Lewiston-Porter Strategic Plan 2025-2030

Lewiston-Porter Central School District Strategic Plan
2025 - 2030



In order to achieve

OUR VISION

Our **purpose** is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute.

While students are here they will be challenged to grow along their **pathway** and discover their personal best because we **promise** to give them our best.

Goal 1: Support each learner in defining success in their own way

Supporting student individualized pathways

Students advocate for their own learning



Lew-Port's personalized learning pathways

Refining the student goal setting process K - 12

- "What am I learning?"
- "Why am I learning it?"
- "How can I use it?"

Goal 2: Design innovative environments that support learners in achieving their personalized goals

Foster flexible and differentiated learning environments

Engage all students in applied and experiential learning

Indoor and outdoor flexible learning spaces

Real-world applications relevant to the curriculum



Goal 3: Build a culture and climate that supports the needs of all Lewiston-Porter community members

Foster an inclusive and supportive culture that values the diverse needs of students, staff, families and community members

Identify existing initiatives and programs that promote trust and respect

Review health and wellness programs

Identify community partners and establish connections

ONE PURPOSE. YOUR PATHWAY. OUR PROMISE.



LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

4061 Creek Road
Youngstown, NY 14174

Regular Board of Education Meeting Draft Minutes
July 28, 2025

OUR MISSION **One Purpose. Your Pathway. Our Promise.** **OUR VISION** Our ***PURPOSE*** is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their ***PATHWAY*** and discover their personal best because we ***PROMISE*** to give them our best.	**Regular Board of Education Meeting** **Draft Minutes** July 28, 2025, 6:00 pm Boardroom, Community Resource Center
Board of Education: Joseph J. Palermo, Board President (2023-2026) Tessa Connelly, Vice Board President (2024-2027) Chris Bragdon (2025-2028) Annie Huntington (2025-2028) Sara Ohanessian (2024-2027) Jack G. Waugaman III (2023-2026) ABSENT: Susan Rhodenizer (2025-2028)	**Asst. Supt. for Admin. Services:** Donna L. Hill **District Clerk:** Marisa I. Barile

CALL TO ORDER		
Call to Order	The Board President called the meeting to order at 6:00 pm with the Pledge of Allegiance.	**Mr. Palermo**
Acceptance of Agenda	RESOLVED, that the Lewiston-Porter Board of Education accept the Agenda for July 28, 2025. **Motion made by Palermo, seconded by Connelly to accept the agenda.**	**Approved CARRIED, 6-0**
Community Comments	No Comments.	

COMMITTEE & BOARD REPORTS			
Upcoming Committee Meetings	Committee/Meeting	Meeting Dates	Members
	Work Session	08/11/2025	
	Regular Board Meeting	08/25/2025	
Committee Reports	Facilities Review Committee Meeting		Mr. Palermo, Chair
Administrative Reports	Assistant Superintendent for Administrative Services		Mrs. Hill

Public Hearings	
Code Of Conduct Public Hearing commenced at 6:18pm and concluded at 6:52pm.	**Mr. D'Anna/Mrs. Hill**
District Wide Emergency Plan Public Hearing commenced at 6:52pm and concluded at 6:54pm	**Mrs. Hill**

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

4061 Creek Road
Youngstown, NY 14174

Regular Board of Education Meeting Draft Minutes
July 28, 2025

BOARD OF EDUCATION INFORMATION		
Board Member Comments		**Mr. Bragdon** **Mrs. Huntington** **Ms. Ohanessian** **Mr. Waugaman** **Mrs. Connelly** **Mr. Palermo**

DISTRICT OPERATIONS		
Minutes	**RESOLVED**, that the Lewiston-Porter Board of Education approve the Minutes from the June 16, 2025 Regular Board meeting, as submitted by the District Clerk. **Motion made by Palermo, seconded by Connelly to approve M-1.**	**M-1** **Approved,** **CARRIED, 6-0**
Minutes	**RESOLVED**, that the Lewiston-Porter Board of Education approve the Minutes from the July 1, 2025 Organizational Meeting Board meeting, as submitted by the District Clerk. **Motion made by Palermo, seconded by Waugaman to approve M-2.**	**M-2** **Approved,** **CARRIED, 6-0**
Minutes	**RESOLVED**, that the Lewiston-Porter Board of Education approve the Minutes from the July 1, 2025 Regular Board meeting, as submitted by the District Clerk. **Motion made by Palermo, seconded by Ohanessian to approve M-3.**	**M-3** **Approved,** **CARRIED, 6-0**
Consent Agenda for Financial Operations	**RESOLVED,** that the Lewiston-Porter Board of Education approve the following, Items NF-1 through NF-6, in the financial consent agenda as submitted by the Administration: **Budget Status Reports** **Extraclassroom Treasurer's Report** **Treasurer's Report** **Claims** **Budget Transfers** **Bank Reconciliation** **Motion made by Palermo, seconded by Connelly to approve NF-1 to NF-6.**	 **NF-1** **NF-2** **NF-3** **NF-4** **NF-5** **NF-6** **Approved,** **CARRIED, 6-0**

OLD BUSINESS
No Old Business

NEW BUSINESS - ADMINISTRATION		
Policy Revision Acceptance of the Second Reading	**RESOLVED**, at the second reading, that the Lewiston-Porter Board of Education accept Policy 7316, Use of Internet-Enabled Devices During the School Day. **Motion made by Palermo, seconded by Ohanessian to approve NA-1.**	**NA-1 Approved, CARRIED, 6-0**
Approval of Transportation Contract Extension for the 2025-2026 School Year	**RESOLVED,** upon the recommendation of the Assistant Superintendent for Administrative Services,that the Lewiston-Porter Board of Education approve the following transportation contract extensions for the 2025-2026 school year. **Summer Contracts - July 1, 2025 through August 31, 2025** STA of New York Contract E515138 (Spec. Ed.) Anticipated Cost: $78,548 STA of New York Contract E515137 (Reg. Students.) Anticipated Cost: $23,933 **2025-2026 School Year Contracts - September 2, 2025 through June 30, 2026** STA of New York Contract E515139 (Main Contract) Anticipated Cost: $3,522,864 STA of New York Contract E515140 (Athletics/Field Trip) Anticipated Cost: $228,901 **Motion made by Palermo, seconded by Connelly to approve NA-2.**	**NA-2 Approved, CARRIED, 6-0**
Approval of the 2025-2026 Tax Warrant	**RESOLVED**, upon the recommendation of the Assistant Superintendent for Administrative Services, that the Lewiston-Porter Board of Education approve the Tax Warrant for 2025-2026. **Motion made by Palermo, seconded by Bragdon to approve NA-3.**	**NA-3 Approved, CARRIED, 6-0**

Approval of the Facility Services Agreement	**RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education approve the following service agreements for the 2025-2026 school year; ● Access Elevator for handicapped elevator maintenance. ● ALPS Elevator Service for the inspection of all elevators in the District. ● Cummins for the preventive maintenance and inspections of generators in the District. ● Daikin for the chiller maintenance at the High School. ● Ehrlich for the District-wide pest control service. ● Greater Niagara for the preventative maintenance and startup of heating boilers in all buildings in the District. Also for Refrigerator, Chiller, and Rooftop Air Handler maintenance and repair. ● Hobart for service and preventive maintenance on the new HS dishwasher. ● Johnson Controls for the fire alarm comprehensive, monitoring, sprinkler service agreement. ● Meridian IT, Inc. for the telephone equipment maintenance service. ● Pitney Bowes for the service agreement for the Mail Machine. ● TKE for the High School and Intermediate Education Center large and freight elevator maintenance. ● Schindler for the High School elevator maintenance agreement. ● Stark for the technical professional support for cameras and fob systems. ● Swanson Plumbing for backflow maintenance. ● Waterwise for the water treatment and cooling tower services to the district. **BE IT FURTHER RESOLVED**, that the Board of Education of the Lewiston-Porter Central School District hereby authorize the Superintendent to execute the above agreements on behalf of the District. **Motion made by Palermo, seconded by Bragdon to approve NA-4.**	**NA-4** **Approved, CARRIED, 6-0**

PUPIL PERSONNEL		
Recommendations for CSE Placement and Amendments	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the recommendations and amendments of the Committee on Special Education and approve the authorization of funds to implement the special education programs and services consistent with such recommendations for the following: **2024-2025 School Year:** 12/19/24, 01/13/25, 01/17/25, 01/21/25, 01/30/25, 02/04/25, 02/05/25, 02/10/25, 02/11/25, 02/12/25, 02/13/25, 02/25/25, 02/26/25, 03/03/25, 03/04/25, 03/05/25, 03/06/25, 03/10/25, 03/11/25, 03/12/25, 03/18/25, 03/19/25, 03/20/25, 03/26/25, 04/01/25, 04/02/25, 04/03/25, 04/04/25, 04/07/25, 04/08/25, 04/09/25, 04/10/25, 04/11/25, 04/29/25, 04/30/25, 05/01/25, 05/06/25, 05/09/25, 05/13/25, 05/14/25, 05/20/25, 05/21/25, 05/22/25, 05/27/25, 05/28/25, 05/29/25, 06/02/25, 06/03/25, 06/04/25, 06/05/25, 06/06/25, 06/09/25, 06/12/25, 06/16/25, 06/17/25, 06/18/25, 06/23/25, 06/27/25 **2025-2026 School Year:** 01/21/25, 01/30/25, 02/04/25, 02/05/25, 02/11/25, 02/12/25, 02/13/25, 02/25/25, 02/26/25, 03/04/25, 03/05/25, 03/11/25, 03/12/25, 03/18/25, 03/19/25, 03/20/25, 03/26/25, 04/01/25, 04/02/25, 04/03/25, 04/04/25, 04/07/25, 04/08/25, 04/09/25, 04/10/25, 04/11/25, 04/29/25, 04/30/25, 05/01/25, 05/06/25, 05/09/25, 05/13/25, 05/14/25, 05/19/25, 05/20/25, 05/21/25, 05/22/25, 05/27/25, 05/28/25, 05/29/25, 06/02/25, 06/03/25, 06/04/25, 06/05/25, 06/06/25, 06/09/25, 06/10/25, 06/12/25, 06/16/25, 06/17/25, 06/18/25, 06/23/25, 06/26/25, 06/27/25, 07/02/25, 07/03/25 **Motion made by Palermo, seconded by Ohanessian to approve NP-1.**	**NP-1 Approved, CARRIED, 6-0**
Recommendations for CPSE Placement and Amendments	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the recommendations and amendments of the Committee on Preschool Special Education and approve the authorization of funds to implement the special education programs and services consistent with such recommendations for the following: **2024-2025 School Year:** 01/06/25, 01/07/25, 01/17/25, 01/21/25, 01/28/25, 01/31/25, 02/04/25, 02/06/25, 02/11/25, 02/14/25, 02/25/25, 03/11/25, 03/13/25, 03/17/25, 03/25/25, 03/27/25, 03/28/25, 04/01/25, 04/07/25, 04/22/25, 04/29/25, 05/06/25, 05/13/25, 05/19/25, 05/20/25, 05/21/25, 06/03/25 **2025-2026 School Year:** 01/06/25, 01/17/25, 01/21/25, 01/28/25, 01/31/25, 02/04/25, 03/11/25, 03/13/25, 03/17/25, 03/25/25, 03/27/25, 03/28/25, 04/01/25, 04/22/25, 04/29/25, 05/20/25, 05/21/25, 05/28/25, 06/02/25, 06/03/25, 06/18/25, 06/23/25, 06/24/25, 06/25/25, 07/01/25 **Motion made by Palermo, seconded by Waugaman to approve NP-2.**	**NP-2 Approved, CARRIED, 6-0**

PERSONNEL - CONSENT AGENDA

Motion made by Palermo, seconded by Waugaman to approve the Personnel Consent Agenda combining PRI, PRNI, PRCC, PRM, PADC, PAI, PATOSA, PALTI, PAILTS, PANI, PAA, PAPC, PAM, PACC.

Approved, CARRIED, 6-0

Resignation/ Rescission -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for resignations/rescissions.

Instructional — **PRI**

Name	Date	Tenure	Reason
Dominic Jamgochian	7/14/2025	Long-term Substitute School Counselor	Resignation

Non-Instructional — **PRNI**

Name	Date	Position	Reason
Julia Donovan	7/23/2025	.5 Occupational Therapist	Resignation

Co-curricular & Extracurricular — **PRCC**

Name	Date	Position	Reason
Rachel Smith	6/16/2025	In Real Life	Rescission
Kim Alexander Carlo	7/14/2025	CREW team member	Resignation

Mentorship — **PRM**

Name	Date	Position	Reason
Breanna Burke	7/01/2025	Mentor	Resignation

Appointments - — **PADC**

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for salary adjustment for Instructional appointments due to conferral of degree.

Degree conferral/ Salary change

Name:	Jaclyn Stickney
Placement:	High School
Tenure Area:	Physical Education
Effective:	8/26/2025
Degree:	Master's
Step:	2

	Salary: | $51,625.00	
Appointment - **<u>Instructional</u>**	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Instructional appointments. The probationary expiration date is tentative and conditional only (unless extended in accordance with the law). Except to the extent required by the applicable provisions of Section 3012 of the Education Law. In order to be granted tenure the principal/teacher must receive composite or overall annual professional performance review ratings pursuant to Section 3012-c and/or 3012-d of the Education Law of either effective or highly effective in at least three (3) of the four (4) preceding years, and if the principal/teacher receives an ineffective composite or overall rating in the final year of the probationary period the teacher shall not be eligible for tenure at that time.	**PAI**

Name:	Ryan Suitor*
Placement:	Primary Education Center Intermediate Education Center
Position:	School Counselor
Effective:	8/18/2025
Probationary Period:	8/18/2025 - 8/17/2028**
Tenure Area:	School Counselor
Certification:	School Counselor
Degree:	Master's
Step:	10
Salary:	$66,678.00

*Appointment on 7/01/2025: Effective date, probationary period updated.
**Jarema credit: One (1) year for prior tenure

Name:	Elizabeth Cohen
Placement:	Primary Education Center
Position:	Special Education
Effective:	8/26/2025
Probationary Period:	8/26/2025 - 8/25/2029

	Tenure Area: Special Education **Certification:** Students with Disabilities, B-2 Early Childhood Education, B-2 **Degree:** Master's **Step:** 3 **Salary:** $53,303.00	
Appointment - **<u>Teacher on Special Assignment (TOSA), 2025-2026</u>**	**RESOLVED,** upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for the following Teacher on Special Assignment appointments. **Name:** Amanda Emmons **Placement:** Districtwide **TOSA Position:** CSE/CPSE Chairperson **Effective:** 2025-2026 school year **Tenure Area:** Special Education **Certification:** Students w/Disabilities, All Grades Students w/Disabilities, B-2 Students w/Disabilities, 1-6 Early Childhood Education, B-2 Childhood Education, 1-6 School Building Leader School District Leader **Degree:** Master's **Step:** 7 **Salary:** $60,577.00	**PATOSA**
Annual Appointment - **<u>Long-term Instructional</u>**	**RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Instructional Long-Term appointments for the 2025-2026 school year. **Name:** Amanda Murray **Placement:** High School **Position:** .6 Theater	**PALTI**

Effective:	8/26/2025 - 1/23/2026
Certification:	Theater
Degree:	Master's
Step:	4
Salary:	$18,987.08

Name:	Amanda Murray
Placement:	High School
Position:	.4 Theater
Effective:	1/26/2025 -6/30/2026
Certification:	Theater
Degree:	Master's
Step:	4
Salary:	$11,557.35

Name:	Kyle Parks
Placement:	Middle School
Position:	.2 Health
Effective:	8/26/2025 - 6/30/2026
Certification:	Health Education Physical Education
Degree:	Master's
Step:	2
Salary:	$10,325.00

Appointment -	**RESOLVED**, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Instructional Long-Term appointments.	**PAILTS**

Name:	Benjamin Morley

Long-Term Instructional Substitute

Placement:	Middle School
Position:	Science, for E. Buck
Effective:	2025-2026
Certification:	General Science, 7-12 Physics, 7-12
Degree:	Master's
Step:	1
Salary:	$50,000.00

Name:	Lisa Hyun-Ji Smith
Placement:	Primary Education Center/ Intermediate Education Center
Position:	ESL, for N. Sandretto
Effective:	8/26/2025-1/09/2026
Certification:	English to Speakers of Other Languages*
Degree:	Master's
Step:	8
Salary pro rata:	$62,546.00

*pending

Appointment -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for building-based substitute appointments, without benefits, except as required by law, to be utilized on an annual basis at the discretion of the Superintendent. Services shall be at-will and at the pleasure of the Board of Education.

Building-based Substitute Teacher

Name:	Amanda Murray
Placement:	High School
Position:	.4 Building-based Substitute Teacher
Effective:	9/02/2025 - 1/23/2026
Certification:	Theater

Degree:	Master's
Salary:	$72.00 per day

Name:	Amanda Murray
Placement:	High School
Position:	.6 Building-based Substitute Teacher
Effective:	1/26/2025 -6/30/2026
Certification:	Theater
Degree:	Master's
Salary:	$108.00 per day

Name:	Kyle Parks
Placement:	Middle School
Position:	.8 Building-based Substitute Teacher
Effective:	2025-2026
Certification:	Health Education Physical Education
Degree:	Master's
Salary:	$144.00 per day

Name:	Kelsey Jeffs
Placement:	Intermediate Education Center
Position:	Building-based Substitute Teacher
Effective:	2025-2026
Certification:	Early Childhood Education, B-2 Childhood Education, 1-6
Degree:	Master's

Salary:	$180.00 per day

Name:	Rachael Gilroy
Placement:	Intermediate Education Center
Position:	Building-based Substitute Teacher
Effective:	2025-2026
Certification:	Childhood Education, 1-6
Degree:	Master's
Salary:	$180.00 per day

Appointment -

Non-Instructional

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Non-Instructional appointments.

PANI

Name:	Kelly Martin
Placement:	High School
Position:	Sr. Typist
Effective:	7/01/2025
Appointment Type:	Promotional
Salary:	$20.86* per hour

*correction to hourly salary as approved on 6/16/2025.

