments or concerns to be shared with the Board may also be submitted or emailed to the district clerk, Mrs. Catherine Chandler or to the Superintendent, Mr. Timothy Jenny at any time.

- 2.1 Public Hearing – Remsen CSD District-Wide Code of Conduct ENC. 2.1
- 2.2 Public Hearing – Remsen CSD Athletic Code of Conduct ENC. 2.2
- 2.3 Public Hearing – Remsen CSD District-Wide Safety Plan ENC. 2.3
- 2.4 Questions & Concerns from the Public

3.0 Consent Agenda – RECOMMENDED ACTION – A single motion to approve the following routine items:

3.1 Preliminary Actions

- A. Approval of Minutes – May 10, 2022 ENC. 3.1A
- B. Additions to and Approval of Agenda

3.2 Business Operations

- A. Warrants for Payment ENC. 3.2A
- B. Treasurer's Report for period ended ENC. 3.2B
- C. Budget Status Report for period ended ENC. 3.2C
- D. Revenue Budget Status Report ENC. 3.2D
- E. Appropriation Status Report ENC. 3.2E
- F. Budget Transfers ENC. 3.2F

4.0 Reports to the Board of Education

- 4.1 Elementary Principal's Report ENC. 4.1
- 4.2 High School Principal's Report ENC. 4.2
- 4.3 Athletic Director's Report ENC. 4.3

- 4.4 Facilities Report ENC. 4.4
- 4.5 Transportation Report ENC. 4.5

5.0 Old Business

6.0 New Business

6.1 Committee on Special and Preschool Special Education – RECOMMENDED ACTION – Approve the following: “RESOLVED, that the Board of Education accept recommendations of the Committee on Special Education from meetings held on May 3, May 4, May 5, May 11, May 12, May 13, May 16, May 17, May 18, May 19, May 20, May 23, May 25, May 26, May 31, June 1, June 2 and June 3, 2022 and approve recommendations of the Committee on Preschool Special Education from meeting held on May 18,2022. Please be reminded that discussion of a specific IEP should be referred to Executive Session. ENC. 6.1

6.2 School Bus Bond – RECOMMENDED ACTION – Approve the following: BOND RESOLUTION DATED JUNE 14, 2022 OF THE BOARD OF EDUCATION OF THE REMSEN CENTRAL SCHOOL DISTRICT AUTHORIZING GENERAL OBLIGATION BONDS TO FINANCE THE ACQUISITION OF SCHOOL BUSES, AUTHORIZING BOND ANTICIPATION NOTES IN CONTEMPLATION THEREOF, THE LEVY OF TAXES IN ANNUAL INSTALLMENTS IN PAYMENT THEREOF, THE EXPENDITURE OF SUCH SUMS FOR SUCH PURPOSE, AND DETERMINING OTHER MATTERS IN CONNECTION THEREWITH.

WHEREAS, the qualified voters of the Remsen Central School District, New York, at the annual meeting of such voters duly held on May 17, 2022, duly approved a proposition authorizing the levy of taxes to be collected in installments, in the manner provided by the Education Law, for the specific object or purpose hereinafter described; now therefore

BE IT RESOLVED BY THIS BOARD OF EDUCATION AS FOLLOWS:

Section 1. The Remsen Central School District has undertaken or shall undertake certain capital expenditures, as more particularly described in Section 3 hereof.

Section 2. The Remsen Central School District is hereby authorized to issue its General Obligation Serial Bonds in the aggregate principal amount of not to exceed \$253,018, pursuant to the Local Finance Law of New York, in order to finance the specific object or purpose described herein, and such amount is hereby appropriated therefor.

Section 3. The specific object or purpose to be financed pursuant to this resolution (hereinafter referred to as “purpose”) is the acquisition of two (2) 66-passenger school buses, at an estimated maximum cost of \$126,509 each, all at an estimated maximum aggregate cost of \$253,018.

Section 4. It is hereby determined and declared that (a) the maximum aggregate cost of said purpose, as estimated by the Board of Education, is \$253,018, (b) the Remsen Central School District plans to finance the cost of said purpose entirely from funds raised by the issuance of said Bonds and the Bond Anticipation Notes hereinafter referred to, and

(c) no money has heretofore been authorized to be applied to the payment of the cost of said purpose.

Section 5. It is hereby determined that the purpose is one of the class of objects or purposes described in Subdivision 29 of Paragraph a of Section 11.00 of the Local Finance Law, and that the period of probable usefulness of said purpose is five (5) years.

Section 6. The Remsen Central School District is hereby authorized to issue its Bond Anticipation Notes in the aggregate principal amount of not to exceed \$253,018, and is hereby authorized to issue renewals thereof, pursuant to the Local Finance Law of New York in order to finance the purpose in anticipation of the issuance of the above described Bonds.

Section 7. It is hereby determined and declared that (a) there are presently no outstanding Bond Anticipation Notes issued in anticipating of the sale of said Bonds, (b) the Bond Anticipation Notes authorized hereby are not issued in anticipation for Bonds for an assessable improvement.

