



SOUTHWESTERN CENTRAL HIGH SCHOOL

600 HUNT ROAD, W.E.
JAMESTOWN, NY 14701
716-664-6273

STUDENT HANDBOOK 2025-2026

DISTRICT MISSION STATEMENT

The mission of the Southwestern Central School District is to develop students' potential for positive contributions to society as self-sustaining individuals.

To accomplish this mission, the administration and staff will be models in the pursuit of excellence and will provide appropriate learning environments, which encourage respect for self, other, school and community.

VISION STATEMENT

Southwestern High School will attain academic excellence through programs that meet the present and future needs of students, while providing a safe and nurturing community that celebrates diversity, practices mutual respect and values parents as learning partners in laying the foundation for life-long learning.

The Southwestern Central School District does not discriminate on the basis of race, color, national origin, weight, ethnic/ethnicity, religion, religious practice, disability/handicap, sex, sexual orientation, gender (which includes a person's actual or perceived sex), gender identity, gender expression, age, creed, military/veteran status, predisposing genetic characteristics, marital status, or domestic violence victim status or domestic violence victim status. Inquiries concerning the policy of equal opportunity and affirmative action should be referred to the school district's civil rights compliance officers, Mrs. Kaitlin Ring and/or Mr. Matthew Kindberg.

Mrs. Kaitlin Ring and/or Mr. Matthew Kindberg
600 Hunt Road, Jamestown, NY 14071

Mrs. Kaitlin Ring 716-484-1136
Mr. Matthew Kindberg- 716-664-6273



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ADMINISTRATION

School Superintendent
High School Principal
HS Assistant Principal

Mrs. Molly Moore
Mr. Matthew Kindberg
Miss Marielle Guido

Secretary
Attendance Secretary

Mrs. Lori Calimeri
Ms. Caylea Adams

SCHOOL COUNSELORS:

Counseling Department Chair
Counselor
Counseling Secretary

Mrs. Chelsey Winchester
Miss Joli Messinger
Mrs. Linda Nobbs

School Nurse
School Psychologist
Athletic Director

Mrs. Tricia Conklin
Mrs. Liza Babcock
Mr. Kevin Salisbury

Civil Rights Compliance Officers

Mrs. Kaitlin Ring 484-1136
Mr. Matthew Kindberg 664-6273

CLASS ADVISORS

Class of 2026
Class of 2027
Class of 2028
Class of 2029

Ms. Caylea Adams & Mrs. Salisbury
Mrs. Michelle Cresanti and Mrs. Emilee Barnett
Mrs. Ashley Beaver & Mrs. Alicia Evans
Mrs. Lucia Guarnieri & Mr. Cody Hiller

ACTIVITIES ADVISORS

Art Club
Band
Choir & Choraliers
French Club
High School Bowl
Honor Society
Key Club
Musical
Newspaper
Orchestra
Photography Club
Spanish Club
Student Council
Technical Crew
Yearbook

Mrs. Jenny Brown
Mrs. Jami Sigler
Ms. Susan Huther
Mrs. Autumn Bower-Mazzone
Ms. Mary Zdrojewski
Mr. Jefferson Pagett & Mrs. Katie Damcott
TBD
Mrs. Christine Beichner-Miller
Mrs. Michelle Cresanti
Mr. Cody Hiller
Mrs. Renee Mitchener
Mrs. Dana Lovecchio
Mrs. Brittney Seiberg & Ms. Jennifer Anderson
Ms. Susan Huther
Mrs. Renee Mitchener & Mrs. Tina Clark



ALMA MATER

Southwestern Red and Blue,
Praises We Sing,
Proudly Lift Your Banner High,
Let Your Voices Ring,
Ever Faithful We Will Be,
Pledging Faith and Loyalty.
Alma mater We Hail Thee,
Trojans All Hail.



CALENDAR

Wednesday, August 27, 2025	Open House
Tuesday, September 2, 2025	First Day of Classes
Friday, October 3, 2025	Go Home Early Drill
Monday, October 13, 2025	Indigenous Peoples'/Columbus Day
Friday, October 24, 2025	Superintendent's Day
Monday, November 10, 2025	No student attendance
Tuesday, November 11, 2025	Veterans' Day
Wednesday-Friday, November 26-28, 2025	Thanksgiving Recess
Friday, December 22, 2025-January 2, 2026	Winter Recess
Monday, January 19, 2026	Martin Luther King Day
Tuesday, January 20-23, 2026	January Regents-No Regular HS Classes
Monday, February 16, 2026	Presidents' Day
Tuesday, February 17, 2026	Lunar New Year
Tuesday, February 18-20, 2026	Mid-Winter Recess
Friday, March 13, 2026	Superintendent's Day
Friday, April 3, 2026-Friday, April 10, 2026	Spring Recess
Friday, May 22, 2026-Monday, May 25, 2026	Memorial Day
Friday June, 19, 2026	Juneteenth
Thursday, June 25, 2026	Baccalaureate
Friday, June 26, 2026	Graduation



BELL SCHEDULE 2025-2026

<u>Expression</u>	<u>Block</u>	<u>Time</u>	<u>Length</u>
1	EET	7:48-8:25	40 mins
2	Blk 1	8:30-9:08	38 mins
3	Blk 1	9:12-9:50	38mins
4	Blk 2	9:55-10:33	38 mins
5	Blk 2	10:37-11:15	38 mins
6	LUNCH 1	11:20-11:50	30 mins
7	Blk 3A	11:20-11:58	38 mins
9	Blk 3A	12:02-12:40	38 mins
8	Blk 3B	11:55-12:33	38 mins
10	Blk 3B	12:37-1:15	38 mins
11	LUNCH 2	12:45-1:15	30 mins
12	Blk 4	1:20-1:58	38 mins
13	Blk 4	1:58-2:40	38 mins

2:45 3:25-DETENTION/TEACHER HELP (Tues./Wed./ Thurs.)



ASSEMBLIES

Assemblies are a regularly scheduled part of the curriculum and, as such, are designed to be educational. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. Each class has been assigned a specific entrance and a designated area in which to sit. Students exhibiting unacceptable behavior will be removed and subject to further disciplinary action.

ATTENDANCE

Student Attendance/Course Credit:

In order for students to be eligible to submit papers, homework, projects, etc., for grades required to receive credit for any course, students must be in attendance a minimum of 85% of the total days a course is scheduled to be in session. Any student who is absent more than 15% of the time, regardless of the reason (excused or unexcused), may not receive credit for the course. When a student misses 50% or more of a class period (40 minutes), this will be considered a full class absence. Assuming 180 day school year, a student who exceeds 27 absences for a 1.0 credit course or 14 day school year, a student who exceeds 27 absences for a 1.0 credit course or 14 absences for a .5 credit course may lost credit for the course. **A doctor's note will be required for absences that exceed seven absences for a .5 credit course and 14 absences for a 1.0 credit course.**

Where a student earns a passing grade, credit will not be denied for the course. Transfer students and students reenrolling after dropping out of school will be expected to attend 85% of the scheduled classes during their time of enrollment.

Once a student exceeds the maximum number of allowable absences as specified, the student will not be permitted to take any remaining exams/tests, or submit papers/projects, etc., for grades necessary to receive credit for that course. Students who violate the minimum attendance standards and do not have a passing grade, nonetheless, will be expected to attend class.

Students will be considered in attendance if the student is:

- Physically present in the classroom or working under the direction of the classroom teacher during the class schedule meeting time; or
- Working pursuant to an approved independent study program; or
- Receiving approved alternative instruction or In School Suspension and/or Out of School Suspension

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



Upon returning to school following an absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher(s). The district believes that classroom participation is directly related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

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

It is the district's policy that any who reaches the maximum number of days absent and has a properly excused absence, tardiness, and/or early departure for which the student has performed any assigned make-up work, assignments, and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the district's minimum attendance standards.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

The high school requires parents/guardians to contact the Attendance Office the day on which their child is unable to attend school. A written excuse must be presented to the Attendance Office the day the child returns to school.