Name:	Rosanna Macri
Placement:	Middle School
Position:	Sr. Typist
Effective:	08/11/2025
Appointment Type:	Provisional
Salary:	$19.00 per hour

Annual Appointment - Instructional

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education accept the consent agenda for the following 2024-2025 annual appointment(s). **PAA**

Middle School

Middle School CREW

Name	Appointment	Salary/ Stipend
Annette Rayome	CREW team member	$31.00/hr

*Not to exceed seventy-five (75) hours maximum per person

Regents Review

Name	Appointment	Time period	Salary/ Stipend
James Wanamaker	Regents Exam Review: Living Environment	8/11/2025-8/19/2025	$31.00/hr

*Not to exceed eighteen (18) hours maximum

Appointment -

RESOLVED, upon the recommendation of the Superintendent of Schools that the Lewiston-Porter Board of Education accept the consent agenda for Peer Coordinator appointments. **PAPC**

Primary Education Center

Peer Coordinator

Name	Appointment	Cat.	Step	Salary/ Stipend
Kelly Milleville	First Grade	1-7	1	$3,007.00

Appointment -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education accept the consent agenda for the following mentorship appointment(s). **PAM**

Mentorship

Mentor	Mentee	Area/Subject	Stipend
Kelly Baio	Kathryn Eckstein	Elementary	$1,050.00
Claudine Carlo	Regan Gellerson	Elementary	$1,050.00
Kristen Maggi	Joseph Powers	Elementary	$1,050.00
Katie Ries	Catherine Sullivan	Elementary	$1,050.00
Jacey Gawrys	Lisa Smith	ESL (½ year)	$525.00

	Joe Gallagher	Morgan Fitzpatrick	Math	$1,050.00	
	Janet Kwarciak	Tad Krupa	Math	$1,050.00	
	Justin Hays	Katie Gawronski	Phys. Ed.	$1,050.00	
	Trina DiVincenzo	Ryan Suitor	School Counselor	$1,050.00	
	Sarah Evans	Meghan Whalen	Science	$1,050.00	
	Amanda Emmons	Jenna Bull	Special Education	$1,050.00	
	Amanda Emmons	Linnea DuFour	Sp. Education (.7)	$735.00**	
	Sonja Marchetti	Riley Bernier	Special Education	$1,050.00	
	Julie Stevener	Charlene Lanier	Special Education	$1,050.00	
	Alice Richards	Darcy Allender	Reading	$525.00	
	Kariane Schmitt			$525.00	

*Sharing mentorship: Split stipend
**Continuation of mentorship, effective 9/01/2025-3/31/2026 (.7)

Appointment -

RESOLVED, upon the recommendation of the Superintendent of Schools, that the Lewiston-Porter Board of Education accept the consent agenda for Co-Curricular & Extra-Curricular appointments for 2024-2025.

PACC

High School

Name	Appointment	Cat/ Step	Stipend
Phil Mikolajzak	HOSA co-advisor*	VII-1*	$547.00*
Andrew Sharpe	HOSA co-advisor*	VII-1*	$547.00*
Jessica Cruz	Freshman Class advisor	VII-3	$1,242.00
Phil Mikolajzak	Freshman Class advisor	VII-3	$1,242.00

*Sharing advisorship: Split stipend

Co-Curricular & Extra-Curricular

Middle School

Name	Appointment	Cat/ Step	Stipend
Mark Marinaccio	MS Musical Vocal/Orchestral Director	IV-3	$2,538.00
Kevin Jaruszewski	MS Yearbook advisor	VI-1	$1,483.00

Stefanie Bond	In Real Life Club advisor	VII-1	$1,094.00
Amy Golden	MS Running Club advisor	VII-3	$1,242.00
Jill Carere-Fetterman	MS Running Club* co-advisor	VII-2*	$584.50*
Annette Rayome	MS Running Club* co-advisor	Vii-2*	$584.50*

*Sharing advisorship: Split stipend

Elementary

Name	**Appointment**	**Cat/ Step**	**Stipend**
Lindsay Dougherty	IEC Elementary Leadership Council	VII-2	$1,169.00
Dena Peterson	IEC Elementary Leadership Council	VII-1	$1,094.00

ADJOURNMENT		
Adjournment	**Motion made by Palermo, seconded by Connelly to adjourn the public meeting at 7:06 pm.**	**Approved, CARRIED, 6-0**

Marisa I. Barile, District Clerk







ONE PURPOSE. YOUR PATHWAY. OUR PROMISE.

Lewiston-Porter Central School District

Strategic Plan

2025-2030

www.lew-port.com

We are committed to

OUR MISSION

One Purpose
Our Promise
Your Pathway



In order to achieve

OUR VISION

Our **purpose** is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute.

While students are here they will be challenged to grow along their **pathway** and discover their personal best because we **promise** to give them our best.

TOGETHER WE WILL...

Support each learner in defining success in their own way.

We will accomplish this by supporting student individual pathways and empowering students to advocate for their own learning.

YEAR 5

By 2030 we will:

- Strengthen partnerships with local businesses and organizations to facilitate experiences
- Align personalized pathways with the Journey of a Lew-Port Lancer

We will begin by:

- Exploring real-world applications and experiences
- Developing Lew-Port's personalized learning pathways
- Refining the student goal setting process K-12

YEAR 1



Design innovative environments that support learners in achieving their personalized goals.

We will accomplish this by fostering flexible and differentiated learning environments that engage all students in applied and experiential learning.





YEAR 5

By 2030 we will:

- Develop cross-content learning experiences connected to these applications
- Increase capacity through professional growth opportunities for staff aligned with Strategic Plan goals

We will begin by:

- Examining flexible learning spaces for students both indoors and outdoors
- Identifying real-world applications relevant to the curriculum.

YEAR 1

Build a culture and climate that supports the needs of all Lewiston-Porter community members.

We will accomplish this by fostering an inclusive and supportive culture that values the diverse needs of students, staff, families, and community members.

YEAR 5

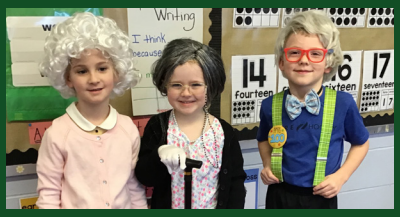
By 2030 we will:

- Create new activities and programs that foster trust and respect.
- Develop new health and wellness initiatives focusing on both mental and physical health
- Foster collaboration by developing projects and events with the PTSA and community partners.

We will begin by:

- Identifying existing initiatives and programs that promote trust and respect
- Reviewing current health and wellness programs and identifying areas for improvement
- Identifying potential community partners and establishing connections

YEAR 1







THANK YOU

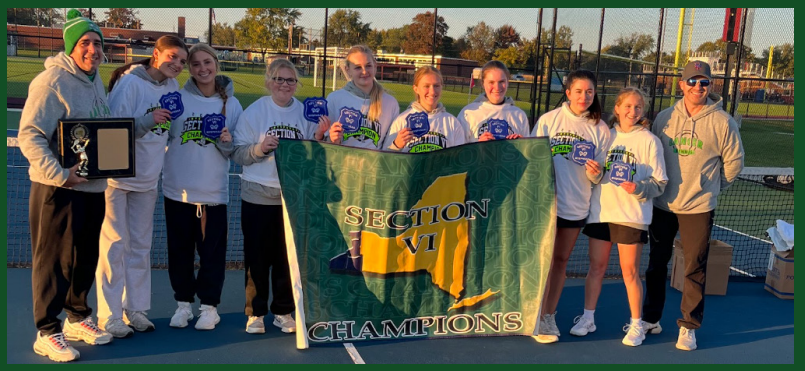
TO OUR STRATEGIC PLAN STEERING COMMITTEE

Alexandria Anthony, student
Jason Brown, student
Kaden Brown, student
Paul Casseri, superintendent
Chris D'Anna, administrator
Zoe Draeginger, student
Samantha Draper, student
Amanda Emmons, teacher
Finn Gannon, student
Amy Golden, teacher
Donna Hill, administrator
Kim Hereth, teacher
Lori Ohanessian Hurtgam, teacher
Jack Kaczmarowski, student teacher
Jill Jaruszewski, teacher
Wyatt Leardini, student
Kelly Martin, staff (clerical)
Kristina Patti, parent/staff
April Saks, parent/board member
Rhonda Shiah, staff (clerical)
Falynn Spinnegan, teacher
Andrea Tamarazio, administrator
Allison Violante, parent
Lilyana Yeates, student
Nico Yeates, student

LET'S WORK TOGETHER!

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ONE PURPOSE. YOUR PATHWAY. OUR PROMISE.

One Purpose
Our Promise
Your Pathway

Lewiston-Porter Central School District

District-Wide School Safety Plan

2025 - 2026 School Year

Revised June 2025

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INTRODUCTION

Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016 – 2017 school year and each subsequent September 1st thereafter, a comprehensive District-Wide School Safety Plan and Building-Level Emergency Response Plans regarding crisis intervention and emergency response and management, provided that in the City School District of the City of New York, such plans shall be adopted by the chancellor of the city school district. Such plans shall be developed by a District-Wide School Safety Team and a Building-Level Emergency Response Planning Team, per 8 NYCRR 155.17, as such terms are defined in subdivision (b) of this section, and shall be in a form developed by the commissioner in consultation with the Division of Criminal Justice Services, the superintendent of the State Police and any other appropriate State agencies. Each District-Wide School Safety Plan and Building-Level Emergency Response Plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Purpose

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

Identification of School Teams

The **Lewiston-Porter Central School District** has appointed a District-Wide School Safety Team consisting of, but not limited to:

- School board
- Teacher organizations
- Administrator organizations
- Parent organizations
- School safety personnel
- Other school personnel including bus drivers and monitors
- Student*

*At the discretion of the board of education a student may be allowed to participate on the safety team, provided that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall be present when details of a confidential building-level emergency response plan or confidential portions of a district wide emergency response strategies are discussed. CR 155.17(b)(14)

Requirement	Required Action	Date
The District-Wide School Safety Team was appointed by the Board of Education.	Appointed by the Board of Education on:	July 28, 2025
The District Chief Emergency Officer is: Name: Paul J. Casseri Title: Superintendent of Schools Telephone Number: 716-286-7246 Email: pcasseri@lew-port.com	District Chief Emergency Officer Appointed on:	July 1, 2025
The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety Plan.	Annual Review and Updates completed on:	April 29, 2025
The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education. It is recommended that a DRAFT version of the plan be posted on the district website for the 30-day comment period (watermark is suggested).	Public Comment Period Start Date: Public Comment Period End Date:	July 28, 2025 August 25, 2025
At least one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan.	Date of Public Hearing/Adoption (by September 1st):	July 28, 2025
The District-Wide School Safety Plan must be submitted to the commissioner within 30 days after its adoption, and no later than October 1st.	District plan submitted in the NYSED business portal (no later than October 1st):	Prior to October 1st
The date the Board Adopted District-Wide School Safety Plan was posted on the District Website: Within 30 days from adoption and no later than October 1st.	Date Posted (no later than October 1st): [ADD URL] of District-Wide School Safety Plan on District Website: URL was verified/checked to be sure the link is working	Prior to October 1st
Date training was provided to staff on Building-Level Emergency Response Plans, school violence prevention and mental health by September 15th.	Date of Training:	Prior to September 15th

Concept of Operations

The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plan for each of the school buildings. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of the individual Building-Level Emergency Response Plan.

The District-Wide School Safety Plan includes the designation of the school Superintendent or school Superintendent's designee, as the school district's Chief Emergency Officer, who is responsible for coordinating communication between school staff, law enforcement and other first responders.

- The Chief Emergency Officer will ensure that the district-wide school safety team shall complete and update annually and as necessary the district-wide and building-level emergency plans as designated by the commissioner.

- The Chief Emergency Officer shall ensure staff understanding of the district-wide school safety plan.

- The Chief Emergency Officer shall assist in the selection of security related technology and development of procedure for the use of each technology.

- The Chief Emergency Officer shall coordinate appropriate safety, security and emergency training for district and school staff, including required training in the emergency response plan.

- The Chief Emergency Officer shall ensure that the required evacuation and lockdown drills in all district buildings are completed as required by Education Law 807.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.

With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the Building-Level Emergency Response Planning Team shall take place.

Additional local/county/state resources could supplement the district efforts through existing protocols or emergency response actions, including post incident response, may be supplemented by county and state resources through existing protocols.

Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 the statute and regulation requires that each district charter school and BOCES in the state designate a District-Wide School Safety Team.

Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards shall consider the usefulness of silent panic alarm systems when reviewing and amending district-wide school safety plans.

Prior to adoption, the district must hold at least one public hearing that provides school personnel, students, parents and public participation and must be made available for public comment for at least 30 days.

Each district must post their District-Wide School Safety Plan on their district's website. The URL must be submitted to the Education Department within 30 days of adoption, but no later than October 1st of each year via the LEA District Safety Plan URL and information report in SED monitoring to comply with the requirement that the plan be submitted to the commissioner.

The District-Wide School Safety Plan was formally adopted by the Board of Education on June 18, 2001.

The Building-Level Emergency Response Plan shall be reviewed by the Building-Level Emergency Response Planning Team at least annually and updated as necessary and must be adopted by the school board by September 1st. This plan must be kept CONFIDENTIAL. A copy of the plan must be filed with the State Police and local law enforcement within 30 days of adoption, but no later than October 1st each year.

To comply with the requirement to submit to State Police, schools must enter their plans in the Safe Schools Application on the State Education Department Business Portal.

Full copies of the District-Wide School Safety Plan shall be posted on the district's web site or can be requested in writing. The District-Wide School Safety Plan is located in the office of the Superintendent.

The District Chief Emergency Officer is:

Name:	Paul J. Casseri
Title:	Superintendent of Schools
Telephone number:	716-286-7246
Email:	pcasseri@lew-port.com

RISK REDUCTION / PREVENTION AND INTERVENTION

Prevention / Intervention Strategies for Faculty

The **Lewiston-Porter Central School District** continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include but are not limited to:

- Compliance with the District's Code of Conduct.
- Will conduct a yearly district-wide "Forum" for the purpose of sharing information, reviewing best practices and providing training from local and National Experts on Safe Schools.
- Strategies for Crisis Intervention and Prevention (SCIP) technique training.
- An Alternative Placement Program for intervention of violent students who cannot function in a regular school environment is operated by BOCES.
- Alternative Education programs are operated by BOCES and address the criteria under the section entitled Early Detection of Potentially Violent Behaviors.
- A Community Intervention Program, composed of children and family services, school districts, law enforcement and professionals from the community, meets and discusses, among other topics, character and civility issues with school officials quarterly.

The **Lewiston-Porter Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation. This is communicated to all students at the beginning of the school year and periodically throughout the school year as appropriate. The district is committed to the Dignity for All Students Act (DASA).

The **Lewiston-Porter Central School District** is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to our District, staff, and students. Threats, threatening behavior, or acts of violence against **Lewiston-Porter Central School District** employees where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including summoning criminal justice authorities when warranted. All employees are responsible for helping to create an environment of mutual respect for each other as well as students, following all policies, procedures and program requirements, and for assisting in maintaining a safe and secure work environment.

All **Lewiston-Porter Central School District** staff will display identification while on campus or representing the district at a school sponsored function off campus.

All visitors will be issued a temporary identification badge from the main office.

Program Initiatives: Prevention / Students

Non – Violent Conflict Resolution Programs

The **Lewiston-Porter Central School District** will continue to develop a comprehensive K-12 Non-violent Conflict Resolution Program built on existing and evolving programs. These programs are designed for age appropriate integration and consists of the following:

Elementary School Level: Introduce students to creative problem solving, anti bullying, disability awareness, building a caring environment, dealing with everyday pressures, 7 Habits of Happy Kids, Second Step (K-3 PEC), Lancer and Lighthouse Student Leaders (K-5), tolerance and personal safety information is shared during classroom and assembly programs and the Kiwanis of Lewiston program (K-Kids Activity Counsel).

Middle School Level: Provides students with programs that deal with character education development of leadership skills, diversity, antibulling, anger management, conflict resolution, building mutual respect, conflict resolution, personal safety and providing service to school and committee.

After school tutorial program assists students with a safe environment to receive additional assistance.

Builders Club sponsored by the Kiwanis Club of Lewiston helps students build leadership skills and service to the community.

The middle school provides training and assist students through its character/assets development program, its advisory class which provides students with a faculty mentor to assist with problems and through health class and after school clubs.

High School Level: Students receive training in creative problem solving, anger management, mutual respect, conflict resolution, character building, diversity and personal safety. Training is incorporated into health and other class curriculums, through afterschool activities and clubs and through its crisis team that works with at risk students.

Peer Mediation Programs

Elementary School Level: Full time building social workers and principals support conflict resolution and all mediation matters.

Middle School Level: Train peer mediators at 8th Grade Level to work with non-violent student problems. Under the direction of a faculty advisor, students will conduct mediation sessions to de-escalate problems. Students will also act as peace advocates, discussing role-playing and distributing non-violent problem solving information to all middle school grade levels. Web program trains student mentors to facilitate orientation and transition for uneasy students.

High School Level: Train and use student mediators to diffuse student conflicts. A faculty advisor will select students to be members of a consistent group that will diffuse non-violent student problems at the High school level. A key role of this group will be to mentor Middle, Intermediate, and Elementary school students in the use of peer mediation as a problem solving tool.

Extended Day and Other School Safety Programs

The **Lewiston-Porter Central School District** has increased its extended day program to provide a safe environment for after school learning, cultural, and athletic activities. Some of these expanded programs included but are not limited to:

- After school homework labs – to provide extended time and assistance to students to complete home work assignments and develop learning skills and techniques. An Academic Achievement Center was created to assist students with tutoring assistance.

- Intramural sports and modified sport activities in as many areas as possible.

- Clubs / Activities – that provide students with positive character building.

Strategies for Improving Communication Among Students and Between Students and Staff

The **Lewiston-Porter Central School District** has developed various strategies for the improvement of communications among students and between students and staff. A teaching component for all grade levels, elementary, middle, and high school is offered.

At the Middle School level, faculty mentor are assigned to small groups of students to develop communication between staff and students and assist students with problems.

At the High School level selected students attend student leadership programs where they are trained to work with other students on school issues and problems and to work with staff to address those problems.

A care team comprised of teachers works with students, referred to them, who have identified needs.

The **Lewiston-Porter Central School District** encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

Program Initiatives: Intervention

Peer Mediation, Conflict Resolution, Group Sessions, Community Support Center, De-Escalation Training, Formal School Emergency Plans, School Resource Officer, Liaisons with law enforcement agencies and judicial system, Counseling Program, Communication Plan

Program Initiatives: Post-Intervention

Formal Debriefing Meetings, Liaisons with law enforcement agencies and judicial system, School Crisis Plan, Long-Range Intervention, Formal School Emergency Plans

Training, Drills, and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov or by contacting your local emergency management agency.

Annual training

- Review ERP with staff
- Conduct full staff briefings on roles to perform during an emergency
- Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
- Conduct student briefings on roles they perform during an emergency

Drills and Exercises

Training procedures and frequency of lockdown plan drills are discussed at periodic District-Wide and Building-Level Emergency Response Planning Team safety meetings.

At a minimum, the school will conduct the following exercises/drills annually:

Drills and training must be conducted in a trauma-informed, developmentally and age-appropriate manner; drills and training not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and students and staff be informed when a school is conducting a drill.

Section 807 of the Education Law requires that New York State public and nonpublic schools conduct four lockdown and eight evacuation drills each school year. Four of which shall be through fire escapes, where fire escapes are provided. Should the district not have fire escapes, four of the drills shall use an identified use of secondary means of egress.

Drill dates (September 1 - June 30), with at least eight of the required drills being conducted by December 31 of each school year, the remaining four drills shall be conducted by June 30th each school year.