Section 8. It is hereby determined and declared that the Remsen Central School District reasonably expects to reimburse the general fund, or such other fund utilized, not to exceed the maximum amount authorized herein, from the proceeds of the obligations authorized hereby for expenditures, if any, from such fund that may be made for the purpose prior to the date of issuance of such obligations. This is a declaration of official intent under Treasury Regulation §1.150-2.

Section 9. The faith and credit of the Remsen Central School District, New York, are hereby irrevocably pledged for the payment of the principal of and interest on such Bonds and Bond Anticipation Notes as the same respectively become due and payable. And annual appropriation shall be made in each year sufficient to pay the principal of and interest on such obligations becoming due and payable in such year. There shall annually be levied on all taxable real property of said School District, a tax sufficient to pay the principal of and interest on such obligations as the same become due and payable.

Section 10. The power to further authorize the issuance of said Bonds and Bond Anticipation Notes and to prescribe the terms, form and contents of said Bonds and Bond Anticipation Notes, subject to the provisions of this resolution and the Local Finance Law of New York, including without limitation, the consolidation with other issues, the determination to issue Bonds with substantially level or declining annual debt service, whether to authorize the receipt of bids in an electronic format, and to sell and deliver said Bonds and Bond Anticipation Notes, is hereby delegated to the President of the Board of Education or to the Vice President of the Board in the event of the absence or unavailability of the President. The President of the Board of Education and the District Clerk are hereby authorized to sign by manual or facsimile signature any Bonds and Bond Anticipation Notes issued pursuant to this resolution, and are hereby authorized to affix to such Bonds and Bond Anticipation Notes the corporate seal of the School District and to attest the same.

Section 11. This resolution, or a summary hereof, shall be published in full by the District Clerk of the School District together with a notice in substantially the form prescribed by Section 81.00 of said Local Finance Law, and such publication shall be in each official newspaper of the School District. The validity of said Bonds and Bond Anticipation Notes may be contested only if such obligations are authorized for an object or purpose for which said School District is not authorized to expend money, or the provisions of law which should be complied with, and an action, suit or proceeding contesting such validity, is

commenced within twenty (20) days after the date of such publication; or if said obligations are authorized in violation of the provisions of the Constitution.

Section 12. This resolution shall take effect immediately upon its adoption.
ENC. 6.2

- 6.3 Annual Budget Vote and Election Results – RECOMMENDED ACTION – “RESOLVED, that the Board of Education accept results of the May 17, 2022 budget vote and election as follows: Budget (\$13,986,284) Yes-163; No-41; Proposition #1 (Purchase of two 66 passenger school buses) Yes-170; No-34; Board of Education member – Mary Lou Allen – 182 votes.” ENC. 6.3
- 6.4 2022 – 2023 Board of Education Meeting Schedule – RECOMMENDED ACTION - Approve the following Board of Education meeting dates for 2022-2023: July 12, August 9, September 13, October 11, November 8, December 13, 2022 and January 10, February 14, March 14, April 4, April 25, May 9, May 16, and June 13, 2023.” ENC. 6.4
- 6.5 First Reading of the following policies:
Renssen CSD District-Wide Code of Conduct
Renssen CSD Athletic Code of Conduct
Renssen CSD District-Wide Safety Plan
- 6.6 Trash Bid for 2022-2023 – RECOMMENDED ACTION – Approve the following: “RESOLVED, that the Board of Education award bid for trash removal to Bliss Environmental Services, Inc. in the amount of \$24,600.00 for the period July 1, 2022 – June 30, 2023. ENC. 6.6
- 6.7 Sports Combine – RECOMMENDED ACTION – Approve the following: “RESOLVED, that the Board of Education approve sports combine with Town of Webb Union Free School District for Cross Country 2022-2023 at the modified and varsity levels for both boys and girls teams.”
- 6.8 Ballot Destruction – RECOMMENDED ACTION – Approve the following: “RESOLVED, that pursuant to Education Law Section 2034(6)(b) that more than six months have elapsed since the May 18, 2021 school board election and budget vote; and there have been no challenges or proceedings commenced; that the Board of Education of the Renssen Central School District hereby authorizes the District Clerk to destroy official ballots cast, spoiled, and unused in the May 18, 2021 Annual District Budget Vote and Board of Education Election.”
- 7.0 Personnel
- 7.1 Employment Agreement – RECOMMENDED ACTION – Approve the following: “RESOLVED, that the Board of Education of the Renssen Central School District hereby amends the Superintendent’s Employment Agreement between the Board of Education and Timothy Jenny as follows: Paragraph 3

titled "Term of Employment" shall be modified to extend the term of this agreement through June 13, 2027."