Where and when applicable, the district has determined that absences, tardiness and early departure will be considered excused or unexcused to include but not be limited to the following standards:

Excused: Upon receipt of written excuse. All absences are entered as unexcused pending receipt of a note or medical excuse. An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, pre-approved college visits, pre-approved cooperative work programs, obtaining learners permit, road tests, military obligation, pre-approved educational trips, emergency situations, late bus arrival, required medical attention for other family members who rely on the student for medical treatment, to attend a funeral of a family member, friend or staff member, or other such reasons as may be approved by the Board of Education * Trips other than noted above need to be approved by the building principal.

Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (i.e. family vacation, hunting, babysitting, haircut, fishing, oversleeping, missing the bus, needed at home for non-emergency purposes, personal reasons non-specific, recreational activities not related to school sponsored events, shopping, truancy, visiting relative or friends, work).



Tardy: If a student is late to school, he/she must report to the Attendance Office. An admit slip will be issued to the student which will allow entrance into the classroom. Subsequent tardiness will result in progressive disciplinary action. Students that are tardy three times will receive one day of detention for each instance.

Truancy: If it has been determined that a student is or has been truant for all or part of the day, the parents will be informed as soon as possible. The student will be subject to progressive disciplinary action. This will result in loss of all class credit, homework and test for that day.

General bus rules include the following: no smoking on the bus, remaining in one's seat while the bus is in operation, no food or drink consumed on the bus and students should get on and off buses only at regular bus stops. Passes to ride a different bus or to get off at other than your regular stop may be obtained from the main office. In order for special bus pass to be issued, the student must bring a note from a parent allowing this special bus arrangement on the morning of the requested bus change.

Bus riding is a privilege and may be withdrawn from a student whose bus behavior is less than that which is expected and desired.

CELL PHONES

In accordance with New York State guidance, Southwestern Central School has adopted a new cell phone policy which will take effect at the beginning of the 2025-2026 school year. During school hours (7:45 am-2:40 pm), students will be expected to store their phones, air pods, smart watches and/or any personal item(s) with internet access, in their school-issued locker(s).

If a student does not follow the policy above, the following consequences will occur:

Level One Action – WARNING; Parent Conference; Confiscation

Level Two Action- Parent Conference; Confiscation; Loss of Privilege

Level Three Action-Parent Conference; Confiscation; Loss of Privilege

- Failing to comply with the reasonable directions of teachers, school administrators, or other school employees in charge of students or otherwise demonstrating disrespect.

We want our students to be engaged learners and model appropriate cell phone etiquette. 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. However, a serious infraction may merit a more severe consequence even if it is the student's first code violation.



CLASS RANK

Senior class rank will be calculated at the conclusion of the third quarter of the senior year. Rank is established by multiplying the final grade received in a particular subject by the index number assigned to that subject. Courses repeated will only be counted if the grade is higher.

We will calculate rank by using the six classes yielding the highest point total, including physical education, for each student's rank.

All classes taken at a post-secondary level will receive a Regents index number. Students who graduate early or have received credit outside of the United States will not be ranked.

To be considered for Valedictorian or Salutatorian, the student must reside in the Southwestern District for at least two full year (four semesters) if transferring from out of state, one full year (two semesters) if from within New York State.

Index numbers: Advanced Placement 1.2

Advanced 1.15

Regents 1.1

General/Non-Regents 1.05

COURSES-SELECTION, ADDING, DROPPING

Careful consideration should be given to course selections and graduation requirements. Discontinuing a course after the first seven school days or at the beginning of each semester will result in a grade of "F" for the permanent record.

Semester 1	
NO CHANGES	September 8, 2025
Add/Drop Days	September 20, 2025
Semester 2	
NO CHANGES	January 20, 2026
Add/Drop Days	February 9, 2026

ELIGIBILITY POLICY

Southwestern High School offers a wide variety of activities, both curricular and extra-curricular. Students who are involved in their school and extra-curricular activities typically receive better grades and enjoy school more. While we desire and encourage involvement in extra-curricular activities, our primary purpose is the learning process and academic achievement in the classroom. The eligibility policy exists to ensure that students are placing the proper emphasis on their studies, rather than simply on activities. Participation in extra-curricular activities (for example, DECA & Musical) is a privilege which can be withdrawn for reasons



including, but not limited to, poor attendance, low academic achievement, inappropriate behavior and outstanding student obligations (i.e. fines).

EXAMINATIONS

New York State Regents and local examinations are administered in June. Students are responsible for knowing their examination schedules. Students who are truant from a final examination will receive a zero for the examination grade.

HONOR ROLL/MERIT ROLL

To be eligible for Honor Roll and Merit Roll a student must minimally be enrolled in 6.5 credits for grades 9-11 and 4.5 for 12th grade per semester.

To be eligible for Honor Roll a student must attain an average of 90% or better. The Honor Roll will be posted at the end of each 10 week period.

To be eligible for the Merit Roll, A student must have an average between 84.5 and 89.

INCOMPLETES

Students who receive an incomplete should have all work made up prior to the end of the second week after the ten-week grading period ends. If there are extraordinary circumstance which would not allow for this time frame to be met, both teacher and student should check with the principal. Work not completed within the two-week period will be graded accordingly. Incompletes will only be issued as a result of excused absence. Students receiving an incomplete have ten school days to complete his/her assignments.

DRESS CODE

At Southwestern Central School, students and their families are primarily responsible for choosing personal attire, hairstyles, jewelry, and personal items like backpacks or book bags. However, the school will ensure that these choices:

- **Do not interfere with student health or safety**
- **Do not create a hostile or intimidating environment**
- The goal is to support individual expression while maintaining a safe, respectful, and inclusive school community for everyone.

Universal Dress Code/ Students must wear:

- Top (shirts, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirt, dress, etc.): and
- Footwear



- Blankets **ARE NOT** Permitted.

This policy permits additional student attire requirements when necessary to ensure safety in certain academic setting (e.g. physical activity, science or CTE courses). Additionally, this policy allows for reasonable variation in required student attire for participation in certain activities.

The following items are prohibited attire at Southwestern Central School

- Clothing or accessories are **not allowed** if they:
- Are pornographic, threatening, or promote illegal or violent behavior (e.g. drugs, alcohol, weapons).
- Show hate speech or symbols targeting protected groups.
- Show private parts or fail to cover them with opaque material.
- Cover the face in a way that makes a student unidentifiable (unless for religious, ethnic, or medical reasons).
- Include hats, visors, or hoods worn indoors (except for religious, ethnic, or medical reasons).
- Show gang affiliation or symbols.
- **NOTE:** Religious attire is always allowed and respected.

LIBRARY MEDIA CENTER

Your High School Library is a vibrant space you are encouraged to visit to learn new things. The library has helpful staff that can guide your search for print and online resources to help with any school project. The library has thousands of titles for recreational reading and has an active and evolving Maker space.

In our Makerspace, you can learn to design and 3-d print objects or use a vinyl cutter to make stickers and t-shirts. Our space is always changing and offering new opportunities to learn technology. The library also has a student-run Help Desk, where you can get technology help when you need it.

Freshman will become familiar with the library during an orientation at the beginning of the school year. New Students at any grade level are encouraged to come in and receive an orientation at any time. Our school library is open all day and after school.

Your library also offers lunch time clubs and themed programming that is engaging and fun-so visit us! We have an open and respectful space that is a privilege to visit. Unacceptable student behavior will result in disciplinary action and/or revocation of library privileges.

LOCKERS (HALL/GYM)

All students will be issued a locker and combination lock. Lockers should be locked at all times and combinations should be kept private and should not be shared with anyone. This will eliminate many unnecessary problems. Students will be held responsible for the condition of their lockers as well as the material placed in them. No writing, painting or pictures will be allowed on the outside of doors any



anywhere inside. Items may be taped on the inside but not glued onto the walls or doors. There is to be absolutely no paint used anywhere on or in the lockers. Questionable pictures, materials, etc. Will be removed. Gym lockers, to which the above conditions apply, will be administered by the PE teachers. All hall and gym lockers are the property of Southwestern School, and the school administration has the legal right to enter and search the lockers. All non-school locks will be removed by the custodial staff. Students will be charged for any damage done to the locker while assigned to the student.

LOST OR STOLEN ITEMS

The Southwestern Central School District cannot be held responsible for student items lost or stolen. It is responsibility of each student to keep secure all personal items or school issued supplies or materials. Students are responsible to replace school issued supplies or materials that have been lost or stolen. It is strongly advised that students leave valuable personal items or large sums of money at home or stored in the school safe.