Two additional evacuation drills must be conducted during summer school (July 1 - August 30).

Such drills shall test the usefulness of the communications and transportation system during emergencies.

8 NYCRR Section 155.17 - each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its Building-Level Emergency Response Plans, including sheltering, lockdown, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

The district will conduct an Early Dismissal drill annually wherein students are dismissed no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting and evaluation of this drill. This drill also allows the district to test the usefulness of the communications and transportation system during emergencies.

In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or person in charge of such after-school program, event or performance to notify persons in attendance at the beginning of each such program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

Policies and procedures for annual school safety training for students and staff:

- The school board will ensure that information about drills be provided in the teacher's manual or handbook.

- The district must certify (via BEDS in October each year) to the commissioner that all staff received (by September 15 each school year) annual training on the emergency response plan, and that the school safety training include violence prevention and components on mental health;

- New employees hired after the start of the school year shall receive training within 30 days of hire or as part of a district's existing new hire training program, whichever is sooner.

School Security

The **Lewiston-Porter Central School District** is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

The district buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote "buzzer" entry during normal school hours.

All schools have greeters or office staff members just inside the entrance to each school in the district. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. The building principals are responsible for supervision of the greeters and other staff.

- Staff members are required to wear visible identification badges.

- Visitors are required to sign in and wear visitor identification.
- Visitor access is limited to specific areas of the school building.

Security Personnel – Safety Resource Officers, Safety Officers, Safety Monitor etc.

A district-wide security patrol will routinely patrol assigned buildings and may be assigned to other schools based on need.

The **Lewiston-Porter Central School District** employs resource officers who are hired by the Town of Lewiston Chief of Police, with input from the Superintendent of Schools and the Assistant Superintendent for Administrative Services. Assigned to the district by the Chief of Police, these officers maintain a security office at Lewiston-Porter Middle School. Their daily duties include overseeing student arrival and dismissal, patrolling the campus, responding to RAPTOR software visitor alerts, coordinating safety and lockdown drills, and organizing drug-dog searches at Lewiston-Porter High School. They are also responsible for maintaining walkie-talkie communication equipment and work closely with building and district administration to address any arising needs across the campus.

Typical work activities of Security:

- Patrols school corridors, stairwells, restrooms, courtyards, entrances, parking lots and other parts of school buildings and grounds to protect persons and property, maintain order and ensure compliance with school rules;
- Inspects corridor passes and other passes when classes are in session and escorts persons lacking passes to the principal's office;
- Welcomes and oversee visitors to the building and directs them to the appropriate school offices or escorts them out of the building if they are not authorized visitors;
- Escorts disruptive or uncooperative students from areas in which they are under teacher supervision to an administrator's office for disciplinary action;
- Provides security at evening or weekend events;
- Inspects lockers and conducts searches for controlled substances or alcohol;
- Provides traffic control, monitors parking permits and investigates transportation discipline issues;
- Acts as security consultant to Administrators and as liaison with courts and law enforcement agencies;
- Maintains records and makes oral and written reports related to the work.

The district routinely utilizes teachers to maintain a presence in hallways during passing times and maintain a presence in the cafeteria and outside the buildings at the beginning and end of school day.

All teachers have received two days of training in violence prevention, de-escalation and intervention. This training is in addition to their annual violence prevention and multi-hazard training.

School Resource Information

Each Building-Level Emergency Response Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Office, cell, and home telephone numbers of key officials of each educational agency

The Building-Level Emergency Response Planning Teams will ensure that this information is updated routinely and is accurate.

Early Detection of Potentially Violent Behaviors

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. The more signs a student exhibits, the more likely he/she may need intervention. Such early warning signs may include but are not limited to the following:

- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger
- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access / use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

Informative materials regarding the early detection of potentially violent behaviors will be made available to teachers, administrators, parents and others in parental relation to students of the school district or board, students and others deemed appropriate to receive such information.

If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.

Interpersonal violence prevention education packages will be taught as appropriate.

The Superintendent will set specific time for the building principal(s) in conjunction with the **Lewiston-Porter Central School District Professional Development Plan** to organize activities of particular concern.

Hazard Identification of Sites of Potential Emergencies

The **Lewiston-Porter Central School District** has established procedures in the Building-Level Emergency Response Plan for the identification of potential internal and/or external hazards that may be present in them. These procedures have been developed in coordination with local emergency management office personnel, fire department, and law enforcement agencies. They are as follows:

On Site:	**Off Site:**
High School	Creek Road (Front of District Complex)
Middle School	CWM (Chemical Waste Management)
Primary Education Center	
Intermediate Center	
Community Resource Center	
Athletic Fields	

Areas of Potential Emergencies – On Site: for addresses and telephone numbers see the school building information in the Building-Level Emergency Response Plan.

Areas of Potential Emergencies – Off Site: emergencies will be handled by the County Emergency Management procedures.

For detailed Situational Responses – Threat and Hazard Specific Annexes refer to Criminal Offenses, Natural Hazards, Technological Hazards, Fire, Systems Failure, Medical Emergencies, and School Building sections in the Building-Level Emergency Response Plan.

RESPONSE

Notification and Activation of Internal and External Communications

Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol and request the closest response agency to ensure that the response to the incident is as rapid as possible.

In an event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in the Building-Level Emergency Response Plan.

The district disseminates educational material, including but not limited to emails and formal brochures, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.

The following systems may be utilized as forms of communications:

Telephone	District Radio Systems
Intercom	Emergency Alert System
Fax / E-mail	NOAA Weather Radio
Local Media	

Notification of Educational Agencies

In the event of an emergency or disaster within the **Lewiston-Porter Central School District**, the Superintendent or Designee will:

1. Contact Orleans/Niagara BOCES District Superintendent:

   Orleans/Niagara BOCES
   4232 Shelby Basin Road
   Medina, New York 14103
   Phone: 716-731-6800, ext. 2202

2. Contact and act as the communications liaison for the public/non-public Educational Agencies associated with **Lewiston-Porter Central School District**.

The Building-Level Emergency Response Plan also details the appropriate responses for the following:

School Cancellation

- The Superintendent or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the district's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the district.

Early Dismissal

- The Superintendent or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

Evacuation

- The Superintendent or their designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation.
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the Superintendent or their designee any missing staff or students.
- Sheltering Sites (internal and external).
- The Superintendent or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

Functional Annexes

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. The Building-Level Emergency Response Planning Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- Evacuate / Evacuation
- Shelter / Shelter-In-Place
- Lockdown
- Hold / Hold-In-Place
- Secure Lockout

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The Building-Level Emergency Response Planning Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

Situational Responses - Threat and Hazard Specific Annexes

The district's multi-hazard response plans for taking actions in the following emergencies are included in the Building-Level Emergency Response Plan. In the event of an emergency the Chief Emergency Officer or designee will notify all educational agencies, staff, students, parents/ guardians within their district any pertinent information. They are as follows:

Criminal Offenses

- Bomb Threat
- Telephone / Verbal / Social Media Threats
- Suspicious Packages
- Bomb Threat Response Form
- Civil Disturbance / Prison Break
- Hostage Taking / Kidnapping
- Intrusion
- Suspected Student / Staff / Visitor with a Weapon
- Active Shooter
- Suicide Threat
- Missing Students

Natural Hazards

- Severe Thunderstorm / Tornado
- Winter Storm / Ice Storm
- Hurricane / Tropical Storm
- Flood
- Reservoir / Canal / Dam Failure
- Earthquake

Technological Hazards

- Anthrax / Biological Threat On-Site
- Air Pollution
- Aircraft Crash
- Gas Leak
- Carbon Monoxide Detection (Battery)
- Carbon Monoxide Detection (Wired)
- Hazardous Material Incident – On Site
- Hazardous Material incident – Off Site
- Radiological Incident
- Water Emergency

Fire

- Fire Emergency

Systems Failure

- Building Structure Failure
- Cyber Failure / Computer Loss
- Electrical System Failure
- Heating System Failure
- Extreme Heat Condition
- Sewage System Failure
- Fire Alarm or Phone System Failure
- Transportation Fleet Loss

Medical Emergencies

- School Bus Accident
- Communicable Diseases
- Epidemic / Pandemic

Acts of Violence

The **Lewiston-Porter Central School District** recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building-Level Emergency Response Plan and District Code of Conduct details the appropriate response to such emergencies utilizing the following procedure:

- The threat level will be determined
- If the situation warrants, the immediate area will be isolated and evacuated if deemed necessary
- Administration will be notified
- If necessary, lockdown procedures will be initiated and appropriate law enforcement officials will be notified
- The situation will be monitored and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated.

Responses to Acts of Violence / Implied or Direct Threats

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Use of the Districts Workplace Violence Prevention Program Student / Staff / Visitors shall inform building principal of implied or direct threat immediately
- Determine level of threat with Superintendent / Designee
- Contact appropriate law enforcement agency if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

Arrangements for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for assistance from these agencies.

Niagara County: 911 or 716-438-3171

Procedures for Obtaining Advice and Assistance from Local Government Officials

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Coordinator at:

Niagara County: 911 or 716-438-3171

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but not limited to:

Red Cross	NYS Dept. of Environmental Conservation
Fire Department	NYS Dept. of Transportation
Police	NYS Dept. of Health
Private Industry	Village / Town Officials
Private Individuals	State Emergency Mgmt Office (SEMO)
Religious Organizations	Other

Specific resources are identified in the Building-Level Emergency Response Plan.

District Resources Available for Use in an Emergency

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-Level Emergency Response Plan as deemed appropriate by the Incident Commander. Specific resources are identified in the Building-Level Emergency Response Plan.

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

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or his/her designee. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Emergency Response Plan.

RECOVERY

District Support for Buildings

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:
- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform Superintendent of nature of incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)

Step 4: Assist building administrator in the following:
- Arrange for staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
- Determine logistical needs (e.g., workspace, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Post Incident Response Team Services
- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrator and plan for next day
- Crisis Team "debriefing" at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents' telephone calls and questions

Remind staff about "Teachable Moments"
- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents

Step 8: Follow-up plans for ending Post Incident Response Team involvement

- Staff meeting
- Alert staff to individual staff questions and needs
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Post Incident Response Team to determine effectiveness of the Post Incident Response Plan in addressing the needs in this particular incident

Medical and Mental Health Emergency Annex

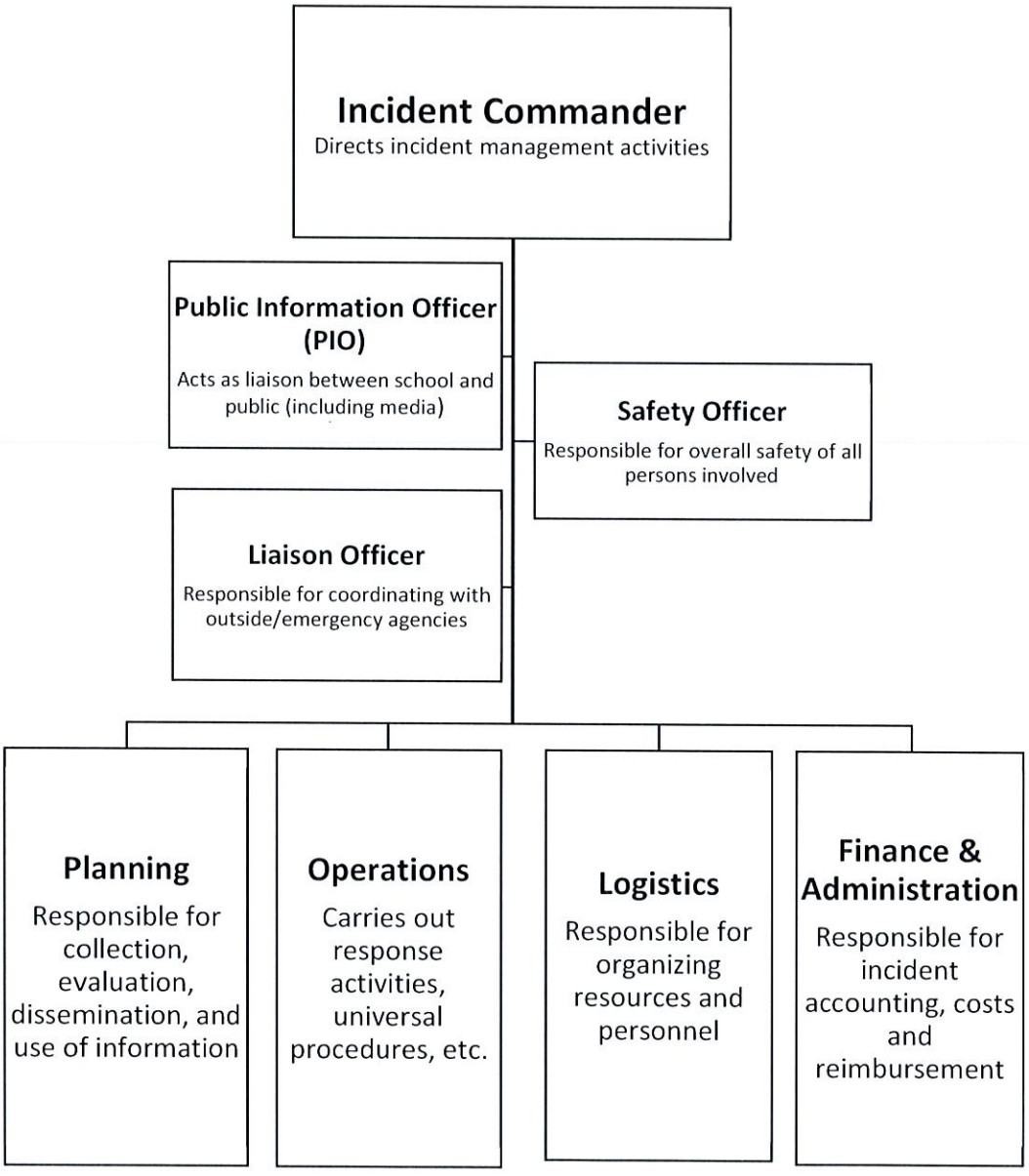
Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

School Incident Command System

To provide for effective direction, control and coordination of an incident, the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



Chain of Command

The **Superintendent of the Lewiston-Porter Central School District** will be responsible for designation of response actions necessary to cope with an emergency.

Superintendent of Schools / Chief Emergency Officer
(Public Information Officer)
Mr. Paul Casseri — Office: 716-286-7266

In the event the Superintendent is not available, the response action designation responsibility shall be delegated as follows:

Assistant Superintendent of Administrative Services
Donna L. Hill — Office: 716-286-7241

Director of Facilities
Paul Feathers Jr. — Office: 716-286-7290

Director of Special Education and Grant Writing
Breanna Burke — Office: 716-286-7248 or 716-286-7249

Building Administration

High School Principal Christopher D'Anna	Office:	716-286-2116
High School Assistant Principal John Evert	Office:	716-286-2115
Middle School Principal Andrew Auer	Office:	716-286-7201
Middle School Assistant Principal Bradly Halgash	Office:	716-286-7803
Intermediate Education Center Principal Tina Rodriguez	Office:	716-286-7251
Primary Education Center Principal Tamara Larson	Office:	716-286-7220

Supplemental Information as found in the Building-Level Emergency Response Plan

Implied or Direct Threats of Violence

The school district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence.

Acts of Violence

The district recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency.

Media Notification Plan

The media plan addresses who is designated to meet/talk with the media. All district/media communication during an emergency must flow through the designated individual to prevent miscommunication or inaccurate information from being released. The plan provides the necessary guidance for district representatives to effectively deal with the media during an emergency.

Parent / Guardian Notification Plan

Addresses the need for a separate plan to notify parent/guardian in the event of an emergency. The plan provides the necessary guidance for district representatives to effectively deal with parents/guardians during an emergency.

Post Incident Response / Recovery

Provides guidance to district representatives for initiating a post incident response to an emergency or tragic event. Specific guidance is given to establishing crisis intervention teams and Critical Incident Stress Debriefing teams and how to utilize them.

Crime Scene Management

The Building Principal or Designee is responsible for crime scene security until relieved by law enforcement officials.

No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.

Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

Student / Staff / Guest with Special Needs

This appendix is a school specific procedure for students with special needs during an emergency situation.

School Safety and the Educational Climate (SSEC) - Formally Violent or Disruptive Incident Reporting (VADIR)

All violent and disruptive incidents must be logged throughout the school year. A summary of all violent and disruptive incidents are to be submitted annually to NYSED.

Revisions Page

Page	Section	Revision
1	Introduction	added 8 NYCRR 155.17 for reference
1	Identification of School Teams	restructured to match 8 NYCRR 155.17(b)(14)
2	Date Chart	added for ease of finding required dates
3	Concepts of Operations	restructured to match 8 NYCRR 155.17(18)(1)(xix)
4	Plan Review and Public Comment	added Alyssa's Law to conform to educational law § 2801-a
4	Plan Review and Public Comment	restructured to match S.E.D requirements
5	Prevention / Intervention Strategies for Faculty	added Workplace Violence statement to encompass Workplace Violence into the District Wide Plan
8-9	Training, Drills, and Exercises	restructured to match Educational Law §807 & 8 NYCRR 155.17
11	Early Detection of Potentially Violent Behaviors	modified materials regarding the early detection of potentially violent behaviors section to reflect State Education changes and requirements
14	BLERP Details	added key topics to reflect BLERP and State Educational requirements
16	Situational Responses - Threat and Hazard Specific Annexes	added Chief Emergency Officer requirement to match 8 NYCRR 155.17
16	BLERP annex's	added new annex's that are found in the BLERP
17	Responses to Acts of Violence / Implied or Direct Threats	added Workplace Violence Prevention Program Statement

APPENDICES

Memorandum of Understanding Regarding the School Resource Officer

Public Health Emergency Continuation of Operations Plan

Emergency Remote Instruction Plan

INTER-MUNICIPAL AGREEMENT

SCHOOL RESOURCE OFFICER PROGRAM PARTNERSHIP

This agreement is made as of July 24, 2023, by and between the following parties:

TOWN: TOWN OF LEWISTON, NEW YORK
A Municipal Corporation
1375 Ridge Road
Lewiston, New York 14092
Hereinafter referred to as the "Town"

And

CONTRACTOR: LEWISTON -PORTER CENTRAL SCHOOL DISTRICT
4061 Creek Road
Youngstown, New York 14174
Hereinafter referred to as the "District"

WITNESSETH:

WHEREAS, the Lewiston-Porter Central School District has requested that the Lewiston Police Department provide two (2) school resource officers during each school day of the regular school year; and

WHEREAS, the New York State Education Law requires that the District define the roles and responsibilities of school personnel, security and law enforcement who are deployed in schools; and

WHEREAS, the Lewiston Police Department (hereinafter referred to as the "Police Department" has agreed to provide such services on the following terms and conditions; and

WHEREAS, the Lewiston Town Board by Resolution authorized the Town of Lewiston to enter into an agreement with the District to provide a School Resource Officer.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. **Term**. This agreement shall commence July 1, 2023, and shall terminate August 31, 2026, provided either party may cancel or terminate this Agreement at any time upon at least sixty (60) days advance written notice to the other party, with accounts to be prorated, adjusted, and settled as of the date of such cancellation or termination.
2. **Services.** Beginning July 1, 2023, the Town, through its Police Department, shall assign two (2) full-time officers (hereinafter "Officer" or "Officers") to the District during the term of this Agreement to act as a School Resource Officer during the regular school day. The School Resource Officer will be stationed at the middle school/high school facility currently located at 4061 Creek Road, Youngstown, New York 14174. The School Resource Officer will work in concert with the school principals and assistant principals, meeting with the principals on a weekly basis.