- 7.2 Cleaner Resignation – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education accept the resignation of Raymond Siple effective May 12, 2022." ENC. 7.2
- 7.3 Cleaner Resignation – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education accept the resignation of Timothy Hunt effective May 27, 2022." ENC. 7.3
- 7.4 Request for Unpaid Leave Day – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education grant unpaid leave day to Mary Bessmer for travel purposes on May 25, 2022." ENC. 7.4
- 7.5 (a) Appointment of Substitute Cleaner – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education appoint Madison Horn to the position of Substitute Cleaner at the hourly rate of \$13.20 per hour retroactive to May 23, 2022." ENC. 7.5
- 7.5 (b) Appointment of Cleaner – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education appoint Madison Horn to the position of Cleaner at the hourly rate of \$14.50, effective June 14, 2022." ENC. 7.5
- 7.6 Appointment of Substitute Cleaner – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education appoint Patrick Henry to the position of Substitute Cleaner at the hourly rate of \$13.20, retroactive June 1, 2022." ENC. 7.6
- 7.7 Appointment of Bus Driver – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education appoint Justine Johnson to the position of Bus Driver at the hourly rate of \$19.71." ENC. 7.7
- 7.8 Classroom Volunteer Teacher – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education appoint certified retired Remsen teacher, Bonnie Grogan, as a classroom teacher volunteer."
- 7.9 Appointment of Substitute Teachers – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education appoint Russell Haynes of Inlet, NY and Kim Kershaw of Rome, NY as substitute teachers for the 2022-2023 school year."
- 7.10 Teacher Resignation – RECOMMENDED ACTION – Approve the following: "RESOLVED, that the Board of Education accept the resignation of Caitlin Fenton effective July 15, 2022." ENC. 7.10

- 8.0 Information and Correspondence
 - 8.1 MVCC letter

ENC. 8.1

- 9.0 Board Forum

10.0 Executive Session for selection of Margaret Davis staff award and

	Matters that will imperil the public safety if disclosed
	Any matter that may disclose the identity of a law enforcement agent or informer
	Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed.
	Proposed, pending, or current litigation
	Collective negotiations pertaining to the _____ Union pursuant to article 14 of the Civil Service Law
X	The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation.
	The preparation, grading, or administration of exams
	The proposed acquisition, sale, or lease of real property or the proposed acquisition, sale, or exchange of securities, but only when publicity would substantially affect the value of these things.
	Discussing student records made confidential by federal law (FERPA or IDEA)
	Hearing an appeal of a student suspension
	Hearing an appeal of an employee grievance
	Seeking legal advice from our attorney, which is made privileged by law

- 11.0 Adjournment

REMSEN CENTRAL SCHOOL DISTRICT
REGULAR BOARD OF EDUCATION MEETING
ELEMENTARY SCHOOL MEDIA CENTER
TUESDAY, JUNE 14, 2022 - 6:00 PM

AGENDA

- 1.0 Call to Order

- 2.0 Public Participation
 - 2.1 Public Hearing – Remsen CSD District-Wide Code of Conduct
 - 2.2 Public Hearing – Remsen CSD Athletic Code of Conduct
 - 2.3 Public Hearing – Remsen CSD District-Wide Safety Plan
 - 2.4 Questions & Concerns from the Public

- 3.0 Consent Agenda
 - 3.1 Preliminary Actions
 - 3.2 Business Operations

- 4.0 Reports to the Board of Education
 - 4.1 Elementary Principal’s Report
 - 4.2 High School Principal’s Report
 - 4.3 Athletic Director’s Report
 - 4.4 Facilities Report
 - 4.5 Transportation Report

- 5.0 Old Business

- 6.0 New Business
 - 6.1 Committee on Special Education/Preschool Special Education
 - 6.2 School Bus Bond
 - 6.3 Annual Budget Vote and Election Results
 - 6.4 2022 – 2023 Board of Education Meeting Schedule
 - 6.5 First Reading of the following policies:
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 - 6.7 Sports Combine
 - 6.8 Ballot Destruction

- 7.0 Personnel
 - 7.1 Employment Agreement
 - 7.2 Cleaner Resignation
 - 7.3 Cleaner Resignation
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- 7.5 (a) Appointment of Substitute Cleaner
- (b) Appointment of Cleaner
- 7.6 Appointment of Substitute Cleaner
- 7.7 Appointment of Bus Driver
- 7.8 Appointment of Classroom Volunteer Teacher
- 7.9 Appointment of Substitute Teachers
- 7.10 Teacher Resignation

8.0 Information & Correspondence

9.0 Board Forum

10.0 Executive Session – for selection of Margaret Davis staff award

	Matters that will imperil the public safety if disclosed
	Any matter that may disclose the identity of a law enforcement agent or informer
	Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed.
	Proposed, pending, or current litigation
	Collective negotiations pertaining to the _____ Union pursuant to article 14 of the Civil Service Law
X	The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation.
	The preparation, grading, or administration of exams
	The proposed acquisition, sale, or lease of real property or the proposed acquisition, sale, or exchange of securities, but only when publicity would substantially affect the value of these things.
	Discussing student records made confidential by federal law (FERPA or IDEA)
	Hearing an appeal of a student suspension
	Hearing an appeal of an employee grievance
	Seeking legal advice from our attorney, which is made privileged by law

11.0 Adjournment