LUNCH GUIDELINES

In order to keep the cafeteria orderly, clean and attractive, the following rule must be observed:

- All lunch food must be eaten in the cafeteria (unless students are eating lunch in a supervised area).
- During lunch period, students are to remain in the cafeteria.
- Students may not leave the cafeteria without permission.
- Students are not to be in the hallways during lunch.
- Return all trays, dishes and silverware to the proper receptacles.
- Keep tables and floors clean. Pick up and clean up any food you drop or spill.
- Talk in a normal voice.
- Keep the cafeteria lines orderly.
- Never push or run.
- Students are not permitted to have food delivered to school from outside restaurants without securing prior administrative permission.
- Failure to comply with these rules may result in loss of cafeteria privileges, assignment to lunch detention or clean up being assigned.
- ID numbers/finger scans are required for lunch purchase.

PASSES FOR LEAVING SCHOOL

Students are not permitted to leave the school building at any time during the school day without permission from the office. **If you must leave because of illness, you must be excused by the school nurse and sign out in the Attendance Office.** If you must leave for any other reason, it must be done only with approval of the building principal. **For safety and accountability reasons, the district opposes students leaving the building for lunch. Failure to follow the proper procedure will be considered a truancy.**



Code of Conduct

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 the 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 define these expectations clearly for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly, consistently, and fairly. To this end, the board adopts this code of conduct (“code”). Unless otherwise indicated, this code applies to all student, school personnel, parents, and other visitors when on school property or attending a school function.

II. Definitions

“Disruptive student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. “Parent” means parent, guardian, or person in parental relation to a student.

“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 or Traffic law § 142.

“School function” means any school-sponsored or sanctioned extra-curricular event or activity. “Violent student” means a student under the age of 21 whom:

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 attempt to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person 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, airsoft gun (pistol & rifle), 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.

Student Rights and Responsibilities

A. Student Rights

Dignity for All Students Act (Dignity Act)

Southwestern provides leadership in the areas of civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. The Dignity Act explicitly provides that no student must be subjected to discrimination and/or harassment by employees and/or students on school property or at a school function based on his or her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex.

www.regents.nysed.gov/meetings/2011Meetings/June2011/611p13d4.pdf

The Dignity for All Students Act (Dignity Act) is to provide all public-school students with an environment free from harassment, bullying (including cyber bullying), and discrimination, as well as to foster civility in public schools. The Dignity Act focuses on the prevention of discriminatory behaviors, including harassment/bullying, through the promotion of educational measures meant to impact school culture and climate positively.

Scope of Cyberbullying

The Dignity Act prohibits discrimination including harassment/bullying/cyberbullying, of students on school property, including at school functions, by any student and/or employee. As the amended act states, cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, email, instant messaging, blogs, chatrooms, pagers, cell phones, gaming systems, social media apps, and social media websites, to deliberately harass or threaten others.

Pertinent Definitions “School Property” mean in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of the public elementary or secondary school; or in or on a school bus) Education Law§11[1]).

“School Bus” means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the



transportation of pupils, children of pupils, teachers and other person acting in supervisory capacity to or from school or school activities (Education Law§11[1] and Vehicle and Traffic Law§142).

“School Function” means a school –sponsored extra-curricular event or activity (Education§11[2]).

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or in demonstrable by medically accepted clinical exercise of a normal bodily function or in demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

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

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

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

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

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

- (1) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- (2) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- (3) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- (4) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property. For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and nonverbal actions. (Education Law §11[7])

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

Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or



perceived membership in the following groups including, but not limited to:

- race
- color
- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sexual orientation
- gender (which includes a person's actual or perceived sex, as well as gender identity and expression)

this is not an exhaustive list. For example, students with acne or short stature, who are subjected to discrimination, harassment, or bullying are also covered by the Dignity Act. Schools/districts may add to this list based on their own regional or specialized needs (for example, students or incarcerated parents).

Disciplinary and Remedial Consequences

Southwestern Central School District emphasizes the creation and maintenance of the positive learning environment for all students. Southwestern Central School is committed to the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. The remedial responses should also be designed to correct the problem behavior, prevent and other occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- (1) peer support groups.
- (2) assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- (3) corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience.
- (4) engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed.
- (5) supportive intervention and/or mediation where constructive conflict resolution is modeled.
- (6) behavioral assessment or evaluation.
- (7) behavioral management plans or behavior contract, with benchmarks that are closely monitored.
- (8) students counseling and parent conferences that focus on involving persons in parental relation in discipline issues.



Reporting Discrimination, Harassment and Bullying

- School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or their designee no later than two school days after making an oral report.
- The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
- Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination.

Dignity Act Coordinators

Southwestern Central School
600 Hunt Road
Jamestown, NY 14701

Elementary School
Mr. Mike Butler/ 716-664-1881

Middle School
Mr. Greg Lauer/716-664-6270

High School
Mr. Matthew Kindberg/ 716-664-6273

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

1. Take part in all district activities on an equal basis regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, as well as gender identity and expression).
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.



3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules, and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. 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.
12. Report any information they may be aware of that indicates possible danger to the safety of the school, students, faculty, administration, or staff.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their child (ren) is a joint responsibility of the parents and school community.
2. Send their children to school ready to participate and learn.
3. Ensure that children attend school regularly and on time, unless legally excused.
4. Ensure that children attend school unless legally excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that the democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them.
8. Convey to their children a supportive attitude toward education and the district.
9. Build good relations with teachers, other parents, and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.



B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading deadlines
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.

C. School Counselors

1. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
2. Initiate-teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems and parent/teacher/student /counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. encourage students to benefit from the curriculum and extracurricular programs.

D. Principals

1. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress and grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

E. Superintendent

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



promptly and fairly.

F. Board of Education

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

Student Dress Code

New York State Law stipulates that schools monitor safety, cleanliness, non-distractiveness, and vulgarity with regard to student dress. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents 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 understating 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 or interfere with the educational process.
2. Recognize that extremely brief garments such as, but not limited to tank tops, tube tops, net tops, halter tops, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats, visors, hoods, or skullcaps during the school day except for a medical or religious purpose, with prior school permission.
6. Not include items that are vulgar, obscene, and libelous or denigrate others on account or face, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual sex, perceived sex, as well as gender identity and expression).
7. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, not relate to or promote gang affiliation or weapons, and/or encourage other illegal or violent activities.
8. Backpacks/purses are not permitted to be carried during the school day and must be kept in a

locker.

Each building principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline up to and including removal from school for the day.



Prohibited Student Conduct

The board of education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on students' ability to grow in self-discipline. The board recognizes the need to make its expectations for student conduct while school property or engaged in a school function specific and student conduct while on school property or engaged in a school function 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. These rules will act as guidelines because each building, with its different age groups, will have its own unique problems or concerns. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. In addition, students may be subject to criminal prosecution and/or civil liability. Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include:

1. Running in hallways, pushing, shoving, tripping, throwing objects, and throwing snowballs.
 - a) Making unreasonable noises.
 - b) Using language or gestures that is profane, lewd, vulgar, or abusive.
 - c) Obstructing vehicular or pedestrian traffic.
 - d) Engaging in any willful act that disrupts the normal operation of the school community.
2. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
3. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/internet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators, or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school or class without permission.
3. Skipping detention.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include:

1. talking without permission.
2. Inappropriate noise or gestures, interrupting teachers or students or any other behavior that interferes with the teacher's ability to conduct class.

D. Engage in conduct that is violent. Examples of violent conduct include:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a student, teacher, administrator or other school employee or attempting to do so.
2. Causing other students to engage in violence (such as hitting, kicking, punching and scratching) on school property.



3. Possessing 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.
 4. Displaying what appears to be a weapon.
 5. Threatening to use a weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee, or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
 8. Damaging textbooks, workbooks, district-issues technology (hardware or software), or any other school property issues for coursework by teachers.
- E. Engage in conduct that endangers the safety, morals, health, or welfare of others.