The School Resource Officer will provide a program of educational leadership by, for example, acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, violence diffusion, violence prevention and safety issues in the school community. The School Resource Officer shall provide informational in-service training for staff on issues related to alcohol and other drugs and the law, violence, gangs, safety and security. The School Resource Officer shall also refer students and/or their families to the appropriate agencies for assistance when need is determined.

The School Resource Officer's responsibilities will include:

a. Working with District administration as a law enforcement officer to assist in addressing on-campus or school activities, and to help provide a safe environment within the school community;
b. Working in concert with the Superintendent or designee and meeting with the principals on an as needed basis;
c. Serving as a member of the Lewiston-Porter Central School District Safety Committee;

d. Acting as a communication liaison with law enforcement agencies and providing basic information concerning students on campus;

e. Collaborating with the District administration and staff to design experiences to benefit students, staff and families;

f. Working with the Superintendent or designee on issues such as criminal and gang activity on campus, student unrest on campus and developing plans and strategies to prevent or minimize dangerous activities which may occur on campus or during school sponsored events;

g. Participating in discussions and/or meetings with students, parents and faculty members, as needed, to help develop a positive rapport with members of the school community; and

h. Assisting in maintaining order;

The School Resource Officer may perform other duties consistent with the normal duties and responsibilities of a law enforcement officer and/or School Resource Officer. The School Resource Officer shall not act as a school disciplinarian; school administration is solely responsible for student misconduct and discipline. However, if requested by the Superintendent or designee, the School Resource Officer shall assist in determining whether law enforcement notification, and/or action is appropriate in a particular incident, or to assist in maintaining the chain of custody with respect to contraband or controlled substances.

3. **Compliance with Laws/Rules**. The School Resource Officer shall comply with all state and federal laws.. In no circumstance shall the School Resource Officer detain or question a student in order to ascertain the student's immigration status, nor shall the School Resource Officer detain or question a student based on the student's perceived race, nationality, color or native language.

4. **Search Procedures**. The District may conduct searches of students, possessions and vehicles as it deems appropriate and is responsible for complying with all applicable laws and Police Department regulations. The School Resource Officer may provide

protection for the safety of all persons involved in the search. The School Resource Officer shall not become involved in administrative (school-related) searches unless specifically requested by the school to provide security, protection or for handling of weapon(s) or contraband. These searches must be at the direction and control of the school official. At no time shall the School Resource Officer request that an administrative search be conducted for law enforcement purposes or have the administrator act as his or her agent. Any law enforcement searches or interviewing of students for law enforcement purposes shall be in compliance with State and Federal Law.

5. **Arrest Procedures**. Students shall not be arrested at school except: (a) where the student poses a real and immediate threat to other student(s), District employee(s), or public safety; or (b) pursuant to a judicial warrant that specifically directs the arrest of the student in a school. Building principals shall be consulted prior to an arrest of a student, where practicable. The student's parent or guardian shall be notified of a child's arrest as soon as practicable.
6. **Assignment of Officer**. The Chief of the Police Department shall, in consultation with the Superintendent, be responsible for the assignment of a particular officer or officers to the School Resource Officer position. The officer(s) assigned shall be appropriately trained to serve as a School Resource Officer; however, this language is not intended to require that the School Resource Officer receive certified training through any particular training program, although they may . The School Resource Officer will be present at the District each day school is in regular session. Such hours will be between the hours of 7:15 am and 3:45 p.m. The School Resource Officer will be compensated from 7:00 a.m. to 4 p.m. each school day. Hours worked in a given day beyond (8) hours will be accumulated as banked hours and will accumulate at a 1:1.5 ratio for those hours worked in excess of the 40 hour work week. The School Resource Officer will also receive banked hours for working additional school events (i.e.... Dances, sporting events, music events, etc.) Accumulated banked hours are intended to equate to full-time pay over school recess periods and summer vacation.

No hours worked by the School Resource Officer will be paid as overtime except as explained in Section 8 of this Agreement, and in accordance with the 1:1.5 banked hours described above. **Attachment 1** provides further explanation as to the banked hours process. In the event that all hours are not utilized as described in Attachment 1, said remaining hours shall be used as additional training and/or time spent at the District, upon mutual agreement of the Town and the District. The hours reflected in **Attachment 1** may vary slightly, as needed, to accommodate the needs of the District, upon approval of both the Superintendent of the District and the Chief of Police. The School Resource Officer shall log hours worked at the District on an hourly basis and shall provide said log to both the Chief of Police and the Superintendent of the District on a bi-weekly basis.

In the event the School Resource Officer is to be absent from work at the District, the Officer shall notify the Chief of Police and the Chief of Police shall notify the District's Superintendent (716-286- 7266). The Town reserves the right to immediately, temporarily reassign any Officer providing the services hereunder to handle emergency situations. The Town agrees to assign another Officer to substitute for the assigned Officer as soon as possible in the event that the assigned School Resource Officer is absent. If necessary, the Chief of Police, as soon as practicable, shall provide a permanent replacement for the Officer. It is understood by and between the parties that the presence of a School Resource Officer on school grounds at all times set forth in this agreement is of paramount importance. In the event that the Superintendent of Schools finds that the School Resource Officer is not effectively performing his/her duties and responsibilities, the District reserves the right to request that the Chief of Police remove the Officer from the program and shall state the reasons for the same in writing. In response, the Chief of Police may require that a meeting be held between the Superintendent, the School Resource Officer, the Chief of Police, and any other parties who may be necessary to attempt to resolve or mediate the concern(s). If the concern(s) cannot be resolved, the Chief of Police shall, in consultation with the Superintendent, assign a new officer to serve as the School Resource Officer.

7. **Supervision of the Officer**. The Officer shall remain under the control of the Town and shall not be considered an employee of the District for any purpose. The Officer assigned to the District is an employee of the Town and shall be subject to departmental control, supervision, policies, procedures and General Orders. Notwithstanding the foregoing, the Officer shall coordinate with the Superintendent and Principals of the school buildings in the District relative to the performance of his/her duties.

8. **Payment.** The costs related to the School Resource Officer position will be billed by the Town to the District on a monthly basis. The District agrees to pay such costs based on the actual costs related to each officer whom serves as an SRO at any given time and recognizes that such costs may vary depending on that particular officer's unique costs including but not limited to pay grade, health insurance selection, etc.

   a) Part Time Officers: If, pursuant to the terms of this Agreement, the Town provides services by utilizing part-time officers, it will bill the district based on the hours actually worked by the part-time officers performing duties as a School Resource Officer for the District including time worked for necessary incidental duties (for example, court time for school-related incidents). Incidental duties do not include routine, non-school-related law enforcement matters that occur on or near school grounds (e.g. motor vehicle accidents) unless the District has specifically requested the School Resource Officer's involvement in same. The parties intend that the district will be billed and will reimburse the Town for all associated expenses including, but not limited to, a pro-rata share of all employment benefits, retirements contributions (if applicable), payable to or behalf of the officers.

   b) Full-time Officer: Once the Town assigns a full-time officer as the School Resource Officer pursuant to the terms of this Agreement, the Town will bill to the District and the District will reimburse the Town for the full cost to the Town of the Officer. The parties intend that a police officer will be hired and/or assigned by the Town on a full-time basis as the School Resource Officer and that the District will bear the full cost attributable to the employment of the Officer, including but not limited to, the cost of all employment benefits, training, retirement contributions, additional court time, etc.

The District will reimburse the Town for any overtime attributable to School Resource Officer related duties. The District will not be responsible for overtime attributable to any assignment that is not incidental to School Resource Officer related duties. Incidental duties do not include routine, non-related law enforcement matters that occur on or near school grounds (e.g. motor vehicle accidents) unless the District has specifically requested the School Resource Officer's involvement in same. The assigned School Resource Officer will coordinate training, personal time and similar matters with school holiday and break schedules. To the extent possible, vacation time shall be scheduled during summer recess or other school breaks and any vacation time used during the regular school year must be approved in advance by the Chief of Police. The School Resource Officer and the Town will make a good faith effort to schedule training outside of the School Resource Officer's normal working hours at the District, and if that is not possible, the School Resource Officer and/or the Town will coordinate the scheduling of any such training with the Superintendent or his/her designee to ensure that the School Resource Officer is present when needed by the District.

9. **Access to Education Records**. District officials shall allow the SRO to inspect and copy any public records maintained by the school and is permissible by law. For purposes of access to student records, the SRO is considered a "school official" under the Family Educational Rights and Privacy Act ("FERPA") and may be provided students' personally identifiable information on an as-needed basis to carry out SRO duties for legitimate educational purposes. Such information shall only be used by the SRO for the purposes for which the disclosure was made, and to promote school safety and the physical security of students. The SRO may not disclose personally identifiable information obtained from students records, without prior consent, to others, including other law enforcement officers who are not acting in the capacity as school officials, unless the disclosure fits within one of the exceptions to consent under FERPA. The SRO will have independent access to student names and directory information though the District's student information system. The SRO may request student discipline records and

student health records from a District administrator for legitimate educational purposes.

10. **Insurance**. Prior to commencing services under this Agreement, the District and the shall provide each other with proof of insurance coverage for this Agreement. The Town, at its expense, agrees to procure and maintain a policy of Police Professional Liability insurance in an amount of One Million Dollars ($1,000,000), single limit, against claims for bodily injury, death and property damage, and Commercial General Liability Insurance in an amount of One Million Dollars ($1,000,000), single limit, against claims of bodily injury, death and property damage occurring in connection with the performance of this Agreement. The Town must name the District as an additional insured and will provide the District with a certificate evidencing this insurance coverage. The District, at its expense, agrees to procure and maintain a policy of General Liability Insurance in an amount of One Million Dollars ($1.000,000.00), single limit, against claims of bodily injury, death and property damage occurring in connection with the performance of this Agreement. The District must name the Town as an additional insure and will provide the Town with a certificate evidencing this insurance coverage.
11. **Indemnity**. The District covenants and agrees to indemnify and save harmless the Town, its Board, Officers, Employees, and Agents from and against any and all claims, actions, damages, liability, loss, and expense, including attorney's fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any act or omission of the District, its Officers, Employees, and/or Agents, in the performance of this Agreement.

    The Town covenants and agrees to indemnify and save harmless the District, its Board, Officers, Administrators, Employees, and Agents from and against any and all claims, actions, damages, liability, loss, and expense, including attorneys' fees, arising from or out of any occurrence in or upon the District's premises, which is caused wholly, or in part, by any act or omission of the Town, its Board, Officers, Employees, and/or Agents, in the performance of this Agreement.

12. **Authorized Representative**. The individual signing below on behalf of the District or Town hereby represents and warrants that she/he is duly authorized to execute and deliver this Agreement on behalf of their respective District or Town and that this Agreement is binding upon the parties.
13. **Assignment**. Neither party shall assign, transfer, convey, sublet, or otherwise dispose of this Agreement or any of its right, title, or interest therein, or the power to execute this Agreement, without the prior written consent of the other party.
14. **Amendments**. No waiver, modification, or amendment of this Agreement or any part thereof shall be valid unless in writing and duly executed by both parties. A waiver of any breach hereof shall not prevent forfeiture for any succeeding right.
15. **Captions**. The captions of this Agreement are for convenience and reference only and in no way define, limit or describe the scope or intent of this Agreement.
16. **Entire Agreement**. This Agreement contains the sole and entire agreement between the parties relating to the services provided hereunder and shall supersede any and all other agreements between the parties. Any other statements or representations made by either party are void and have no force or effect.
17. **Venue.** Any legal action commenced pursuant to the terms of this Agreement shall be brought in a court of competent jurisdiction in the County of Niagara.
18. **Mutual Drafting.** This Agreement shall be deemed the joint work product of the parties and any rule of construction that a document shall be interpreted or construed against a drafter of such document shall not be applicable.
19. **Severability.** If any provision of the Agreement will be held to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first set forth above.

(Signature pages to follow)

TOWN OF LEWISTON

BY: _____

David Steve Broderick, Jr.

Town of Lewiston Supervisor

Dated: 8/28/23

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

BY: _____

Paul J. Casseri

Superintendent of Schools

Dated: 7/21/23

ATTACHMENT 1

BANKED HOUR PROCESS

The Full-Time School Resource Officer assigned, by the Chief of Police, to the Lewiston-Porter Central School District shall have the ability to bank any additional hours worked beyond the regular day (see Section 3.0 Assignment of Officer) instead of these hours being paid as "overtime". The hours will accumulate on a 1:1.5 worked:banked ratio to accommodate for the officer's anticipated overtime pay rate. These hours normally paid on an "overtime" basis at the time they are worked, will be "banked" and paid to the officer on the regular pay schedule, during the months of July and August.

An overtime bank of approximately 336 hours (42 days) would result in the officer being paid for the months of July and August.

Attachment 1a

INTERMUNICIPAL AGREEMENT SCHOOL RESOURCE OFFICER PARTNERSHIP ATTACHMENT 1 (Sample)

Type of Work	Days	Hours	Totals
Regular School Calendar	176	9	1584
Vacation (4weeks)	20	8	160
Home Sporting Events	40	3	120
Dances and Music Performances	20	3	60
Homecoming/Spirit Weeks	12	3	36
Training (avoid school days)	15	8	120
Total			2080

Lewiston-Porter Central School District

Public Health Emergency Continuation of Operations Plan

Revised June 2025

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Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of the LPOEA, LPUT, LPAP, CSEA unions, as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

Record of Changes

Date of Change	Description of Changes	Implemented By

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to **Lewiston-Porter Central School District**. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe. The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations as needed
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees and contractors of **Lewiston-Porter Central School District** shall be notified by email and District Messaging System with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of email and District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent/designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of **Lewiston-Porter Central School District**, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, **Lewiston-Porter Central School District** is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of **Lewiston-Porter Central School District**

The **Lewiston-Porter Central School District** has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for **Lewiston-Porter Central School District** have been identified as:

Essential Function	Description	Priority
Superintendent of Schools	Oversees and plans. Assigns critical functions ensuring compliance with CDC, DOH, and NYSED requirements. Establishes communication with staff and parents to execute and standardize district goals. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly.	1
Board of Education	The Board of Education and the Superintendent of Schools will dictate school policy and procedures.	1
Assistant Superintendent for Administrative Services	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Curriculum, Instruction, and Technology. Oversees the functions of the Business Office. Communicates directly with administration to assist with planning and daily functions to achieve District goals and maintain safety equipment and supplies. Assists with CDC, DOH, and NYSED regulations including oversight of NYS recording requirements and Nursing staff.	1
Director of Curriculum, Instruction, and Technology	Liaison for the Superintendent of Schools. Coordinates and supports the goals of the District with the Superintendent of Schools and Assistant Superintendent for Administrative Services. Communicates directly with the administration to assist with planning and functions, ensuring that the needs of the district are being met. Reports to the Superintendent of Schools.	1
Administration	Coordinates functions delegated by the Superintendent of Schools. Assigns tasks to facilitate and accomplish District goals. Communicates regularly with the Assistant Superintendent for Administrative Services and the Director of Curriculum, Instruction, and Technology. Oversees personnel assigned to tasks. Ensures critical functions are being performed as necessary. Provides regular progress reports on daily activities necessary to accomplish District goals. When directed by the Superintendent of Schools, the administration is responsible for communicating and updating employees in district policy. This includes cleaning regime, scheduling and any changes to these duties. Monitors and requests building safety equipment and supplies as needed.	1

Director of Facilities	Coordinates functions with the Superintendent of Schools, Assistant Superintendent for Administrative Services, Administration, and Staff. Responsible for staffing, maintenance activities, custodial duties including ordering supplies, training, scheduling to meet the needs of the district. Instructs and informs staff of district policy and procedures including personal protection, cleaning procedures, and methods of reporting and receiving issues and concerns that may affect or enhance safety procedures. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties. Maintains a current inventory of supplies and safety equipment and provides staff and services as needed. Inventory includes maintaining a cache of necessary supplies and equipment through reordering and replenishing stock so as not to fall short of critical supplies. Adjusts schedules to meet current needs, updates, and trains staff on proper handling and use of tools and chemicals as per manufacturer, CDC, DOL, and DOH requirements. Coordinates deliveries and ensures delivery agents know and follow district policy when on site. Schedules outside maintenance activities. Ensures third party contractors know and follow all school, CDC, DOL, and DOH policies while on school district property.	**1**
Head of Maintenance	Coordinates activities with and updates the Director of Facilities regularly. Provides employees with proper direction for performing necessary cleaning equipment, cleaning products, and protocols. Provides a direct line of communication from custodial staff to the Director of Facilities. Keeps records of and controls inventory, communicates directly with suppliers for ordering and receiving material and supplies to maintain an adequate cache of necessary products and materials. Coordinates all deliveries including deliveries from suppliers and deliveries to building staff. Assists with building schedules and arranging custodial staff and staff schedules to meet district needs. Responsible for communication and updating employees in district policy, cleaning regime, schedules and constant changes to these duties.	**1**
Office of the Superintendent and District Clerk	Assists the Superintendent of Schools and the Board of Education with maintaining critical and vital services. Provides record keeping and administrative support. As the District Clerk will continue to provide all vital services and maintain all Board records.	**1**

Business Office	Assists the Superintendent of Schools and the Assistant Superintendent for Administrative Services with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions.	**1**
Technology Department	Director of Technology and Data provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Works directly with the Superintendent of Schools and Administration staff to ensure communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day to day operations, and educational needs.	**1**
School Nurses	Assists with the goals of the district. Provide medical insight and support to help maintain a healthy school population. Assists with planning and achieving district goals. Provides support and assistance to carry out orders from the School Physician, CDC, DOH, and NYSED regulations. Maintains a sanitary environment. Monitors quarantine area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Assistant Superintendent for Administrative Services.	**1**
Building Secretaries	Staff will continue to perform vital services as directed by the Superintendent of Schools and directed by their building administrator. The district will determine need based on individual circumstances and can be utilized in school or remotely. Administration will provide services necessary for staff to operate in a safe and clean environment on site. Administration will ensure all staff will be informed of and are required to adhere to district safety policy while on site. Administration will provide necessary means and materials to safely and effectively work in a remote setting as well.	**1**

Maintenance Staff	Maintenance staff will perform vital services to keep and maintain essential equipment for onsite and remote learning. Maintenance staff and work will be overseen by the Director of Facilities. Staff will be informed of school procedures and adhere to all personal safety protocols required by the CDC, DOL, (PESH), and DOH at all times. The Director of Facilities will supervise and schedule maintenance personnel for the purpose of keeping vital services operating and functional.	**1**
Custodial Staff	Custodial staff will work as directed by the Director of Facilities and Head of Maintenance. The Director of Facilities and Head of Maintenance will oversee and ensure school buildings are being cleaned properly. Building Administration will also assist with notification and information about building conditions and issues that need to be discussed or addressed. Custodial staff has received pandemic awareness training. Training provided essential information about communicable diseases. Training also included information about personal protective equipment, cleaning products, proper disinfection and sanitation, and product use, product labels, Safety Data Sheets, and manufacturers' requirements for use. The district will provide custodial staff with the required personal protective equipment and cleaning supplies to maintain a safe working environment. Staff shifts and personnel will be scheduled accordingly based on the needs of the district. As with all staff, custodial personnel will follow district protocols required by the CDC, DOL, (PESH), DOH, and district while providing services and on breaks.	**1**
Outside Contractors	Outside contractors will be scheduled and work will be performed with the oversight of the Director of Facilities. All outside contractors will notify the Director of Facilities when they arrive on-site. Outside contractors will be informed of district procedures and policy before they are allowed to work on the premises. Companies performing work on-site will provide their employees with the proper PPE to comply with district policy. Outside contractors who do not or cannot work safely will not be allowed on district property.	**1**
Food Service	All Food Service operations will be determined by the Assistant Superintendent for Administrative Services. All district protocols will be initiated by the District Food Service contractor.	**1**

Transportation	Transportation will provide services directed by the Assistant Superintendent for Administrative Services. The Transportation Coordinator will supervise operations. The district will provide safe and secure transportation based on the needs of the district and learning environment. Protocols will be established and the Transportation Contractor has received proper training for cleaning and sanitizing buses. The Transportation Contractor will provide their employees with the training and proper PPE and disinfection equipment to effectively maintain the transportation fleet. Records will be maintained accurately to ensure bus safety procedures are being followed. The Transportation Coordinator will schedule staff and bussing pickup and drop off according to the needs of the district. The district will continually inform staff and parents of changes to procedures as necessary.	**1**
Outside Deliveries	Deliveries will be coordinated with the Director of Facilities, the Head of Maintenance, custodians. The Director of Facilities will inform companies of district policy and procedures in advance. All delivery agents will be required to notify the district prior to arrival at the district and strictly adhere to district policy while on site. Employers will be required to provide their employees with the proper PPE to work safely while on site.	**1**

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	Director of Technology & Data Technology Coordinator Network Managers	The Director of Technology and Data establishes all priorities for the IT task and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Administration and Oversight	Superintendent of Schools	The Superintendent is the decision-maker for the entire district.
Operations	Assistant Superintendent for Administrative Services	The Assistant Superintendent for Administrative Services ensures all essential functions are maintained.
Education	Director of Curriculum, Instruction, Technology & Data	The Director of Curriculum, Instruction, Technology & Data determines the educational plan.
Facilities	Director of Facilities	The Director of Facilities maintains the necessary level of cleaning and sanitizing.
Administration	Principals, Assistant Principals, Directors	The Principals, Assistant Principals and Directors are the liaisons between students, families, and employees in the building.
Cleaning and Sanitizing	Buildings and Grounds Staff, Custodial Maintenance and Laborers and Grounds Staff	Performs all cleaning and sanitization and necessary upkeep of the buildings.
Support	Secretary to the Superintendent/District Clerk	Provides necessary support to the Superintendent of Schools and the Board of Education.
Support	District Clerical Staff	Provides necessary support for all Administrators.
Health Services	School Nurses	Directs all Health Services.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
    a. Internet capable laptop
    b. Necessary peripherals
    c. Access to VPN and/or secure network drives
    d. Access to software and databases necessary to perform their duties
    e. A solution for telephone communications
        i. Note that phone lines may need to be forwarded to off-site staff

The Superintendent of Schools and the Assistant Superintendent for Administrative Services will determine the level of remote working for all district employees in conjunction with all NYSDOH guidelines.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, **Lewiston-Porter Central School District** will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

The Director of Facilities will work with the Superintendent of Schools/designee to formulate a calendar that schedules employees based on the needs of the District.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves
- Disposable gowns or aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location

2. Procurement of PPE
   a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
   b. Public employers must be able to mitigate supply chain disruptions to meet this requirement

3. Storage of, access to, and monitoring of PPE stock
   a. PPE must be stored in a manner which will prevent degradation
   b. Employees and contractors must have immediate access to PPE in the event of an emergency
   c. The supply of PPE must be monitored to ensure integrity and to track usage rates

The Director of Facilities and the Head of Maintenance will be responsible for ensuring the proper PPE is available at all buildings for required applications. The District will work to ensure we maintain a six month supply of PPE as directed above for all faculty, students. An extra supply of PPE will be available in all buildings with the Principals, Nurses and Custodial staff. The **Lewiston-Porter Central School District** participates in the Orleans-Niagara Corporative Bid Purchasing Agreement. They provide a comprehensive list of suppliers and products used for maintaining employee safety, disinfecting and sanitization protocols.

Surplus PPE will be stored in a dry, secured central location. Access to the surplus of PPE can only be made by the Director of Facilities and Head of Maintenance as this will ensure the accurate accountability of all supplies on hand. The Head of Maintenance will be responsible for keeping accurate records and reporting.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based on the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):

   1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.
      a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
      b. All necessary parties will be notified of staff exposure through contact tracing.
      c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.

   2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
      a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
      b. In-person interactions with the subject employee or contractor will be limited as much as possible.
      c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
      d. If at any time they exhibit symptoms, refer to item B below.
      e. The Superintendent of Schools/designee, in the organization is the decision-maker in these circumstances and who is responsible for ensuring these protocols are followed.

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:

   1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.

   2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.

3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.

4. Niagara County's criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 72 hours have passed since the instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, Niagara County and other public guidance shall be referenced.

5. The Assistant Superintendent for Administrative Services in the organization must be informed in these circumstances and who is responsible for ensuring these protocols are followed.

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:

1. Apply the steps identified in item B, above, as applicable.

2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
   a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
   b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
   c. See the section on Cleaning and Disinfection for additional information on that subject.

3. Identification of potential employee and contractor exposures will be conducted.
   a. If an employee or contractor is confirmed to have the disease in question, the Superintendent of Schools/designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
   b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum, in conjunction with District custodial staff.
   a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.

b. The Head of Maintenance under the supervision from the Director of Facilities will coordinate and establish cleaning guidelines and schedules for all cleaners to cover the common areas listed above.

2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.

3. Soiled surfaces will be cleaned with soap and water before being disinfected.

4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.

5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Provision of Leave and Designation and Recording of Absences from Work

Provision of leave for employees and/or contractors, and designation and recording of absences from work, shall be handled consistent with applicable law, applicable contracts, and guidance from regulatory authorities having jurisdiction.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits.

This information may be used by **Lewiston-Porter Central School District** to support contact tracing within the organization and may be shared with local public health officials.

Lewiston-Porter Central School District

Emergency Remote Instruction Plan

Reviewed June 2025

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Introduction

Lewiston-Porter Central School District developed the following **Emergency Remote Instruction Plan** to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The **Emergency Remote Instruction Plan** meets the requirements of New York State Education Commissioner's Regulations for inclusion in the District-Wide School Safety Plan.

Background Information

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to,** remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's **Emergency Remote Instruction Plan**.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their **District-Wide School Safety Plans** to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The **Emergency Remote Instruction Plan** must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board of Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022. Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such

remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

Remote Instruction

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

Unscheduled School Delays and Early Releases

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State Aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The **Emergency Remote Instruction Plan** shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

Ensuring Accessibility and Availability (Internet, Computers / Devices)

Lewiston-Porter Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the **Powerschool and DataWarehouse.** When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy 7150 Remote Learning and 8270 Instructional Technology and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

Lewiston-Porter Central School District
Emergency Remote Instruction Plan

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: • Policy 6410 Staff Use of Computerized Information Resources • Regulation 6410R Staff Acceptable Use Policy, Form Staff Acceptable Use Policy Agreement Form • Policy 7100 Attendance • Policy 7110 Compressive Student Attendance Policy • Policy 7150 Remote Learning • Policy 7315 Student Use of Computerized Information Resources (Acceptable Use) • Regulation 7315R Student Acceptable Use (AUP) Guidelines • Regulation 7315R.1 PEC Acceptable Use Policy • Regulation 7215R.2 IEC Acceptable Use Policy • Regulation 7315R.3 MS/HS Acceptable Use Policy • Manual 7315M Student Use of Technology Policies and Agreements Manual • Lewiston-Porter Code of Conduct Please click this LINK to view the Lewiston-Porter Policy Manual.
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device. Specifically, students in K-2 are provided iPads and students in 3-12 are provided Chromebooks. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Google Meet for virtual instruction; however, they may use SeeSaw or Goggle Classroom as their learning management system. Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to

	differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - Using Google Meet, along with other digital platforms, teachers will deliver real-time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning. **Asynchronous "Flipped" Instruction** - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students' participation and assignment completion (i.e., "Flipped Classroom"). These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction, students are expected to be school-ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. All students are expected to practice appropriate digital etiquette and responsible behavior during assigned synchronous instruction. • Mute yourself on meets as directed by your teacher • **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise. During synchronous instruction, students are expected to work in a setting that is conducive to learning where distractions are minimized, e.g.: a desk, table, kitchen counter, etc. Spaces generally considered

	private (such as a bedroom) are discouraged and bathrooms should not be used as a workspace under any circumstances. Student dress must be appropriate in all platforms; the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day can be found on the district website here. Since it is not developmentally appropriate for elementary students to be on electronic devices for a full school day, their schedule allows for synchronous and asynchronous learning opportunities with many breaks and optional 1:1 interactions with the teachers. At the secondary level, students will follow their regular schedule with appropriate breaks will be included for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled times. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. All students will have optional 1:1 interactions with the teachers during office hours for any questions or support. As well, students who receive interventions and/or related services will have access to those services. Elementary students will access these services asynchronously (unless optional office hours are requested) and secondary students will follow their schedules and receive synchronous services according to their schedule.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Students who receive reading and/or math interventions and/or related services (such as Speech, OT/PT, etc.) will be provided with asynchronous work according to their Day 1-6 schedule. Any student who would like to have synchronous conferencing with an intervention or related service provider may do so by reaching out to schedule an appointment.

NON- INSTRUCTIONAL SERVICES • **TRANSPORTATION** • **FOOD SERVICE** • **MAINTENANCE** • **CUSTODIAL** • **CLERICAL/ ADMINISTRATIVE SUPPORT**	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real-time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

Aiming Higher

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

DRAFT
CODE OF CONDUCT

OUR MISSION

One Purpose. Your Pathway. Our Promise.

OUR VISION

Our ***PURPOSE*** is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute.

While students are here they will be challenged to grow along their ***PATHWAY*** and discover their personal best because we ***PROMISE*** to give them our best.

DRAFT 6-2025

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I. INTRODUCTION

The Board of Education (hereinafter referred to as “Board”) of the Lewiston-Porter Central School District (hereinafter referred to as “District”) 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 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. The District is committed to:

- ensuring each student is healthy, safe, engaged, supported, and challenged;
- helping students develop self-awareness and social and emotional growth; and
- guiding students in the improvement and corrections of inappropriate, unacceptable, and unsafe behaviors.

Responsible behavior by students, teachers, other District personnel, parents, and other visitors is expected, as it is essential to achieving this goal.

For this to happen, everyone in the school community must demonstrate and offer respect to others.

With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. Student accountability policies should support students and teachers and ensure that everyone is treated with dignity and respect.

Student engagement is also integral to creating a positive school climate and culture that effectively fosters students’ academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and at the same time develop a bond with caring, supportive adults to reduce negative behavior. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of student’s achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide positive behavior systems.

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

The District recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible developmentally appropriate, graduated interventions for unacceptable conduct, and to ensure that interventions are administered promptly and fairly, keeping in mind the goal is not to penalize, but to teach students there are consequences to actions and choices. To this end, the District adopts this Code of Conduct ("Code"), which is based upon education laws, regulations, and District policies.

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

II. WHY DO WE HAVE A CODE OF CONDUCT?

Students need to be supported and engaged in school in order to promote strong character and appropriate conduct. It is also essential that students are able to take age-appropriate responsibility for their own behavior.

Student engagement is developed when students are provided with multiple opportunities to participate in a wide range of positive social activities while interacting with caring, supportive adults. This helps to ensure that students are better able to:

- recognize and manage emotions;
- develop caring and concern for others;
- establish positive relationships;
- make responsible decisions; and
- handle challenging situations constructively and ethically.

Effective and engaging instruction and positive behavioral supports are the foundations of a positive school climate. School teachers, administrators, and other staff are encouraged to set high expectations for student success, build positive relationships with students, as well as teach and model appropriate behaviors for success. Modeling respectful, positive behavior is especially critical as interventions and restorative practices develop.

All adults, teachers, principals, administrators, school staff, parents, and the larger community have an obligation to help students become good citizens and lead productive lives by modeling desired behaviors and cultivating those behaviors in students.

Appropriate conduct and strong character are reflected in a civil, respectful, healthy, and caring environment.

Student accountability and support policies and practices will be implemented in a manner which is caring and equitable, respectful, and based on trust among administration, staff, students, and families and holds all individuals accountable, but is restorative and solutions-oriented, rather than punitive. This will help students:

- learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future; and
- understand that further consequences and/or interventions will be implemented if their unacceptable behavior persists.

The District will continuously monitor results in an effort to determine strategies for improvement.

III. DEFINITIONS

For purposes of this code, the following definitions apply.

Behavior is the way in which one acts or conducts oneself, especially towards others. It is expected that students, staff, and visitors will conduct themselves in such a way that is in line with this Code of Conduct.

Disruptive student means an elementary or secondary student under the age of 21 whose behavior is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

Employee means any person receiving compensation from the District or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9B 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.

Harassment and **bullying** shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (please see section IX. ANTI-BULLYING AND HARASSMENT POLICY):

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 their 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.

Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

Where the term **bullying** is used, even if not explicitly stated, such term includes **cyber bullying**, meaning such harassment or bullying that occurs through any form of electronic communication.

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

Plagiarism is the use or close imitation of the language and ideas of another author and representation of them as one’s own original work. This includes copying from electronic sources (from the World Wide Web), even with minor alterations.

Protected Classes:

1. **Color** refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.
2. **Disability** means:

    a. a physical, mental or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions which prevent the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; or
    b. a record of such an impairment; or
    c. a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

3. **Ethnic Group** means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.
4. **Gender** means actual or perceived sex and shall include a person's gender identity or expression.
5. **Gender expression** is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.
6. **Gender identity** is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.
7. **National Origin** means a person's country of birth or ancestor's country of birth.
8. **Race** means a group of persons related by a common descent or heredity. For purposes of enumeration, the U.S. Census Bureau uses terms such as: "White/Caucasian", "Black/African American/African-descent, "Asian", "Bi-racial", "Hispanics/Latinos" etc. to describe and classify the inhabitants of the United States.
9. **Religion** means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.
10. **Religious Practice** means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.
11. **Sex** means the biological and physiological characteristics that define men and women. (Male and Female denote "sex".)
12. **Sexual orientation** means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.
13. **Weight** means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's "size".
14. **Relationships** are the way in which two or more people regard and behave toward each other.

15. **Respect** is an act of treating everyone in the school community with dignity. This is demonstrated by: treating others with kindness and care, being polite and using manners, expressing thoughts in opinions in ways that are polite and courteous, using a polite tone of voice and body language, listening to others who are speaking to you, keeping one's hands to one's self and not violating others' personal space.
16. **Responsibility** is an obligation to behave in accordance with social norms and being held accountable for one's actions.
17. **Restorative Practices** are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between parties.
18. **School function** means any school-sponsored extra-curricular event or activity.
19. **School property** means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.
20. **Violent student** means a student who behaves violently under the age of twenty-one (21) who:

    a. Commits an act of violence upon a school employee.
    b. 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.
    c. Possess, while on school property or at a school function, a weapon such as a gun, knife, explosive or incendiary bomb, or other dangerous instruments capable of causing physical injury or death.
    d. Displays, while on school property or at a school function, what appears to be a weapon.
    e. Threatens, while on school property or at a school function, to use a weapon.
    f. 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.
    g. Knowingly and intentionally damages or destroys District property.

21. **Weapon** means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, 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.

IV. STUDENT RIGHTS AND RESPONSIBILITIES

The District is committed to safeguarding the rights given to all students under federal and state law and District policy. In addition, to promote a safe, healthy, orderly, and supportive school environment, both in-person and in a virtual or remote learning setting, all District students have the right to:

It is the student's right to:	**It is the student's responsibility to:**
Attend school in the District in which one's parent or legal guardian resides.	Attend school every day unless you are legally excused and to be in class on time and prepared to learn.
Expect that school will be a safe, orderly, purposeful place for all students to gain an education and be treated fairly.	Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to showing respect to other persons and to property.
Take part in all District activities on an equal basis regardless of actual or perceived race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender (including gender identity and expression), or sexual orientation or disability.	Conduct themselves as representatives of the District when participating in or attending school extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
Be respected as an individual and treated fairly and with dignity by other students and school staff.	Respect one another and treat others in the manner that one would want to be treated. Work to develop skills to manage their emotions and reactions to resolve conflict with others.
Express one's opinions, either verbally or in writing, as long as it is done so in a respectful manner.	Use a polite tone of voice and appropriate body language, listening when others are speaking to you. Respect personal space.
Dress in such a way as to express one's personality.	Dress appropriately for school and school functions, so as not to endanger physical health, and safety or limit participation in school activities.
Be afforded equal and appropriate educational opportunities.	Be aware of available educational programs in order to use and develop one's capabilities to their maximum.
Present their version of the relevant events to school personnel authorized to impose consequences.	Be truthful when speaking with school officials regarding the Code of Conduct violations. Accept responsibility for their actions.

It is the student's right to: (cont.)	**It is the student's responsibility to:** (cont.)
Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.	Be familiar with and abide by District policies, rules and regulations dealing with student conduct. Ask questions when you do not understand.
Have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.	Be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
Be provided with clear expectations regarding: a. Course objectives, requirements, and state standards; b. Grading criteria and procedures; c. Assignment requirements and deadlines; and d. School and classroom rules and expectations regarding behavior.	React to the direction given by teachers, administrators, and other school personnel in a respectful and positive manner.
Be protected from intimidation, harassment, and discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, sex, gender, gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.	Respect one another and treat others fairly in accordance with the Code of Conduct and the provisions of the Dignity Act for All Students (DASA). Seek help in solving problems. Help make school a community free of violence, intimidation, bullying, harassment, and discrimination. Report and encourage others to report any incidents of intimidation, harassment or discrimination.