Examples of such conduct include:

- 1) Lying to school personnel.
- 2) Stealing or damaging 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 representation about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
- 4) Discrimination, which includes the use of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, as well as gender identity and expression) as a basis for treating another in a negative manner.
- 5) Harassment, which includes a sufficiently severe action or persistent, pervasive pattern of actions or statements directed at an individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
- 6) Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- 7) 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.
- 8) Selling, using or possessing obscene material.
- 9) Using vulgar or abusive language, cursing or swearing.
- 10) Smoking a cigarette, cigar, pipe, using chewing or smokeless tobacco, or electronic cigarettes/smoking devices.
- 11) Possessing, consuming, selling, distribution, sharing or exchanging alcoholic beverages, controlled or illegal substances or being under the influence of "illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs". Controlled substances include substances that are legally possessed or used under the supervision of a licensed health care professional or used under any other provision of federal law. Possessing drug paraphernalia for the use of such drugs.
- 12) Sharing prescription and over the counter drugs.
- 13) Gambling.



- 14) Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd and indecent manner.
- 15) Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- 16) Possessing or discharging fireworks, explosives, or incendiary devices in a school building or on school property.

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.

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

- 1) Plagiarism
- 2) Cheating
- 3) Copying
- 4) Altering records
- 5) Assisting another student in any of the above actions.
- 6) Late/ incomplete assignments.

H. Engage in truancy/illegal absences.

I. Engage in behaviors non-compliant with established policies.

Reporting Violations

All students are expected to report violations of the code of conduct promptly to a teacher, school counselor, school psychologist, the building principal, or his or her designee. Any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee, or the superintendent.

All district staff that are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff that are not authorized to impose disciplinary sanctions are expected to report violations of the code of conduct promptly to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral of prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that the building principal reasonably believes may constitute a crime as soon as practical. The notification may be made by telephone, followed by a letter mailed within a 24-hour time frame. The notification must identify the student and explain the conduct that violated the code and conduct and constituted a crime.



Disciplinary Penalties

<u>OFFENSE/INFRACTION</u>	<u>Level One Action</u>	<u>Level Two Action</u>	<u>Level Three Action</u>
100 Disorderly Conduct	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing · Police Action · Pass Restriction · Loss of Privileges
101 Horseplay (Physical, non-threatening inappropriate behavior)	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · OSS · Parent Conference · Pass Restriction · Loss of Privileges
102 Profane, Vulgar, Abusive Language	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference
104 Computer Policy Violation	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference · Banned from use
105 Parking Violation	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Loss of privilege · Parent Conference 	<ul style="list-style-type: none"> · OSS · Loss of privilege · Parent Conference
106 Lunch Detention (by teacher)	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference
107 Common Area/Hallway Behavior	<ul style="list-style-type: none"> · Warning · Lunch Detention · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Pass Restriction · Parent Conference 	<ul style="list-style-type: none"> · OSS · Pass Restriction · Parent Conference · Super. Hearing · Police Action
200 Insubordination	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference
201 Gross Insubordination	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing · Police Action
202 General Disrespect	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference
203 Skip Teacher/Homework Detention	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference
204 Truancy from school	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · SST Referral 	<ul style="list-style-type: none"> · ISS · Parent Conference · PINS Referral · Police Action 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing · Police Action
205 Skip Administrative Detention	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference
206 Late to class	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Super. Hearing · PINS Referral · Pass Restriction · Loss of Privileges



OFFENSE/INFRACTION	Level One Action	Level Two Action	Level Three Action
207 Late to school	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Super. Hearing · PINS Referral · Pass Restriction · Loss of Privileges
208 Truant from class	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing · PINS Referral · Police Action · Pass Restriction · Loss of Privileges
209 Leave school without permission	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · Super. Hearing · Police Action · Pass Restriction · Loss of Privileges
210 Failure to sign in/sign out	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference
211 Dress code violation	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing
212 AUP/Electronic Device violation	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Confiscation 	<ul style="list-style-type: none"> · ISS · Parent Conference · Confiscation · Loss of Privilege · Police Action 	<ul style="list-style-type: none"> · OSS · Parent Conference · Loss of Privilege · Super. Hearing · Police Action
214 Unauthorized distribution via social media	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Confiscation 	<ul style="list-style-type: none"> · ISS · Parent Conference · Confiscation · Loss of Privilege · Police Action 	<ul style="list-style-type: none"> · OSS · Parent Conference · Confiscation · Super. Hearing · Police Action
301 Inappropriate physical contact	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · SST Referral · Police Action · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing · Police Action · Pass Restriction · Loss of Privileges
302 Instigate a fight	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · ISS · Parent Conference · SST Referral · Police Action · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing · Police Action · Pass Restriction · Loss of Privileges
303 Personal Injury	<ul style="list-style-type: none"> · ISS · Parent Conference 	<ul style="list-style-type: none"> · ISS · Parent Conference · SST Referral · Police Action 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing · Police Action
307 Verbal Threat	<ul style="list-style-type: none"> · Warning · Detention · Parent Conference · Pass Restriction 	<ul style="list-style-type: none"> · ISS · Parent Conference · Pass Restriction · Loss of Privileges 	<ul style="list-style-type: none"> · OSS · Parent Conference · Super. Hearing · Police Action



	<ul style="list-style-type: none"> Loss of Privileges 		<ul style="list-style-type: none"> Pass Restriction Loss of Privileges
308 Damage personal property	<ul style="list-style-type: none"> Warning Detention Parent Conference Restitution 	<ul style="list-style-type: none"> ISS Parent Conference Restitution 	<ul style="list-style-type: none"> OSS Parent Conference Restitution Super. Hearing Police Action
309 Damage school property <\$50	<ul style="list-style-type: none"> Warning Detention Parent Conference Restitution 	<ul style="list-style-type: none"> ISS Parent Conference Restitution 	<ul style="list-style-type: none"> OSS Parent Conference Restitution Super. Hearing Police Action
310 Damage school property >\$50	<ul style="list-style-type: none"> Warning Detention Parent Conference Restitution 	<ul style="list-style-type: none"> ISS Parent Conference Restitution 	<ul style="list-style-type: none"> OSS Parent Conference Restitution Super. Hearing Police Action
313 Cell Phone Violation	<ul style="list-style-type: none"> Warning Parent Conference Confiscation 	<ul style="list-style-type: none"> Parent Conference Confiscation Loss of Privilege 	<ul style="list-style-type: none"> Parent Conference Confiscation Loss of Privilege
400 Safety, Moral Health, Welfare	<ul style="list-style-type: none"> Warning Detention Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> ISS Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action Pass Restriction Loss of Privileges
401 Lying to school personnel	<ul style="list-style-type: none"> Warning Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference 	<ul style="list-style-type: none"> OSS Parent Conference
402 Stealing	<ul style="list-style-type: none"> Warning Detention Parent Conference Restitution 	<ul style="list-style-type: none"> ISS Parent Conference Restitution 	<ul style="list-style-type: none"> OSS Parent Conference Restitution Super. Hearing Police Action
404 Defamation	<ul style="list-style-type: none"> Warning Restorative Practice Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> ISS Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action Pass Restriction Loss of Privileges
405 Discrimination	<ul style="list-style-type: none"> Restorative Practice Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> ISS Parent Conference SST Referral Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action Pass Restriction Loss of Privileges
406 Harassment	<ul style="list-style-type: none"> Restorative Practice Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> ISS Parent Conference SST Referral Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action Pass Restriction Loss of Privileges