V. ESSENTIAL PARTNERS

All members of our learning community – including students, staff, parents, and engaged service providers – must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, respectful, and responsible behavior fosters a positive climate in the learning community.

Those responsibilities include but are not limited to the following:

A. Parents

The Code of Conduct is a guide for understanding the personal, social, and academic behaviors which are expected from your child while at school and at school functions. This Code also guides how school staff will work with you and your child to help demonstrate positive behaviors and enjoy academic success.

To achieve this goal, parents will be encouraged to promote participation in restorative practices to resolve incidents and conflict and to support their child in receiving the maximum benefit from restorative justice practices.

To achieve this goal, all parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the District to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn, both in-person and in a virtual or remote learning setting.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children are dressed and groomed in a manner consistent with the student appearance code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, respectful, supportive school environment.
8. Convey to their children a supportive attitude toward education and the District, including open and respectful communication.
9. Build positive, constructive relationships with teachers, other parents, and their children's friends.
10. Tell school officials about any concerns or complaints in a respectful and timely manner.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Be respectful and courteous to staff, other parents/guardians, and students while on school premises and while at all school functions.
15. Model and monitor the use of electronic devices and social media with your children to ensure their safety and promote acceptable behavior.
16. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
17. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

B. Staff

The Code of Conduct is a guide for supporting positive student behavior at school. It is intended to help staff prevent student misconduct through the use of effective strategies and systems. It will provide guidance for intervening effectively and appropriately if students don't meet expected standards of behavior or violate the school rules and policies. Concerns about safety and school climate should be brought to the school principal so staff can work together to maintain a safe and orderly learning and work environment.

All staff are expected to understand that students may come to school having experienced trauma in their lives, which can impact their behavior in school (e.g., anger, outbursts, withdrawal, self-injury). To achieve this goal, all District staff are expected to:

1. **Teachers**
    a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex, which will strengthen students' self-worth and promote confidence to learn.
    b. Be prepared to teach for both in-person and remote learning.
    c. Demonstrate interest in teaching and concern for students and student achievement.
    d. Know school policies and rules, and enforce them in a fair, timely, and consistent manner.
    e. Maintain confidentiality in conformity with federal and state law.
    f. Communicate to students and parents:
        (1) Course objectives and requirements
        (2) Marking/grading procedures
        (3) Assignment deadlines
        (4) Expectations for students
        (5) Classroom behavior and consequences plan.
        (6) Online expectations and behaviors in the remote learning environment.
    g. Communicate regularly with students, parents, and other teachers concerning growth and achievement.
    h. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
    i. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
    j. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
    k. Report incidents of bullying, discrimination and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
    l. Be open to active participation in resolving conflicts through a restorative process.
    m. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.

n. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
o. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

2. **School Counselors and Social Workers**
    a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
    b. Assist students in coping with peer pressure and emerging personal, social, and emotional problems, both in-person and in the virtual learning environment.
    c. Initiate teacher /student/counselor conferences and parent/teacher/student/ counselor conferences, as necessary, as a way to resolve problems.
    d. Regularly review with students their educational progress and career plans.
    e. Maintain confidentiality in accordance with federal and state law.
    f. Provide information to assist students with career planning.
    g. Encourage students to benefit from the curriculum and extracurricular programs.
    h. Make known to students and families the resources in the community that are available to meet their needs.
    i. Participate in school-wide efforts to provide adequate supervision in all school spaces.
    j. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
    k. Address personal biases that may prevent equal treatment of all students.
    l. Promote a trauma-informed approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
    m. Report incidents of bullying, discrimination and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
    n. Be open to active participation in resolving conflicts through a restorative process.
    o. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
    p. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
    q. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

3. **Student Support Service Personnel/Teacher Aides/School Monitors**
    a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression), or sex.
    b. Support educational and academic goals.
    c. Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
    d. Set a good example for students and colleagues by demonstrating dependability, integrity, and other standards of ethical conduct
    e. Maintain confidentiality in accordance with federal and state law.

f. Initiate teacher/student/counselor conferences and parent/ teacher/ student/ counselor conferences, as necessary, as a way to resolve problems.
g. Review with students their educational progress and career plan.
h. Encourage students to benefit from the curriculum and extra-curricular programs.
i. Help children understand the District's expectations for maintaining a safe, orderly environment.
j. Participate in school-wide efforts to provide adequate supervision in all school spaces.
k. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
l. Address personal biases that may prevent equal treatment of all students.
m. Report incidents of bullying, discrimination and/or harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
n. Be open to active participation in resolving conflicts through a restorative process.
o. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
p. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
q. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

4. Other School Staff

a. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
b. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
c. Maintain confidentiality in accordance with federal and state law.
d. Help children understand the District's expectations for maintaining a safe, orderly environment, both in-person and in the virtual or remote learning environment.
e. Participate in school-wide efforts to provide adequate supervision in all school spaces.
f. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
g. Address personal biases that may prevent equal treatment of all students.
h. Be open to active participation in resolving conflicts through a restorative process.
i. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.

j. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
k. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

5. Principals/Administrators

a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, (including gender identity and expression) or sex.
b. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
c. Maintain confidentiality in accordance with federal and state law.
d. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum, including in-person and online or virtual learning curriculum and platforms.
e. Support the development of and student participation in appropriate extracurricular activities.
f. Provide support in the development of the Code of Conduct, when called upon. Disseminate the Code of Conduct and anti-harassment policies.
g. Be responsible for administering the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
h. Participate in school-wide efforts to provide adequate supervision in all school spaces.
i. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
j. Address personal biases that may prevent equal treatment of all students and staff.
k. Promote a trauma-informed approach to addressing student behavior by supporting professional development, providing safe work environments, forming trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
l. Be open to active participation in resolving conflicts through a restorative process.
m. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
n. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
o. Follow the Code of Conduct by knowing, abiding, and administering school rules and policies in a fair and consistent manner.

6. The Dignity Act Coordinator(s)

The Dignity Act Coordinator(s) are as follows:

Ms. Andrea Tamarazio, 716-286-7295 (Secretary: 716-286-7265)
Ms. Emily Adamson, Primary Education Center (PEC) Dignity Act Coordinator:
716-754-8281 ext. 7282 (Main Office 716-286-7220)
Ms. Emily Brook, Intermediate Education Center (IEC) Dignity Act Coordinator:
716-754-8281 ext. 3100 (Main Office 716-286-7252)
Ms. Kathleen Stack, Middle School (MS) Dignity Act Coordinator:
716-754-8281 ext. 5119 (Main Office 716-286-7201)
Ms. Petrina DiVincenzo, High School (HS) Dignity Act Coordinator:
716-754-8281 ext. 2128 (Guidance Office 716-286-7259)

Their duties are as follows:

a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
b. Oversee and coordinate the work of the District-wide and building-level bullying prevention committees.
c. Identify curricular resources that support infusing civility in classroom instruction and classroom management, and provide guidance to staff as to how to access and implement those resources.
d. Address and investigate issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
e. Address personal biases that may prevent equal treatment of all students and staff.

7. **Superintendent**
    a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
    b. Report to the Board of Education about educational trends relating to student accountability and restorative practices.
    c. Review with District administrators the policies of the District and state and federal laws relating to school operations and management.
    d. Maintain confidentiality in accordance with federal and state law.
    e. Work to create instructional programs that minimize incidents of inappropriate behavior and are sensitive to student and teacher needs, for both in-person and online or virtual learning opportunities.
    f. Work with District administrators in encouraging a positive school climate, administering the Code of Conduct and ensuring that all cases are resolved promptly and equitably.
    g. Participate in school-wide efforts to provide adequate supervision in all school spaces.
    h. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
    i. Address personal biases that may prevent equal treatment of all students and staff.
    j. Promote a trauma-informed approach to addressing student behavior by supporting professional development and appropriate staffing.
    k. Be open to active participation in resolving conflicts through a restorative process.
    l. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
    m. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
    n. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

8. **Board of Education**
    a. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
    b. Maintain confidentiality in accordance with federal and state law.
    c. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the Code of Conduct.
    d. Collaborate with the student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
    e. Adopt and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.

f. Appoint a Dignity Act Coordinator (DAC) in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed.
g. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
h. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
i. Address personal biases that may prevent equal treatment of all students and staff.
j. Promote a trauma-informed approach to addressing student behavior by supporting professional development, providing a safe school environment, encouraging the forming of trusting relationships with students, allowing for student choice and autonomy, and encouraging student skill-building and competence.
k. Be open to active participation in resolving conflicts through a restorative process.
l. Model and monitor the use of electronic devices and social media to ensure the student's safety and promote acceptable behavior.
m. Exemplify conduct that fosters civility, kindness, and acceptance towards all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
n. Follow the Code of Conduct by knowing, abiding, and enforcing school rules and policies in a fair and consistent manner.

VI. STUDENT USE OF ELECTRONIC AND INTERNET-ENABLED COMMUNICATION DEVICES

Overview

Effective August 1, 2025, in accordance with New York State law enacted as part of the 2025-2026 budget and Governor Hochul's legislation, Lewiston-Porter Central Schools prohibits the use of non-school-issued internet-enabled devices by students during the instructional day while on school grounds. This includes all instructional and non-instructional periods such as homeroom, lunch, recess, study halls, and passing time.

Definitions

Internet-enabled devices encompass smartphones, tablets, smartwatches, and any other devices that can connect to the internet. The policy does **not** apply to:

- School-issued devices used for educational purposes.
- Devices not capable of connecting to the internet.

Policy Details

1. **Prohibition of Use**
   Students are prohibited from using personal internet-enabled devices on school grounds during the entire instructional day.
2. **Instructional day** is defined as the time period beginning when students enter the school buildings upon arrival at drop-off and continuing through all scheduled school activities until the bell signaling the end of the school day. This includes all instructional and non-instructional periods such as homeroom, lunch, recess, study halls, passing time, and any other time students are on school grounds during the school day
3. **Scope**
   "School grounds" includes all school buildings, athletic fields, playgrounds, and land within school property boundaries. The policy does **not** apply to school buses.
4. **Exceptions**
   Device use may be authorized under limited circumstances, including but not limited to:
    - Specific educational purposes authorized by teachers, principals, or district administration.
    - Management of a student's healthcare needs.
    - Emergencies.
    - Translation services.
    - Students responsible for care of family members.

    - Devices included in a student's Individualized Education Program (IEP) or Section 504 Plan.

5. **Storage and Contact**
   The district expects all students to secure their internet enabled devices in an assigned locker during the school day. Parents/Guardians will be provided with clear methods to contact students during school hours. Notification about these methods will be communicated annually at the start of the school year and upon student enrollment.
6. **Loss or Theft:**
   The district, through its normal course of student management practices, will investigate the loss or theft of devices stored correctly in lockers to the best of its ability. However, the district will not be responsible for replacement or reimbursement for the loss or theft of electronic devices.

Reporting and Enforcement

Beginning September 1, 2026, the District will publish an annual report summarizing enforcement, including non-identifiable demographic data and any analysis of disparities in enforcement, along with mitigation plans if necessary.

Behavioral Expectations and Consequences

Students' use of personal electronic devices shall continue to comply with the District's Student Use of Computerized Information Resources (Acceptable Use) Policy, 7315, and the Student Use of Personal Technology Policy, 7316. Students shall not use devices to invade privacy, harass, intimidate, bully, or violate the Code of Conduct.

Violations of this policy may result in:

- Confiscation of devices.
- Disciplinary actions include detention, restorative practices, suspension, or revocation of device privileges.
- Additional consequences as outlined in the Code of Conduct.

Implementation and Communication

To ensure understanding and consistent enforcement of this policy:

- The policy will be communicated clearly through student and parent orientations, assemblies, parent nights, student handbooks, newsletters, signage throughout school buildings, and prominently on the District website.
- All staff will be trained and expected to consistently reinforce the policy and model appropriate behavior.
- Specific student support will be provided, including educating students on the importance of the policy for reducing cyberbullying, promoting face-to-face social interaction, reducing anxiety and social comparison, and creating a safer, more

respectful learning environment.

- Students in all grades are expected to maintain their cell phone or other internet enabled device in their assigned locker. Students, especially at the middle school and high school levels, will receive support and instruction on locker use and securing personal belongings to comply with the policy.

- Recognizing challenges related to anxiety and withdrawal symptoms associated with limiting device use, alternative communication methods such as emailing students will be encouraged.

Enforcement and Student Support

- At the start of the year, a phased approach will allow students to place cell phones in lockers as a reminder, with progressive disciplinary enforcement to follow.

- The District may explore appropriate times and designated areas where limited device use may be allowed, aligned with the law and educational goals.

VII. STUDENT APPEARANCE CODE

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 understanding of appropriate appearance in the school setting. The school setting is defined as both in-person and online or virtual learning experiences.

A student's dress, grooming, and appearance, including accessories, hair style, body piercings, and tattoos, shall:

1. Be safe, and appropriate, and not substantially disrupt or interfere with the educational process.
2. Recognize that extremely brief and see-through garments may not be appropriate if there is a substantial disruption to the learning environment.
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 and headgear (including hoods) in the classroom except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, provocative, libelous, or that denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco, vaping, illegal drugs or reference to illegal drugs (e.g. Cookies) and/or encourage other illegal, violent activities with or without weapons.

Each Building Principal/designee shall be responsible for informing all students and their parents of the student appearance code at the beginning of the school year and any revisions to the appearance code made during the school year. Any staff member who believes a student to be in violation of the appearance code should report the student to the building administration or counselor as soon as possible. The building principal or designated building administrator will be the final authority on the appearance code.

Students who violate the student appearance code will meet with the building principal/designee to discuss modification of their appearance. Any student who refuses to do so shall be subject to accountability and restorative practices as outlined in the Code of Conduct. If after restorative principles have been implemented the student continues to refuse to comply with the appearance code, they shall be subject to consequences for their behavior.

VIII. PROHIBITED STUDENT CONDUCT

The District 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 with the goal of making school a community free of violence intimidation, bullying, harassment, and discrimination. Exclusion from the school environment and suspension will only be used when necessary to protect the safety of students and staff or when all other measures have been exhausted.

The best accountability measures are self-imposed when students learn to assume and accept responsibility for their own behavior, as well as the consequences of their mistakes or behavior. District personnel who interact with students are expected to use accountability measures only when necessary and to place emphasis on educating students so that they may learn from their behavior and help them grow.

The District recognizes the need to make its expectations for student behavior 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.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their behavior. Students may be subject to accountability measures, up to and including, in extreme or repeated occurrences, suspension from school, when they:

A. Engage in conduct that is disorderly.

Examples of this type of behavior include, but are not limited to:

1. Running or otherwise unsafe behavior in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. 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.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's Student Use of Computerized Information Resources (Acceptable Use) Policy, 7315.

B. Engage in conduct that is insubordinate.

Examples of this type of behavior include, but are not limited to:

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

C. Engage in conduct that is disruptive.

Examples of this type of behavior include, but are not limited to:

1. Endangering the health and safety of other students or staff or interfering with classes or District activities.
2. Engaging in harassing conduct, verbal threats, intimidation, or abuse.
3. Communication by any means, including oral, written or electronic (such as through the internet, email or texting) off school property, where the content of such communication:

    a. Can reasonably be interpreted as a threat to commit an act of violence on school property; or,
    b. Results in material or substantial disruption to the educational environment.

D. Engage in conduct that is violent.

Examples of this type of behavior include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, other school employee, another student or any other person lawfully on school property.
2. 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.
3. Displaying what appears to be a weapon.
4. Threatening to use any weapon.
5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti, starting fires, or arson.
6. Intentionally damaging or destroying school District property.

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others.

Examples of such this type of behavior include, but are not limited to:

1. Attempting to engage in or perform an act of violence.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
5. Discrimination, which includes, but it is not limited to, using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
6. Harassment (or Bullying/Cyberbullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (Dignity for All Students Act Policy, 7550 and, Sexual Harassment of Students Policy, 7551.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Sexual harassment, which includes unwelcome sexual advances; requests for sexual favors; taking, sending or receiving sexually explicit videos, pictures or auditory recordings; and other verbal or physical conduct or communication of a sexual nature.
9. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
10. Hazing, which includes an induction, initiation or membership process involving harassment.
11. Selling, using, distributing or possessing obscene material.
12. Using vulgar or abusive language, cursing or swearing.
13. Smoking a cigarette, cigar, pipe, electronic cigarette, or using chewing or smokeless tobacco.
14. Possessing, consuming, selling, attempting to sell, offering, manufacturing, distributing or exchanging alcoholic beverages, tobacco, tobacco products, e-cigarettes, vaping products or devices, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs, or being under the influence of any such substance on school property or at a school function.. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, fentanyl, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
15. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
16. Gambling.

17. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
18. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in behaviors otherwise prohibited by this section 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 school behavior and to remain seated, keep objects and body parts inside the bus, and to obey the directions from the bus driver or monitor. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of negative academic behavior.

Examples of negative academic behavior include but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Accessing other users' accounts or network storage and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.
6. Assisting another student in any of the above actions.

H. Engage in off-campus behavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or school function.

Such misbehavior includes, but isn't limited to, threatening or harassing students or school personnel through any means off campus, including cyberbullying (Dignity for All Students Act (DASA) Policy, 7550 and, Sexual Harassment of Students Policy, 7551).

IX. ANTI-BULLYING AND HARASSMENT POLICY

Definition of Bullying

At Lewiston-Porter Central Schools, bullying is defined as any intentional behavior, whether physical, verbal, electronic, or social, that harms, intimidates, or coerces another person. Bullying involves a power imbalance, where the aggressor exerts control over the target through aggressive actions such as name-calling, threats, exclusion, spreading rumors, or cyber harassment.

Harassment and bullying shall mean the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying, that:

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

Acts of harassment and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex. For this definition, the term “threats, intimidation, or abuse” includes verbal and non-verbal actions.

Where the term 'bullying' is used, even if not explicitly stated, such term includes cyberbullying, meaning harassment or bullying that occurs through any form of electronic communication. Bullying is deliberate behavior that negatively impacts the safety, well-being, and learning environment of students.

Reporting Bullying

Lewiston-Porter encourages all students, staff, and families to report bullying promptly to ensure a safe and respectful school environment. Reporting can be done by:

- Speaking directly with any teacher, counselor, social worker, or administrator.
- Contacting building principals or designated safe zone staff.
- Using the anonymous tipline available on the district website, which allows students and community members to report bullying confidentially and without fear of retaliation.

Every report is taken seriously, investigated promptly, and handled with sensitivity and confidentiality in accordance with applicable laws and district policy.

Consequences for Harassment and Bullying

Lewiston-Porter employs a progressive disciplinary approach designed to address and prevent bullying behavior effectively. Consequences escalate rapidly with the severity and frequency of incidents, emphasizing accountability and the safety of all students. Examples include:

- **First Offense:** Verbal warning, mediation, counseling support, parental notification, or formal discipline including detention, in-school suspension, or out-of-school suspension (dependent on circumstance, frequency, and severity).
- **Second Offense:** Formal disciplinary action, including parental notification, in-school suspension, out-of-school suspension, and development of an individualized behavior plan.
- **Ongoing or Severe Offenses:** Formal discipline including mandatory long-term suspension, referral to alternative learning environments, and permanent removal from school, especially in cases involving physical harm or cyberbullying.

The district recognizes the significant emotional and psychological harm bullying can cause and is committed to ensuring consequences reflect the seriousness of the behavior.

Designated Safe Zones and Student Support

Each school building designates safe zones where students can seek immediate refuge and support, including:

- School Counselor and Social Worker Suites
- Building Main Offices

Safe zones are staffed by trained professionals who provide guidance, intervention, and assistance in matters related to bullying.

To increase awareness and access to these safe zones, the district conducts:

- Class meetings informing students about DASA, student rights under DASA, safe zones and how to access them.
- Social worker “push-in” support and tours at the PEC.
- Grade-level assemblies reinforcing safe zone information and bullying prevention.

Educational Programming on Bullying

Lewiston-Porter delivers age-appropriate programming to educate students about the impact of bullying and promote respectful behavior:

- **Grades K-5:** Foundations of respect, empathy building, recognizing bullying behaviors, and peer support strategies.
- **Grades 6-8:** Understanding cyberbullying, digital citizenship, conflict resolution, and fostering inclusive school communities.
- **Grades 9-11:** Deepening awareness of cyberbullying consequences, legal implications, mental health effects, and empowering student leadership in prevention efforts.

Additional initiatives include:

- **DASA Education:** Informing students and parents about rights and responsibilities under the Dignity for All Students Act.

The Dignity Act Coordinator(s) are as follows:

  - Ms. Andrea Tamarazio, 716-286-7295 (Secretary: 716-286-7265)
  - Ms. Emily Adamson, Primary Education Center (PEC) Dignity Act Coordinator:
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  - 716-754-8281 ext. 2128 (Guidance Office 716-286-7259)

- **Digital Citizenship Education:** Teaching responsible online behavior, digital footprints, privacy, and respectful communication, in partnership with parents.
- **Peer Support and Bystander Intervention:** Training student peer leaders to model respectful behavior and safely intervene; recognizing positive bystander actions.
- **Social Emotional Learning (SEL):** Integrating empathy, emotional regulation, conflict resolution, and resilience-building into weekly classroom activities.
- **Parent Engagement:** Providing information and educational opportunities for parents on bullying and cyberbullying prevention.

Data Collection and Transparency

The District collects, monitors, and shares summary data on bullying incidents to enhance awareness, inform policy, and promote ongoing improvement.

District-Wide Anti-Bullying Messaging

The district maintains consistent and visible messaging against bullying through:

- Official social media communications.
- Posters and digital signage throughout school buildings.
- Inclusion of anti-bullying policies and resources in student handbooks, newsletters, and the district website.

This continuous visibility reinforces Lewiston-Porter's commitment to a safe, inclusive, and supportive educational environment for all students.

X. REPORTING VIOLATIONS

Lewiston-Porter Central Schools is committed to fostering a safe and inclusive community free from violence, intimidation, bullying, harassment, and discrimination. To achieve this goal, **all students, staff, parents, and community members are strongly encouraged to report any violations of the Code of Conduct promptly**.

Anonymous Reporting

The District prominently features an **anonymous tip line on its website** to provide a confidential, safe way for anyone to report incidents, especially those involving harassment, bullying, or other behaviors that threaten the health, safety, and welfare of students and staff. We encourage stakeholders to utilize this resource without fear of retaliation, as it plays a crucial role in identifying and addressing concerns promptly.

Reporting Procedures

- Students who witness or experience violations of the Code of Conduct should immediately report the incident to a teacher, school counselor, social worker, building principal, or their designee.
- Any student observing another student possessing a weapon, alcohol, illegal substance, or engaging in any dangerous behavior on school property or at a school function must report this information immediately to a staff member or administrator.
- All District staff are mandated to report any witnessed or known violations promptly. Staff authorized to impose accountability measures will do so fairly, promptly, and in accordance with law and District policy. Staff who are not authorized to impose consequences must report violations to their supervisor or the appropriate administrator for follow-up.

DASA Reporting and Investigations

In accordance with the **Dignity for All Students Act (DASA)**, all District personnel are required to report and document incidents of bullying, harassment, discrimination, or any conduct that creates a hostile environment. The District will **investigate every complaint fully and promptly**, regardless of how the report is made, to ensure the health, safety, and welfare of all students and staff.

Investigations will be handled confidentially and with sensitivity, consistent with legal requirements and the District's commitment to a supportive environment. The District will take appropriate corrective or disciplinary action based on the findings of each investigation.

Handling Weapons, Alcohol, and Illegal Substances

Any weapon, alcohol, or illegal substance found on school property or at school events will be confiscated immediately, if safe to do so. Parents or guardians of the involved student(s) will be notified promptly. Disciplinary consequences may include permanent suspension and referral to law enforcement or prosecution.

Law Enforcement Notification

The Principal or their designee is responsible for notifying the appropriate local law enforcement agency of any Code of Conduct violations that constitute a crime and substantially affect the order or security of the school. This notification must be made as soon as practicable and no later than the close of business on the day the violation is discovered.

XI. STUDENT ACCOUNTABILITY PHILOSOPHY, CONSEQUENCES, PROCEDURES AND REFERRALS

Historically, establishing accountability with students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

However, understanding student accountability as a “teachable moment” is fundamental to a positive approach to growth with the ultimate goal of teaching pro-social behavior. Therefore restorative justice practices will be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and readmission process to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

Restorative practices include valuing and restoring relationships, repairing the harm done to affected parties, respecting others’ opinions, and reintegrating into the school community. Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?

Essential to the implementation of restorative practices is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and or restitution to repair the harm done;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

While there may be more traditional consequences in conjunction with teaching behavior expectations and treating student accountability as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff.

The District directs staff and administration to utilize restorative justice practices where appropriate in addressing student accountability issues.

In the application of restorative principles, the process is always voluntary for the students. Any parent (or student over the age of eighteen {18}) can request to go to the traditional route but it is highly encouraged to follow in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating a willingness to make amends.

Consequences are most effective when they deal 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 accountability measures only when necessary and to place emphasis on the student's ability to grow in self-discipline.

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

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

As a general rule, student accountability will be progressive. This means that a student's first violation will usually merit a lighter consequence than subsequent violations. However, District staff are empowered to utilize the consequence most reasonably calculated to ensure the student learns from their behavior and engages in more pro-social behavior in the future.

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. Any consequences shall be administered consistent with the separate requirements of this Code of Conduct for holding students with a disability or presumed to have a disability accountable. A student identified as having a disability shall not be disciplined for behavior related to their disability, unless the consequence is consistent with the student's individualized education plan (IEP).

A. Consequences

Practices which allow educators to address student accountability matters as opportunities for learning instead of punishment are expected by the District rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student behavior; teachers, administrators, and staff must balance the District's dual goals of eliminating school disruptions and maximizing student instruction time.

Students who are found to have demonstrated inappropriate behavior may be subject to the following interventions and consequences, either alone or in combination. The school personnel identified after each consequence are authorized to assign that consequence, consistent with the student's right to due process.

In conjunction with the list below, administration (with supports from counselors) can employ conflict resolution meetings, restitution to those harmed, and group, classroom, community, and/or re-entry circle. Except in limited circumstances, restorative justice practices will always be considered first in dealing with student behavioral issues.

Should a parent or student over the age of eighteen (18) opt-out of participating in the restorative practices or if restorative practices have not been effective with the student in question, the list below will be utilized to determine consequences.

Consequence	Authorized School Personnel
Oral warning	Any member of the District staff.
Written warning	Bus drivers, District staff, coaches, school counselors, teachers, Principal, Superintendent/designee.
Written notification to parent	Bus driver, District staff, coaches, guidance counselors, teachers, Principal, Superintendent/designee.
Detention	Teachers, Principal, Superintendent/ designee.
Suspension from transportation	Principal, Assistant Superintendent for Administrative Services, Superintendent/designee.
Suspension from athletic participation	Coaches, Principal, Athletic Director, Superintendent/designee.
Suspension of other privileges	Principal, Superintendent/designee.
Alternative Learning Environment/In-school suspension	Principal, Superintendent/designee.
Removal from classroom by teacher	Teachers, Principal/designee.
Short-term (five days or less) suspension from school	Principal, Superintendent/designee.
Long-term (more than five days) suspension from school	Superintendent/designee.
Permanent suspension from school	Superintendent/designee.

B. Procedures

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

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

1. **Detention**

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

2. **Suspension from transportation**

If a student does not conduct themselves properly on a bus, the bus driver is expected to bring such behavior to the Principal's attention. Students who continue to have difficulty may have their riding privileges suspended by the Principal/designee or the Superintendent/designee.

In such cases, the student's parent will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education.

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

3. **Suspension from athletic participation, extra-curricular activities and other privileges**

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

4. **Extended Intervention Behavioral Plan**

The District understands the importance of monitoring students after an incident in which the Code of Conduct has been violated. To that extent, a student may be placed on an Extended Intervention Behavioral Plan initially after the incident and/or after they have served any mandated suspension. The plan will allow the District to monitor the student’s behavior for an extended time, not to exceed one school year. Depending upon when the plan is initiated, it may carry into the following school year.

5. Alternative Learning Environment (ALE)/In-school Suspension

The District recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the District authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in an ALE/In-school suspension. The ALE/in-school suspension teacher will be a certified teacher.

A student subjected to an ALE/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 consequence involved.

6. Teacher Removal from class 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 their composure and self-control in an alternative setting. Such practices may include, but are not limited to:

1. Short-term "time out" in an 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; or
4. Sending a student to a guidance counselor or other District staff member for counseling.

Time-honored classroom management techniques such as these do not constitute removals for purposes of this code.

Teachers will first use interventions aimed at teaching appropriate and responsible behaviors so students can learn and demonstrate safe and respectful academic, social and emotional behavior. Examples of these include using affective statements, using affective questions, establishing relationship with students, giving positive directives that state expectations, and giving positive and specific feedback etc.

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

A classroom teacher may remove a disruptive student from class for up to two (2) 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 they are being removed and an opportunity to explain their 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 they were removed from the classroom and give the student a chance to present their version of the relevant events within twenty-four (24) hours.

The teacher must complete a District established form and meet with the Principal/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/designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal/designee prior to the beginning of classes on the next school day.

Within twenty-four (24) hours after the student's removal, the Principal/designee must notify the student's parent, in writing, that the student has been removed from class and why. The notice must also inform the parent that they have the right, upon request, to meet informally with the Principal/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 twenty-four (24) hours of the student's removal at the last known address for the parent. 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/designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within forty-eight (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/designee may overturn the removal of the student from class if the Principal finds any one of the following:

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

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

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until they are permitted to return to the classroom.

Each teacher must keep a complete log (on a District provided form) for all cases of removal of students from their class. The Principal must keep a log of all removals of students from class.

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

7. Suspension from School

Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or are repeatedly substantially disruptive or for whom restorative practices have not been effective.

Suspension from school is a severe consequence, which may be imposed only upon students whose conduct otherwise endangers the safety, morals, health or welfare of others.

Suspensions will be used to the minimum degree necessary to promote improved student behavior and maximize student attendance.

The District retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

Students who participate in restorative practices ending in a restorative conference and written agreement may be permitted to return to school. Early return is entirely at the discretion of the District.

a. Short term (five days or less) Suspension from School

When the Superintendent/Principal (referred to as the "suspending authority") proposes to suspend a student charged with behavior for five (5) days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the behavior 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 twenty-four (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 establish.

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 their decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within ten (10) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within ten (10) business days of receiving the appeal. If the parents are not satisfied with the Superintendent’s decision, they must file a written appeal to the Board with the District Clerk within ten (10) business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within thirty (30) days of the decision.

b. Long term (more than five days) Suspension from School

When the Superintendent determines that a suspension for more than five (5) days may be warranted, they shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against them and the right to present witnesses and other evidence on their behalf.

The Superintendent shall personally hear and determine the proceeding or may, in their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of consequence 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, which 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 thirty (30) 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 of Education within thirty (30) days of the decision.

c. Permanent suspension

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

d. Procedure After Suspension

The Board may condition a student’s early return from a suspension on the student’s voluntary participation in restorative conference, readmission process, counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing. However, if the student violates the agreed upon terms and conditions within a certain time period, the unserved portion of the suspension may be re-imposed.

C. Minimum Periods of Suspension

1. Students who bring or possess certain weapons on school property

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one (1) 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 (1) year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

a. The student's age.
b. The student's grade in school.
c. The student's prior record.
d. The Superintendent's belief that other consequences may be more effective.
e. Input from parents, teachers and/or others.
f. Other extenuating circumstances.

A student with a disability may be suspended in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing or possessing certain weapons on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least one (1) day. If the proposed consequence is the minimum one (1) day suspension, the student and the student's parent/guardian 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 consequence exceeds five (5) day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students' subject to a long-term suspension. The Superintendent has the authority to modify the minimum one (5) day suspension on a case-by-case basis. In deciding whether to modify the consequence the Superintendent may consider the same factors considered in modifying a one (1) 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, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one (1) day. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this Code on four or more occasions during a semester, or three (3) or more occasions during a trimester. If the proposed consequence is the minimum one (1) 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 consequence exceeds a five (5) day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students' subject to a long-term suspension. The Superintendent has the authority to modify the minimum one (1) day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one (1) year suspension for possessing a weapon.

D. Referrals

1. Counseling

The School Counseling Office shall handle all referrals of students to counseling.

2. PINS Petitions

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of eighteen (18) who demonstrates that they require supervision and treatment by:

a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
c. Knowingly and unlawfully possesses a controlled substance in violation of Penal Law § 220.03 or marijuana in violation of Penal Law § 222.25. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

For students found to have brought either a weapon (defined in 18 USC §930(g)(2) or a firearm (defined in 18 USC §921), the Superintendent is required to make the following referrals to the appropriate law enforcement authorities.

The District may take other actions to assist students in managing their behavior, including referrals to or partnerships with community resources.

XII. ALTERNATIVE MEANS OF 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. The District expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom.

XIII. ACCOUNTABILITY FOR STUDENTS WITH DISABILITIES

The District recognizes that it may be necessary to suspend, remove or otherwise issue consequences for students with disabilities who violate the District's student Code of Conduct, and/or to temporarily remove a student with disabilities from their current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The District will employ conflict resolution practices as appropriate for a particular student. Restorative practices will be considered first in dealing with these issues, as long as the student with disabilities is able to meaningfully participate in the process and such practices are allowable under their IEP.

The District also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law have certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability.

Therefore, the District is committed to ensuring that the District follows suspension and removal procedures that are consistent with those protections. The Code of Conduct for students is intended to afford students with disabilities and students presumed to have a disability the express rights they are entitled to under applicable law and regulations.

A. Definitions

For purposes of this portion of the Code of Conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. **Behavioral intervention plan** (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. **Controlled substance** means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. **Change in placement** means a suspension or removal from a student's current educational placement that is either:

    a. For more than ten (10) consecutive school days; or
    b. For a period of ten (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 ten (10) school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.

4. **Illegal drug** means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed healthcare professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. **Interim alternative educational setting** (IAES) means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable them to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
6. **Manifestation review** means a review of the relationship between the student's disability and the behavior subject to accountability required when the action results in a change of placement, and conducted in accordance with requirements set forth later in this policy.
7. **Manifestation team** means a District representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the District.
8. **Removal** means a removal of a student with a disability for accountability reasons from their current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
9. **School day** means any day, including a partial day, that students are in attendance at school for instructional purposes.
10. **Serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
11. **Student presumed to have a disability for discipline purposes** means a student who, under the conditions set forth later in this policy, the District is deemed to have had knowledge was a student with a disability before the behavior that precipitated the imposition of consequences.
12. **Suspension** means a suspension pursuant to §3214 of New York's Education Law.
13. **Weapon** means the same as the term "dangerous weapon" under 18 USC §930(g)(2) 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.

B. Authority of School Personnel to Suspend or Remove Students with Disabilities

The District, Board of Cooperative Educational Services (BOCES) District Superintendent, Superintendent or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five (5) consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten (10) consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten (10) consecutive school days in the same school year for separate incidents of behavior, as long as the suspensions do not constitute a change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten (10) consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may hold the student accountable in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to forty-five (45) school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the District's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the District's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

C. Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five (5) consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.

2. The suspension of students with disabilities for a period in excess of five (5) school days will be subject to the same due process procedures applicable to non-disabled students, except that the student hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of their disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be held accountable in the same manner as a non-disabled student, except that they will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

D. Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a student with a disability who violates the District's Code of Conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

E. Parental Notification of a Change of Placement

The District will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a change of placement because of a violation of the student Code of Conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

F. Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to forty-five (45) school days at a time if they determine that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

G. Manifestation Determination Review

A review of the relationship between a student's disability and the behavior subject to accountability measures to determine if the conduct is a manifestation of the student's disability will be made by the manifestation determination team immediately, if possible, but in no case later than ten (10) school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The District, the Superintendent, or Building Principal to impose a suspension that constitutes a change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the District's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the District will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the District had already done so prior to the behavior that resulted in the change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior.

2. Return the student to the placement from which they were removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the District agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the District's failure to implement the student's individualized education program, the District will take immediate steps to remedy those deficiencies.

H. Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to ten (10) school days in a school year that do not constitute a change in placement, the District will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.

2. During subsequent suspensions or removals of up to ten (10) school days that in the aggregate total more than ten (10) school days in a school year but do not constitute a change in placement, the District will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the District will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of ten (10) school days in a school year that constitute a change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the District will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

   In such an instance, the committee on special education will determine the appropriate services to be provided.

I. Students Presumed to Have a Disability for Accountability Purposes

The parent of a student who is facing accountability measures but who was not identified as a student with a disability at the time of behaviors has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the District is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability.

If it is claimed that the District had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether a student will not be presumed to be a student with a disability if the district has record or knowledge of any of the following regarding the student:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's director of special education or other supervisory personnel.

A student will be considered not to have a disability if, notwithstanding the District's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking accountability action against the student, the student may be subjected to the same measures as any other non-disabled student who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation while the student is subjected to a removal, the District will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the District which can include suspension.

J. Expedited Due Process Hearings

The District will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The District to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their current educational placement;
2. The District during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The District will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a change in placement, a manifestation determination, or because the District believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the District agree otherwise.

K. Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the District will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, the Superintendent will ensure that copies of the special education records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

XIV. CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden.

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

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

XV. STUDENT SEARCHES AND INTERROGATIONS

The District 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 consequence on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of “Miranda” type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

The District authorizes the Superintendent, Building Principals, the school nurse and District security officials to conduct searches of students and their belongings, in most instances, with exceptions set forth below in paragraphs A and B, if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code of Conduct.