OFFENSE/INFRACTION	Level One Action	Level Two Action	Level Three Action
408 Intimidation	<ul style="list-style-type: none"> Warning Detention Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> ISS Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action Pass Restriction Loss of Privileges
411 Unsafe conduct	<ul style="list-style-type: none"> Warning Detention Parent Conference Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> ISS Parent Conference SST Referral Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action Pass Restriction Loss of Privileges
412 Possession/Use of contraband: Tobacco products/e-cigarettes/vaping devices/ Knives	<ul style="list-style-type: none"> ISS Confiscation Parent Conference SST Referral Pass Restriction Loss of Privileges Counseling Sessions 	<ul style="list-style-type: none"> ISS Confiscation Parent Conference SST Referral PINS Referral Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> OSS Confiscation Parent Conference PINS Referral Super. Hearing Police Action Pass Restriction Loss of Privileges
413 Use/Possession, Selling or distributing of legal/illegal drugs	<ul style="list-style-type: none"> ISS Parent Conference SST Referral Police Action Refer to Section VIII (B)(3) Pass Restriction Loss of Privileges Counseling Sessions 	<ul style="list-style-type: none"> ISS Parent Conference SST Referral PINS Referral Police Action Refer to Section VIII (B)(3) Pass Restriction Loss of Privileges 	<ul style="list-style-type: none"> OSS Parent Conference PINS Referral Super. Hearing Police Action Refer to Section VIII (B)(3) Pass Restriction Loss of Privileges
420 Cafeteria misconduct	<ul style="list-style-type: none"> Warning Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action
421 Forged note from parent	<ul style="list-style-type: none"> Warning Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference 	<ul style="list-style-type: none"> OSS Parent Conference
422 Forged teacher signature	<ul style="list-style-type: none"> Warning Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference 	<ul style="list-style-type: none"> OSS Parent Conference
423 Forged Pass	<ul style="list-style-type: none"> Warning Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference 	<ul style="list-style-type: none"> OSS Parent Conference
500 Bus Misconduct	<ul style="list-style-type: none"> Warning Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference Loss of Bus Privilege 	<ul style="list-style-type: none"> OSS Parent Conference Loss of Bus Privilege Super. Hearing Police Action
600 Academic misconduct	<ul style="list-style-type: none"> Warning Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference SST Referral 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action
601 Plagiarism	<ul style="list-style-type: none"> Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference SST Referral 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action
604 Altering Records	<ul style="list-style-type: none"> Warning Detention Parent Conference 	<ul style="list-style-type: none"> ISS Parent Conference 	<ul style="list-style-type: none"> OSS Parent Conference Super. Hearing Police Action



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

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

- 1) The student's age.
- 2) The nature of the offense and the circumstances that 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 other, 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 disability or presumed to have a disability.

A. Penalties

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

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



B. Procedures

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

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

1) Detention

Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2) Restorative Justice

It is our objective to create and maintain a safe and orderly educational environment. Restorative Justice is a process utilized to reduce disruption and misconduct; support and reinforce positive behavior and character development; and help students succeed. School administrators, counselors, and teachers may incorporate this intervention strategy as a method to intervene and promote an emotionally and physically safe educational environment. Participants will focus on owning mistakes, showing empathy, and taking steps to remedy the conflict.

3) Suspension from transportation.

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her 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 building principal or the principal's designee to discuss the conduct and the penalty involved.

4) 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 Educational 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 penalty involved.

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

6) Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in alternate setting. Such practices may include, but are not limited to: (1) short-term "removal" in a elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; (4) sending a student to a school counselor, school psychologist or other district staff member for counseling; or (5) sending a student to the Structured Learning Center Time-honored classroom management techniques such as these do no 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 teachers' classroom behavior rules.

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

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an



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

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours. The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number (s) for the purpose of contacting parents.

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

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

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

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

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on that day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. Each teacher must keep a complete log (on



district provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of student from class.

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

7. Suspension from school

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

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the building principals.

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

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

Short-term (5days or less) suspension from school when the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may have established. The notice and opportunity for an informal conference shall take place before the student is



suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the conference, the principal shall promptly advise the parents in writing of his or her decision.

Long-term (more than 5 days) suspension from school when the superintendent determines that a suspension for more than five days may be warranted, e or she shall give reasonable notice to the student and student's parents of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf. The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof. An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

C. Permanent suspension

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

D. Minimum periods of suspension

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

- (a) The student's age.
- (b) The student's grade in school.
- (c) The student's prior disciplinary record.
- (d) The superintendent's belief that other forms of discipline may be more effective. In put from parent, teachers, and/or others.
- (e) Other extenuating circumstances
- (g) A Student with a disability may be suspended only in accordance with the requirements of state and federal law.



2. Students who commit violent acts, other than bringing a weapon to school, incurring suspensions beyond five (5) days: Any student who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

E. Referrals Counseling

The Guidance Office/Psychology Office shall handle all referrals of students to counseling.

F. PINS Petitions

The district may file a PINS petition on any student under the age of 18 for any reason permitted by law, including the following, which are meant to be an example:

- (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) 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.
- (d) 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.



G. Juvenile Delinquents and Juvenile Offenders

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

- (a) Any student under the age of 16 who is found to have brought a weapon to school, or
- (b) Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42). The superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

Alternative Instruction

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

These means may include, but are not limited to:

1. Home instruction
2. Home instruction at a neutral site

Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove, or otherwise discipline student 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 regulation.

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

Authorized Suspensions or Removals of Students with Disabilities

1) For purposes of the section of the code of conduct, the following definitions apply. A “suspension” means a suspension pursuant to Education Law §3214f. A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting IAES ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others. An IAES means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enable the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modification, including those described on the



student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

- 2) School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
- a) The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - (b) The superintendent may order the placement of a student with a disability into IAES, another setting or suspension for up to 10 consecutive 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.

(1) "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 ½ inches in length."

(2) "Controlled substance" means a drug or other substance identified in certain provisions of the Federal Controlled Substances Act or any other federal law.

(3) "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.

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



Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - (a) for more than 10 consecutive school days; or
 - (b) for 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 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 suspensions or removals if the SCE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances.

Special Rules Regarding the Suspension or Removal of Student with Disabilities

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



precipitating disciplinary action occurred. If the district is deemed to have and 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 whether the student is a student presumed to have a disability.
- (b) A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such nondisabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.
 - 3) The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement the procedural safeguard notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.
 - 4) The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with a same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
 - 5) Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
 - 6) The removal of a student with disabilities other than as 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 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. 20D.

Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into the 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 hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
- (b) The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - (2) 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.
 - (3) An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

Referral to law enforcement and judicial authorities

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

- a. 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.



- b. 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 situation where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonably physical force may be used to:

- a. Protect oneself, another student, teacher, or any other person from physical injury.
- b. Protect the property of the school or others.
- c. 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.
- d. 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 of education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code 21 or conduct. Students are not entitled to any sort of "Miranda" type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all student why they are being questioned. In addition, the board authorizes the superintendent, building principals, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

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

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places



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

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 or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others. Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also the same sex as the student. In every case, the school official conducting a strip search must have probable cause-not simply reasonable cause to believe the student is concealing evidence of a violation of law of the district code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record, and the need for such a search. School officials will attempt to notify the student's parent by telephone conducting a strip search or in writing after the fact if the parent could not be reached by telephone.

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 or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner, and results of parental notification.

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



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 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 or her designee shall first try to notify the student's parents to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted.

The principal or designee will also be present during any police questioning or search of a student on school property or at school function.

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 building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the protective services worker to verify the allegation, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex. A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonable be obtained. If the worker believes



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

XII. Visitors to the Schools

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

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

XIV. 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 at attending a school function including students, teachers, and district personnel. The restrictions on public conduct on school property and at school functions contained in the code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher,



administrator, other district employee, or any person lawfully on school property, including graffiti or arson.

3. Disrupt the orderly conduct of classes, school programs or other school activities or deliberately interfere with the freedom of any person to express his/her views, including invited speakers.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles; possess, consume, sell distribute or exchange alcoholic beverages, controlled substances, e-cigarettes/vape devices, or be under the influence of either on school property or at a school function.
9. Possess or use weapons in or on school property, or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
10. Loiter on or about school property.
11. Gamble on school property or at school functions.
12. Refuse to comply with any reasonable order or identifiable school district officials performing their duties.
13. Willfully incite others to commit any of the acts prohibited by this code.
14. Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.
15. Physically restrain or detain any other person, nor remove such person from any place where he/she is authorized to remain.
16. Engage in picketing and/or demonstrating which obstructs entrances to building or buildings or the normal flow of pedestrian or vehicular traffic, or parents entry, which interferes with organized meetings or other assemblies for the purpose of harassment; which obstructs or physically interferes with the integrity of the classroom, the privacy of administrative offices, or the functioning of the physical plant.
17. Domesticated animals are prohibited on school property unless approved by school administration.

B. Penalties (Subject to provisions of applicable law)

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

1. 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.
2. Students: They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirement.
3. Tenured faculty members: They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.



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

C. Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code. When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat in injury to persons or property, the principal, or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

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

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

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

The board may appoint an advisory committee to assist in reviewing the code and the district's



response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Before adopting any revisions to the code, the board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate. The code of conduct and any amendments to it will be filed with the Commissioner no later than 30 day after adoption.

- **Levels and quantity of consequences are determined by frequency/severity of infraction determined by Building Principal / Dean of Students**

SOUTHWESTERN CENTRAL SCHOOL
ATHLETIC GUIDELINES
UPDATED 8/30/24

I. INTRODUCTION

The Athletic program, an important link in preparing a young person for adult life, has an important place in the total educational program at Southwestern Central School. Sports supplement the Physical Education Program and provide a positive, controlled outlet for the energy of students. This benefits students mentally, socially, and emotionally as well as providing additional physical activity.

For the school sports program to continue as an educational tool and an extension of the classroom, it is critical that coaches work to improve the educational values of all students as well as various skills and techniques of the individual sport.

II. PHILOSOPHY

The district recognizes that interscholastic athletic participation is an integral part of a well-balanced educational program. Therefore, the district supports within its resources a broad sports program with equal access for both males and females through interscholastic activities. The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of New York State Public High Schools Athletic Association and the State Education Department. Participation in interscholastic athletics is a privilege, not a right. In order to participate in the sports program, the Board of Education, administration, faculty and coaching staff expect that a student will make academic progress and adhere to the eligibility procedures outlined in the guide.



III. OBJECTIVES OF PARTICIPATION

Statement of Objectives

1. To provide a positive image of school athletics at Southwestern Central School.
2. To strive always for playing excellence that will produce winning teams within the bounds of good sportsmanship and mental health of the student athlete.
3. To provide opportunity for a student to experience success in an activity he or she selects.
4. To develop high ideals of fairness in all human relationships.
5. To practice self-discipline and emotional maturity in learning to make decisions under pressure.
6. To be socially competent and operate within a set of rules, thus gaining a respect for the right of others.
7. To develop an understanding of the value of activities in a balanced educational process.

IV. NEW YORK STATE PUBLIC HIGH SCHOOL ATHLETIC ASSOCIATION CODE OF ETHICS

It is the responsibility of all concerned with high school athletics:

1. To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
2. To eliminate all possibilities which tend to destroy the best values of the game.
3. To stress the values derived from playing the game fairly.
4. To show cordial courtesy to visiting teams, fans and officials.
5. To establish a happy relationship between visitors and hosts.
6. To respect the integrity and judgement of the sports officials.
7. To achieve a thorough understanding and acceptance of the rules of the games and the standards of eligibility.
8. To encourage leadership, use of initiative and good judgement by the players on the team.
9. To recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individual players.
10. To remember that an athletic contest is only a game—not a matter of life or death for player, coach, school, official, fan, community, state or nation.

V. STUDENT ACTIVITY POLICIES

DIGNITY FOR ALL STUDENTS ACT

On September 13, 2010, Governor David A. Peterson signed into law the Dignity for All Students Act, which amended the Education Law by adding a new Article 2. The Act, which is effective July 1, 2012, was passed to help eliminate discrimination, harassment, and bullying in public schools specifically, it seeks to help children reach their academic potential and ultimately foster “civility in public schools and prevent and prohibit conduct which is inconsistent with a school’s educational mission.” Southwestern provides leadership in the areas of civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited



to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes.

The Dignity Act explicitly provides that no student must be subjected to discrimination and/or harassment by employees and/or students on school property or at a school function based on his or her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex.

www.regents.nysed.gov/meetings/2011Meetings/June2011/611p12d4.pdf

The Dignity for All Students Act (Dignity Act) is to provide all public school students with an environment free from harassment, bullying (including cyberbullying) and discrimination, as well as to foster civility in public schools. The Dignity Act focuses on the prevention of discriminatory behaviors, including harassment/bullying, through the promotion of educational measures meant to positively impact school culture and climate.

Scope of Cyberbullying

The Dignity Act prohibits discrimination including harassment/bullying/cyberbullying, of students property, including at school functions, by any student and/or employee. As the amended act states, cyberbullying may include, among other things, the use, both on and off school property, of electronic technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others.

Pertinent Definitions

“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 but (Education Law §11[1]).

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

“School Function” means a school-sponsored extra-curricular event or activity (Education Law §11[2]).

“Disability” means:



(a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or

(b) a record of such an impairment or

(c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in a job or occupation sought or held (Education Law §11[4] and Executive Law §292[21]).

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

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

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

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

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

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

- a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d) occurs off school property and creates or would foreseeably create a risk of substantial disruption



within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions. (Education Law §11[7])

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

Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived membership in the following groups including, but not limited to:

- Race
- Color
- Weight
- National origin
- Ethnic group
- Religion
- Religious practice
- Disability
- Sexual orientation
- Gender (which includes a person’s actual or perceived sex, as well as gender identity and expression).

This is not an exhaustive list. For example, students with acne or short stature, who are subjected to discrimination, harassment, or bullying are also covered by the Dignity Act. Schools/districts may add to this list based on their own regional or specialized needs (for example, students of incarcerated parents).

Disciplinary and Remedial Consequences

Southwestern Central School District emphasizes the creation and maintenance of a positive learning environment for all students. Southwestern Central School is committed to the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act. Appropriate remedial measures may include, but are not limited to:

- a) peer support groups;
- b) assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day;
- c) corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience;
- d) Engagement of student in a reflective activity, such as writing an essay about the misbehavior and



- its impact on others and who the student might handle the situation differently in the future and/or make amends to those who have been harmed;
- e) supportive intervention and/or mediation where constructive conflict resolution is modeled;
 - f) behavioral assessment or evaluation;
 - g) behavioral management plans or behavior contract, with benchmarks that are closely monitored;
 - h) student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Reporting Discrimination, Harassment and Bullying

- School employees who witness harassment bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee not later than one school day after such employee witnesses or receives a report of such acts and shall also file a written report with the principal, superintendent, or their designee no later than two school days after making an oral report.
- The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports.
- When an investigation verifies a material incident of harassment, bullying, and/or discrimination, the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.
- Pursuant to Education Law section 13, retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation or harassment, bullying, and/or discrimination.

Dignity Act Coordinators

Southwestern Central School
600 Hunt Road
Jamestown, NY 14701

Elementary School

Mr. Michael Butler
716-484-1136

Middle School

Mr. Greg Lauer
716-664-6270

High School

Mr. Matthew Kindberg
716-664-6273



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

- 1) Take part in all district activities on an equal basis regardless of color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (which includes a person's actual or perceived sex, as well as gender identity and expression).
- 2) Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of a penalty.
- 3) Access school rules and, when necessary, receive an explanation of those rules from school personnel.

School District Must:

Develop Curriculum: must include instruction that supports the development of a school environment free of discrimination and harassment. Curriculum must include instruction in safe and responsible use of the internet and electronic communications and emphasize discouraging acts of harassment, bullying and discrimination.

Establish Reporting Materials: incidents of discrimination and/or harassment on school grounds or at a school function must be reported to NYSED annually.

Establish a Dignity Act Coordinator: At least one staff member at every school must be designated and trained to handle human relations in the areas of: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

Establish Employee Training: Employees must receive training to raise awareness and sensitivity to potential acts of discrimination and/or harassment and to enable employees to prevent and respond to incidents of discrimination and harassment.

Establish Employee Reporting Protocol: School employees who witness or receive a report of harassment, bullying or discrimination must notify the principal, superintendent or designee within one school day after witnessing the incident or receiving the report and must file a written report within two school days thereafter.

Notify Law Enforcement: The principal, superintendent or designee will be required to notify appropriate local law enforcement when they believe that any harassment, bullying or discrimination constitutes criminal conduct.

Establish Guidance and Educational Materials: The State Education Department will provide guidance and educational materials, including best practices in addressing cyberbullying, and best practices in helping families and communities to work cooperatively with schools in addressing cyberbullying.



Cyberbullying: Cyberbullying will be defined as harassment or bullying by a form of electronic communication and include incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment.

Report Harassment, Bullying and Discrimination: The principal, superintendent, or designee must be charged with receiving reports.

Investigate Reports: The principal, superintendent, or designee must lead or supervised the prompt and thorough investigation of reports.

Respond to Verified Reports: The school must take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, and ensure the safety of the student(s) toward whom harassment, bullying or discrimination was directed.

The Bottom Line: The Dignity for All Students Act was designed to eliminate discrimination, harassment, and bullying in public schools. As a result, school districts are required to design policies to prevent discrimination, harassment, and bullying in compliance with the regulations which will be set forth by the commissioner.

VI. TRAINING RULES

The following training rules are in effect for all student participants in the interscholastic program during the duration of the season.

- A. **Hazing will not be tolerated to any degree.** If it is determined that a student athlete has violated this training rule, the student athlete will be suspended from athletics indefinitely.
- B. **Sexual Harassment will not be tolerated to any degree.** If it is determined that a student athlete has violated this training rule, the student athlete will be suspended from athletics indefinitely.
- C. **No use of tobacco products, any form of e-cigarette, alcoholic beverages, controlled drugs (except as prescribed by a licensed physician) and/or illegal drugs.**

Participation in interscholastic athletics requires the participant to be in excellent physical condition. Training rules are established and observed so student athletes have the necessary energy, stamina and strength to safely participate.

Any suspected infraction of the training rules shall be reported to the Athletic Director and coach. The suspected infraction must then be reported to the building principal immediately. The suspected infraction will be dealt with in the following manner:

- 1) The athlete and his/her parents will be immediately informed of the suspected infraction and called



in for consultation.

- 2) The athletic director and building principal will thoroughly investigate any suspected infraction of training rules.
- 3) The athletic director and building principal shall make a determination of the suspected infraction based on reasonable grounds or belief.
- 4) At the TIME OF DETERMINATION of an infraction of the training rules by a student athlete the following actions will begin:

(3) **FIRST OFFENSE-** Suspension from athletic activity for a minimum of seven (7) calendar days, which will include at least five (5) school days and a minimum of one (1) missed contest. The student athlete will be involved in a program of Education and Awareness to include a minimum of three counseling and support sessions commencing with the suspension within a period of two weeks.

SECOND OFFENSE- Suspension from athletic activity for 45 calendar days which will include a minimum of five (5) missed contests. The student athlete will be involved in a program of Education and Awareness to include a minimum of six (6) counseling and support sessions commencing with the suspension within a period of two weeks.

THIRD OFFENSE- Suspension from athletic activity for one calendar year. This suspension may be reduced to one-half calendar year after the student demonstrates successful completion of a certified drug and alcohol counseling program.

- 5) Upon notification of the athletic offense, the following procedures shall follow:

A. Upon report of an alleged violation or if the student admits a violation has occurred, the building principal and/or athletic director shall provide verbal notice to the student and his/her parent (s)/guardian (s) that an investigation of the alleged violation is/has been taking place. The reasons for the investigation and the possibility of suspension or removal from the activity will be included in the notice.

B. The student and his/her parent (s)/guardian (s) will meet the principal, athletic director, assistant principal and other staff, as appropriate, within two (2) school days following the initial notification. Those attending will be given the opportunity to submit additional information or explanation of the alleged violation.

C. The principal, athletic director, assistant principal, as appropriate, will make a final determination and within two (2) days of conducting the investigation, give verbal and written



notice to the student, parent (s)/guardian(s) and the coach or advisor of the actions being taken.

- **Students will not be permitted to participate in practice or awards ceremonies during suspensions.**
- **Any student athlete who is suspended In-School Suspension (ISS) during their respective season; the day(s) they serve ISS may result in loss of athletic participation.**
- **Any student athlete who is suspended Out-of School Suspension (OSS) during their respective season will result in loss of participation during the suspension period and a (one) game suspension.**

***Please note:** Training rules and suspensions may carry into the student-athlete's subsequent year. For example, if a student receives a suspension freshman year under the guidelines of the first offence and subsequently is in violation his/her sophomore, junior or senior year, it will be treated as a level two infraction.

VII. CONCUSSIONS

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. Even a "ding", "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious. You can't see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear to be noticed until days or weeks after the injury. If an athlete reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

The signs and symptoms of a concussion include but are not limited to the following:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall
- The athlete reports a headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to Noise
- Feeling sluggish, hazy, foggy or groggy
- Concentration or memory problems



- Confusion
- Does not “feel right”

Every sport is different, but there are steps your children can take to protect themselves from concussion.

- Ensure that they follow their coach’s rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and moth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Learn the signs and symptoms of a concussion.

What should you do if you think your child has a concussion?

- 1) **Seek medical attention right away.** A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.
- 2) **Keep your child out of play.** Concussions take time to heal. Don’t let your child return to play until a health care professional says it’s OK. Children who return to play too soon- while the brain is still healing- risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.
- 3) **Tell your child’s coach about any recent concussion.** Coaches should know if your child had a recent concussion in ANY sport. Your child’s coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

Return to play Protocol following a concussion.

The following protocol has been established in accordance to the National Federation of State High School Associations and the International Conference on Concussion in Sport, Prague 2004. When any athlete shows **ANY** signs or symptoms of a concussion:

- 1) The athlete will not be allowed to return to play in the current game or practice.
- 2) The athlete should not be left alone, and regular monitoring for deterioration is essential over the initial few hours following the injury.
- 3) The athlete should be medically evaluated following the injury.
- 4) Return to play must follow a medically supervised stepwise process. The cornerstone of proper concussion management is rest until all symptoms resolve and then a graded program of exertion before return to sport. The program is broken down into six steps in which only one step is covered a day. The six steps involve the following:
 - 1) No exertional activity until asymptomatic for 24 hours.
 - 2) Light aerobic exercise such as walking or stationary bike, etc. No resistance training.
 - 3) Sport specific exercise such as skating, running, etc. Progressive addition of resistance training may begin.



- 4) Non-contact training/skill drills.
- 5) Full contact training in practice setting.
- 6) Return to competition

If any concussion symptoms recur, the athlete should drop back to the previous level and try to progress after 24 hours of rest. The student-athlete should also be monitored for recurrence of symptoms due to mental exertion, such as reading, working on a computer, or taking a test.

VII. ATTENDANCE

- 1) Poor attendance is defined as habitual absence from or tardiness to school, practice sessions or athletic contests.
- 2) Attendance for classes during the regular school day is important. This includes remote instruction and/or a hybrid model. Students **MUST** be in attendance by 8:30 in order to participate in the day's practice and/or contest. If a student demonstrates poor school attendance, the principal may include in his disciplinary action appropriate sport participation restrictions.
- 3) Attendance for all practices and contests is equally important. If an athlete demonstrates poor attendance the coach may appropriately discipline the student.
- 4) If a student-athlete leaves school due to illness at any time during the school day and does not return by 12:00 noon, the athlete will not be allowed to participate in that day's practice and/or athletic contest.
 - A. Exception: This would exclude a parent taking a student out of school for medical appointments with physician, dentist, etc. Written confirmation of appointment is required.
 - B. There will be a form that the student-athlete must sign saying the athlete understand he/she cannot participate in that day's activity. The nurse will then forward a copy to the coach and the athletic director for his/her records.
- 5) An athlete who has a scheduled gym class the day of a practice or game **must** dress and is expected to participate in gym that day.

IX. BEHAVIOR AND ATTITUDE

- 1) Participants are expected to demonstrate acceptable behavior in the school and in the community as well as during practices, during contests and traveling to and from contests.
- 2) If an athlete demonstrates unacceptable behavior at other times and places, the building principal may appropriately discipline the student.
- 3) If a participant demonstrates unacceptable behavior at other times and places, the building principal may include in his disciplinary action sport participation restrictions.

XI. DISCIPLINARY ACTIONS

- 1) If a coach imposes disciplinary action of a significant degree, such as restricting practice and/or contest participation or temporary short-term suspension from practice and/or contests, the coach shall promptly notify the parents, the athletic director and the building principal of the action taken



and why it was taken.

- 2) If the athletic director or building principal imposes disciplinary action on an athlete which affects his sports participation, a notification in writing will promptly be provided to the parents and coach for action taken and reason(s).
- 3) DISMISSAL FROM TEAM FOR DISCIPLINARY REASONS: If a participant is dismissed from the team, immediate notification of the parents, the coach, the athletic director and the principal is required. If dismissed, the student shall not be eligible to participate in any athletic program for the remainder of the current season; i.e., fall, winter or spring.

XII. ELIGIBILITY TO PARTICIPATE

- 1) To be a participant you must be a BONA FIDE student: be registered and attending in at least four full credit bearing classes including physical education.
- 2) A student who is approved through the Athletic Placement Process Program or attains the age of 15 years while enrolled in a grade below ninth grade may participate provided all other eligibility Rules are observed.
- 3) Participants are expected to conduct themselves in ways that do not endanger the safety, morals, health or welfare of others. An example of such prohibited conduct would be hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliation with, or maintaining membership in any school sponsored activity or team.
- 4) A freshman 14 years of age may participate on a junior varsity or varsity team if his/her ability and physical make-up are judged by the head coach and athletic director to be adequate for this level of competition.
- 5) A student approved to a high school varsity, junior varsity or other inter-school squad may not return to middle school competition in that sport if he has competed in any games played by the advanced squad. *(This policy may only be superseded by a league or conferenced ruling.)*
- 6) If a participant decides to leave a team, he will have ten (10) school days to personally seek reinstatement with the coach. The coach's decision is final. If reinstatement is not sought by the student within ten (10) school days, the student shall not be allowed to return to the team or participate in any other sport for the rest of the current season; i.e. fall, winter or spring. IF AN ATHLETE IS CUT FROM ONE TEAM AND WANTS TO TRY JOINING ANOTHER, HE MAY DO SO.
- 7) A current, original physical exam, co-signed by the school medical practitioner must be on file, in the Health Office, for the current sports season. A copy must be retained by the coach.
- 8) A current tetanus booster, less than ten years old and covering the entire current season, must be on file in the Health Office.

XIII. EQUIPMENT AND UNIFORMS

- 1) School equipment and uniforms will be issued to participants by the coaches and shall be used only for school athletic practice and contests.
- 2) At the end of the sport season or when a participant leaves a team during the season, all school equipment and uniforms must be returned to the coach within five (5) school days.



- 3) Each participant is responsible for reimbursing the school for any damaged or lost equipment and uniforms. Until satisfactory restitution is made, a student shall not be allowed to participate in any other athletic program.

XIV. TRANSPORTATION

IN NO INSTANCE MAY A STUDENT ATHLETE TRANSPORT HIMSELF/HERSELF TO AN ATHLETIC EVENT NOR RIDE WITH ANOTHER STUDENT DRIVER!

All participants shall ride to and from contests on the school provided transportation. The intent of rules pertaining to transportation is to promote team unity to and from contests and the safety of our athletes and coaches. However, it is realized that there will be exceptions:

- 1) Transportation to the contest- When permission to travel by means other than school provided transportation to an athletic event is being requested for specific academic, family and/or medical reasons, Attachment A should be completed by the parent/guardian and MUST be approved by either the athletic director or building principal.
- 2) Transportation from the contest-When permission to travel by means other than school provided transportation from an athletic and/or extra-curricular event is being requested by parent/guardian, the student athlete must obtain approval of the coach and have had Attachment B completed and signed in person by the parent/guardian in the presence of the coach.

All persons traveling on a team bus are instructed to:

- A) Remain seated at all times.
- B) Keep head and hands inside the bus.
- C) Avoid "HORSEPLAY"
- D) Obey the driver.
- E) Know the location of emergent door and equipment.
- F) Refrain from littering the bus or throwing objects from the windows.
- G) Avoid causing any damage to any part of the bus.

XV. AWARDS POLICY

Awards shall be made to members of sports teams, cheerleading squads and team managers as symbols of achievement in athletics. The purpose is to motivate interest and encourage student participation. The coach shall consider the fulfillment of the following prerequisites in recommending a student athlete for an award:

- 1) The student must display sportsmanship and good manners throughout the sport season.
- 2) The student must show sincerity, interest and desire in the activity by:
 - a) Attending all practices and games. All absences must be personally excused by the coach. Unexcused absences may prohibit receiving a letter for that season.
 - b) Being prompt at all practices and games.
 - c) Strict adherence to training rules.
- 3) Coaches may have individual requirements for earning awards and shall inform team members in



the beginning of the season of his policy.

XVI. AWARDS

- 1) 7th Grade: Certificate
- 2) 8th Grade: Certificate
- 3) Jr Varsity: Certificate
- 4) 9th, 10th, 11th and 12th Grades: First award at varsity level will include a certificate and appropriate letter. All subsequent awards will include a certificate and pin.
 - a) Varsity will receive 8" chenille letters Athletes who repeat the lettering process in the same sport at the same level of competition will receive a pin for each and every additional award.
 - b) A higher award will always superseded the lower award; i.e., 3-D letters will be awarded in place of the standard 8" letters for team championships.
 - c) Middle School athletes who are classified up or otherwise compete at the High School level will receive an award appropriate for that level.
 - d) Special awards for each sport may be awarded by the coaching staff.

XVII. CODE OF BEHAVIOR FOR ATHLETIC CONTESTS AND EVENTS.

It is the expectation of the Southwestern Board of Education that everyone involved with athletic contests or events-athletes, spectators, students and coaches-will at all times conduct themselves in a responsible and appropriate manner that will support the Code of Ethics and other procedures and policies of the New York State Public High School Athletic Association as defined in their handbook, The discipline policy for students as approved by the Southwestern Board of Education, and the concept of positive athletic competition and sportsmanship.

The following groups are subject but are not limited to the possible consequences listed below for violations of the above.

Athletes

- Application of the New York State Public High School Athletic Association policies and procedures as defined in their handbook
- Application of the Southwestern Athletic Policy and Procedures
- Application of the Southwestern School Discipline Policy
- Other action as deemed appropriate by the administration or the supervisor in charge of the contest or event

Students

- Warning
- Application of the Southwestern Discipline Policy and Procedures
- Removal from the immediate contest or event



- Denied further attendance at athletic contests or events
- Police action
- Other action as deemed appropriate by the administration or the supervisor in charge of the contest or event.

XVIII. ATHLETIC PLACEMENT PROCESS FOR INTERSCHOLASTIC ATHLETICS

Students in grades no lower than seventh may compete on a senior high school team and senior high school students may compete on any team in grades no lower than seven. Participating students shall be eligible to compete during five consecutive seasons of each sport after their entry into the eighth grade or six consecutive seasons of each sport after their entry into the seventh grade. Only those students who do not meet the age and grade criteria need meet the Athletic Placement Process Standard. Accurate school files must be kept on each student enrolled in the Athletic Placement Process. The Athletic Director must inform the section of those students who became eligible as participants using this process. The board approves the use of the athletic placement process for all secondary school interscholastic team members. The board directs the superintendent to implement the procedures and maintain a file of those student deemed eligible as a result of those procedures.

7th and 8th Grade

Students in the 7th and 8th grade level who meet the maturity and physical fitness standards for athletic placement will be eligible to participate in Varsity and Junior Varsity competition in the following manner:

- 1) Where a middle school program exists, only exceptional 7th and 8th grade student may participate in varsity and junior varsity competition. An exceptional 7th or 8th grade student is a student who clearly excels in a sport when compared to students of similar age.
- 2) Where a middle school program does not exist, the athletic placement process shall not be used to promote students to higher levels of competition on a routine bases for the sole purpose of filling positions on varsity and junior varsity teams. Coaches will make a reasonable effort to give senior high students' ample opportunity to participate. Proper placement of students is important.
- 3) A parental permission slip will be required for all 7th and 8th grade students playing on varsity or junior varsity teams.
- 4) The athletic director of the base school will review this regulation with his or her staff on an annual basis by October 1st.

The intent of the athletic placement program is to provide safe and suitable participation at an appropriate level of competition for students in grades 7 and 8. Physical fitness tests will be administered by a certified Physical Education teacher. All examinations will be signed by the Physical Education teacher who administers the tests. Students must achieve the raw score for each physical fitness test item required under the New York State guidelines. Athletic Performance Testing may be done only after athletic placement approval is given by the school physician. All students who pass all portions of these evaluations will be eligible for participation. All records of testing and evaluation will be filed in the athletic director's file.