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

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

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that they possess 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 students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of their clothing, other than outerwear. Strip searches are intrusive in nature and are not permissible.

C. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the Code of Conduct and/or Student Use of Computerized Information Resources (Acceptable Use) Policy, 7315) and Student Use of Personal Technology Policy, 7316.

D. Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the Principal/designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted, unless the student is 16 years of age or older. The Principal/designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same 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 provide data and assistance to local child protective services workers, or members of a multi-disciplinary team accompanying such workers, who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as interviews with any child named as a victim in a report, or a sibling of that child, or a child residing in the same home as the victim.

All requests by child protective services to interview a student on school property shall be made directly to Principal/designee. Child protective service workers and any associated multi-disciplinary team members must comply with the District's procedures for visitors, provide identification, and identify the child(ren) to be interviewed.

The Principal/designee shall decide if it is necessary and appropriate for a school staff member, including but not limited to an administrator or school nurse, to observe the interview either from inside or outside the interview room.

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 they were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XVI. VISITORS TO SCHOOLS

The District recognizes that the success of the school program depends, in part, on support by the larger community. The District wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal/designee is responsible for all persons in the building and on the grounds. For these reasons, the following expectations apply to visitors to the schools:

A. Anyone who is not a regular staff member or student of the school will be considered a visitor.
B. All visitors to the school must enter through the designated single point of entry and report to the office of the Principal upon arrival at the school. There they will present photo identification, sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the badge to the main entry point before leaving the building.
C. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to sign-in.
D. Parents or citizens who wish to observe a classroom or school activity while school is in session must arrange such visits in advance with the classroom teacher(s) and Building Principal.
E. Teachers will not be able to take class time to discuss individual matters with visitors.
F. Any unauthorized person on school property will be reported to the Principal/ designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
G. All visitors are expected to meet the expectations for public conduct on school property contained in this Code of Conduct.

XVII. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing a welcoming, engaging, respectful, orderly environment that is conducive to learning. The District invites the members of the public to join them in the educational process, competitive and artistic events, and other school functions. In order to maintain this kind of an environment, the public must also adhere to the expectations of the District. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and District personnel.

The expectations for the public’s conduct on school property and at school functions are not intended to limit freedom of speech or peaceful assembly, but to support the conducive learning environment, and maintain order, and prevent infringement on 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.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti, starting fires, or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school District.
11. Consume, sell, distribute or exchange cigarettes, cigars, pipes, electronic cigarettes, vaping products or devices, or use chewing or smokeless tobacco.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.

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

B. Consequences

Persons who violate this Code shall be subject to the following consequence:

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 accountability measures as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to accountability measures 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 the protection of Civil Service Law § 75. They shall be subject to immediate ejection and to accountability measures as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The Principal/designee shall be responsible for enforcing the conduct required by this code.

When the Principal/designee sees an individual engaged in actions not conducive to achieving the goal of making school a community free of violence, intimidation, bullying, harassment, discrimination, misconduct or otherwise not allowed behaviors, the Principal/designee shall tell the individual that the behavior is not allowed and attempt to persuade the individual to stop. The Principal/designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the undesired behaviors, or if the person's actions pose an immediate threat of injury to persons or property, the Principal/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 action against any student or staff member, as appropriate, with the "Consequences" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the code.

XVIII. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

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

1. Providing copies of an age-appropriate, written in plain language, summary of the Code to students.
2. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete Code of Conduct on the District's website.
4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the complete Code available for review by students, parents and other community members.

The District will sponsor an in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct and other trainings to contribute to its success as needed. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management of students. On-going professional development will be included in the District's professional development plan, as needed.

B. Review of Code of Conduct

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

The District 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 District will hold at least one (1) 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 of Education, in a manner prescribed by the Commissioner, no later than thirty (30) days after adoption.

Public Hearing: 07/28/2025
Adoption date:

Lewiston-Porter Central School District



Interscholastic Athletics Student/Parent Handbook

2025 – 2026

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Lewiston-Porter Central School District Administration

Paul J. Casseri, Superintendent of Schools
Donna L. Hill, Assistant Superintendent for Administrative Services
Breanna Burke, Director of Special Education/Grant Writing
Andrea Tamarazio, Director of Curriculum, Instruction and Technology
Christopher D'Anna, High School Principal
John Evert, High School Assistant Principal
Andrew Auer, Middle School Principal
Bradly Halgash, Middle School Assistant Principal
Tina Rodriguez, Intermediate Education Center Principal
Tamara Larson, Primary Education Center Principal
Bradly Halgash, Director of Athletics, Physical Education and Recreation

Lewiston-Porter Central School District Board of Education

Joseph J. Palermo, President
Tessa Connelly, Vice President
Chris Bragdon
Annie Huntington
Sara Ohanessian
Susan Rhodenizer
Jack G. Waugaman III

Notice of Non-Discrimination

The Lewiston-Porter Central School District does not discriminate on the basis of an individual's actual or perceived race, color, creed, religion, religious practice, national origin, ethnic group, sex (including sexual harassment and sexual violence), gender identity, sexual orientation (the term "sexual orientation" means heterosexuality, homosexuality, bisexuality, or asexuality), political affiliation, age, marital status, military status, veteran status, disability, weight, domestic violence victim status, arrest or conviction record, genetic information or any other basis prohibited by New York state and/or federal non-discrimination laws in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the District's non-discrimination policies should be directed to our Civil Rights Compliance Officers.

Donna L. Hill
Civil Rights Compliance Officer
Lewiston-Porter Central School District
4061 Creek Road
Youngstown, NY 14174
Phone: (716) 286-7240
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Foreword

Dear Parents and Student-Athletes:

Welcome to the Lewiston-Porter Central School District's Athletics Program. This handbook was prepared by a committee consisting of coaches, parents, teachers, members of the Board of Education, and administrators, as a guide and a reference for our student-athletes and their parents/guardians. It defines responsibilities pertaining to the rules and regulations, as well as policies and procedures for participating in our interscholastic athletics program.

It is important that you and your child understand and abide by the rules and regulations of the program established by the District for the benefit of those who participate as players, students, and representatives of their school community. In addition, coaches may establish more specific rules as they pertain to their particular team.

The Lewiston-Porter Central School District's Athletics Program is governed by the rules and regulations established by the Commissioner of Education's Educational Framework for Interscholastic Athletic Programs, the New York State Public High School Athletic Association (NYSPHSAA), Section VI, the Niagara Frontier League, and the policies and regulations of the Lewiston-Porter Central School District's Board of Education.

If there is anything we can do to make your involvement in our athletic program a better learning experience, please feel free to contact us at 716-286-7865.

Sincerely,

Bradly S. Halgash
Director of Interscholastic Athletics/Assistant Middle School Principal
Phone: 716-286-7865
Email: bhalgash@lew-port.com

For all Lew-Port athletics news, events, and schedules
go to: www.Lew-Port.com/Athletics or follow us on Twitter: @lewportlancers

Philosophy Statement

Athletics function is an integral part of the total curriculum and life at the Lewiston-Porter Central School District. Athletics serve as a miniature model of life in that they provide opportunities for students with regard to responsibility, fair play, cooperation, concern for others, leadership, respect for authority, good citizenship, and loyalty.

Athletics help individual students develop healthy self-concepts as well as physical well being. Athletic competition adds to our school spirit and helps all students develop pride in their school.

The major objective of our program is to provide opportunities for students to develop themselves as well rounded individuals, with positive social and group attitudes and habits, capable of taking their place in modern society. At no time will our program place educational curriculum secondary to athletics.

Title IX

All students have rights as citizens of the United States not to be discriminated against on the basis of gender. Under a special law, you are protected against being treated unfairly simply because you are a man or woman. In 1972, to ensure that all educational programs and activities were open to all students and that students were not treated differently on the basis of their gender, Title IX of the Education Amendments Act of 1972 was passed.

Title IX states… “No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

Parent Responsibilities

1. The Lewiston-Porter Central School District's athletic department will provide a pre-season informational video which all student-athletes and their parent/guardians are mandated to view. Athletes and their parent/guardians are highly encouraged to review this information prior to the start of scrimmages or games. This video will be available the entire season of the sport on the lew-port.com/athletics webpage. The district will also hold a coach, student, and parent/guardian meeting prior to the start of the regular season. It is at this meeting that your child's coach will communicate the rules, expectations, team requirements, and their coaching philosophy. The coach will also provide a game and practice schedule. The main form of communication with that specific team will also be covered. Parents are encouraged to contact the coach if they have any questions or concerns. The agenda for this meeting will also be found on the lew-port.com/athletics webpage under each individual sport page tab.

2. To be eligible to participate, the parent and athlete must sign the affidavit which states they have read, understand, and pledge to abide by all of the contents in the Athletic Handbook. The coaches may have their own sport- specific set of rules that will also need to be signed by the parent and athlete.

3. Parents need to be aware of all the appropriate paperwork regarding sports physicals, selection classification, and permission slips.

4. It is expected that parents will make arrangements for their child to attend all practices and games. Parents should communicate with the coach regarding the method of transportation the student-athlete will use (sports bus or parent pick up).

5. Practices are closed to spectators/parents.

6. We expect parents to assist the school district in enforcement of all the rules of the NYSPHSAA, Section VI, the Niagara Frontier League (NFL), participating schools, and the Lewiston-Porter Central School District.

Communication with the Coach

When issues arise, it is expected that you be polite and respectful when discussing your concerns. Communication needs to be centered on your child and the conversation needs to be a private matter between the parent/guardian and coach. It may be difficult for parents to accept that their child is not playing as much as they had hoped. Coaches are professional. They make judgment decisions based on what they believe to be the best for all students involved. Below you will find listings of what is appropriate to discuss with the coach and what is not appropriate.

1. Issues that are appropriate to discuss with a coach include, but are not limited to:
    a. The mental and/or physical treatment of your child.
    b. Ways to help your child improve.
    c. Concerns about your child's behavior.

2. Issues not appropriate to discuss with a coach include but are not limited to:
    a. Playing time
    b. Team strategy
    c. Play calling
    d. Other student-athletes

3. Procedure to discuss a concern with a coach:
    a. The athlete should first speak with the coach to resolve the situation.
    b. If a resolution is not reached or if the conversation is better suited to be between the parent and the coach, a parent/guardian should contact the coach to set up an appointment with them.
    c. If you need assistance in contacting the coach, call the Athletic Director at 716-286-7865 to arrange a meeting.
    d. Please do not attempt to meet with a coach before or after a practice or a contest. Meetings at those times seldom result in a resolution.

4. If there are still concerns after the student-athlete and parents have met with the coach, they would then follow the chain of command listed below:
    a. Athletic Director
    b. Building Principal
    c. Superintendent of Schools
    d. Board of Education

Principles of the Interscholastic Program

It is our belief that athletics play an important role in the total education of children. Winning games has often been considered the measure of success. We, here at Lewiston-Porter, do not believe in this. This is not to imply that the will to win is not important. It is very much a part of the total development of an athlete. The greater importance is the development of the person and affording each student the opportunity to fulfill their potential. Thus, the athletic program, which is centered on the welfare of the students, is a vital part of the total Lewiston-Porter Central School District curriculum.

It is important to note that interscholastic athletics are not mandatory and those who elect to participate will be obligated to follow the training rules and regulations in this pamphlet.
To fully use the potential of athletics for educational enrichment, the interscholastic program:

- is regarded as an integral part of the total educational program and conducted so that it is worthy of such regard.

- supplements, rather than serves as a substitute for, basic physical education programs and intramural athletic programs.

- is subject to the same administrative control as the total educational program.

- is conducted by persons with required training either in physical education or through coaching certification programs.

- is conducted so the physical welfare and safety of participants is protected and fostered.

- is conducted in accordance with the letter and spirit of the rules and regulations of the league, state, and national athletic associations.

Initial Eligibility

1. The Niagara Frontier League (NFL) and New York State Public High School Athletic Association (NYSPHSAA) requires that a participating student must be a bona fide student at the school they intend to compete for and reside within New York State boundaries.

2. Must have an athletic physical. This can be accomplished in one of two ways:
    a. Physical performed by school medical personnel.
    b. Physical performed by your family physician, using the district's physical form, and returned to the school nurse prior to practice. Physicals are valid for a 12 consecutive month period.
    Urgent Care or Mash Care type physicals **will not** be accepted.

3. Health History for Sports Participation.

4. Code of Conduct form must be completed, signed by the athlete and parent, and on file before the athlete can participate on any athletic team.

Duration of Competition

A student shall be eligible for high school competition in a sport during each of four consecutive seasons of such sport commencing with the student's entry into the ninth grade and prior to graduation. A student reaching the age of 19 before July 1 may not participate during that school year or thereafter.

NYSPHSAA Code of Ethics

It is the duty of all concerned with school athletics:

To emphasize the proper ideals of sportsmanship, ethical conduct and fair play.
To eliminate all possibilities which tend to destroy the best values of the game.
To stress the values derived from playing the game fairly.
To show courtesy to visiting teams and officials.
To respect the integrity and judgment of sports officials.
To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility.

To encourage leadership, use of initiative and good judgment by the players on the team.

To recognize that the purpose of athletics is to promote the physical, mental, social, and emotional well being of the individual players.

To remember that an athletic contest is only a game, not a matter of life and death for player, coach, school, official, fan, or community.

Athletic Department Code of Conduct

Participation in our athletic program is a privilege. Abiding by the training rules is a responsibility that each athlete accepts when they become a member of an interscholastic team. Expectations placed on students who participate in athletics are high. Not only is more expected of your time and energy but also of your conduct. Lewiston-Porter is judged by the athletes who represent our school. This is a tradition that each athlete carries to their sport. Be proud of your school, your team, and yourself. Situations requiring a decision or discipline will be handled on an individual basis. After a thorough investigation, warranted action will be taken.

1. A genuine interest in and enjoyment of interscholastic competition requires conduct that reflects the understanding that contests are part of an overall school program and are intended to be enjoyed. Behavior that reflects a “winning at all cost” attitude violates this standard.

2. Interscholastic competition provides valuable lessons and learning experiences that complement the regular classroom setting. All involved must support the need to develop the ability to compete with enthusiasm and to accept winning with grace and losing with dignity.

3. Coaches, players, and fans should know that participation is an honor and privilege which requires them to conduct themselves in a manner that brings honor and pride to their school and community.

4. Respect for the cultural and ethnic diversity of one’s opponents, their school and community is a fundamental tenet of wholesome athletic competition. This standard suggests that planned activity is needed to demonstrate a warm and friendly welcome, mutual respect, and a genuine readiness to participate in a sportsmanlike manner.

5. Players should demonstrate both knowledge of the rules and respect for game officials and their decisions. Coaches and school officials have the responsibility to teach and encourage these attributes.

Athletic Placement Process

There is a New York State Education Department (NYSED) program that permits physically and emotionally appropriate students to try out for an athletic team that is outside of their grade placement. It is called the Athletic Placement Process (APP).

Your child may be eligible to participate in a sport outside of their normal grade level. In order to establish the appropriate eligibility, we must have your permission to begin the APP. This evaluation is a comprehensive evaluation of your child’s emotional and physical maturity (including height and weight); as well as athletic abilities, physical fitness, and sport-specific athletic skill in relationship to other student athletes at that level.

Physical maturity is determined during a physical exam, using the Tanner Scale. The Tanner Scale requires the inspection of the entire body, including the breasts and genitals. The district does accept Tanner ratings from private medical providers, or from the School Medical Director, Dr. Shawn Ferguson. The district does accept a history of menarche for girls in place of a physical examination. Upon passing the medical clearance, the student may proceed to the physical fitness and skill assessments. Students must pass ALL levels in order to meet the requirements of the APP.

If your child successfully meets the requirements of the APP, they will be allowed to try out for competitive high school athletics at the JV or Varsity levels during 7th and/or 8th grade(s). Under normal circumstances, a student is eligible for senior high school athletic competition in a sport for only four consecutive seasons, beginning with the student's entry into the ninth grade. However, by meeting the Athletic Placement Process requirements established by NYSED, your child's eligibility can be extended to permit:

1. Participation during five consecutive seasons in the approved sport after entry into the eighth grade; or

2. participation during six consecutive seasons in the approved sport after entry into the seventh grade.

In order to advance to the physical fitness portion of the APP process, forms B, C, and D of the APP packet must be completed fully at the time of the test.

It is important for you and your child to understand that, once the requirements are met and if they are accepted as a member of the team, they cannot return to a lower-level team (modified) in that sport in that season. Remember, at the higher level of play your child will be exposed to the social atmosphere that is common among older students in a high school environment. Therefore, it is important to take into account your child's ability to handle the additional demands.

Athletic Rules and Expectations

All student-athletes will meet academic eligibility requirements.

1. Training Rules:
    a. Each student-athlete will conform to the specific training rules of their sport.
    b. The use of alcohol and tobacco, as well as the use of illegal or non-prescription drugs by team members on or off campus is prohibited.
    c. **Possession by Association:** Student-athletes should not attend social functions where alcohol and/or tobacco are being used by minors or where controlled substances are being used unlawfully by anyone. The athlete must leave the site immediately upon gaining the knowledge of alcohol and/or tobacco being used by persons under the age of 21 or unlawful use of controlled substances by anyone.
    d. All team members must attend all scheduled practices of the team and must be present at all games. If a player finds it necessary to be late or absent from practice or a game, they must report this fact prior to the practice or game to the coach in charge. The coach will determine the validity of the excuse and whether it will be accepted or not.
    e. Each student-athlete will practice rules of good citizenship at all times.
    f. The student-athlete will be courteous and respect the rights of others and will exhibit a high degree of self-discipline.
    g. The student-athlete will not berate coaches, teammates, or fans.
    h. The student-athlete will be on time for school and all classes.
    i. The student-athlete will not engage in disruptive behavior, including angry outbursts or fighting.

2. Appropriate Behavior On or Off the Field/Court
    a. Once in uniform, the player shall remain with the team at all times. No mingling with the fans will be allowed.
    b. Students are expected to wear a clean, pre-assigned uniform to all games.
    c. At the beginning of each season, the coach will provide athletes with school issued uniforms and equipment. To be compliant with all of the rules and regulations, the Athletic Director must approve any piece of uniform or equipment that was purchased by the student-athlete.
    d. The use of obscenities is inappropriate for players on the bench or field/court.
    e. Should a player disagree with the decision of a referee or official, they will make their feelings known to their coach only. Do not argue with the officials.
    f. Instigating a fight with players, coaches, fans, or officials will be classified as a most serious infraction.
    g. Verbal harassment between teams, team members, officials, or fans before, during, or after a game is inappropriate.
    h. Disagreements with the coach will not be conducted in public or in front of teammates.
    i. Student-athletes' dress for away contests must meet the requirements of the Athletic Department.
    j. Student-athletes are representing the Lewiston-Porter Central School District and, therefore, must set a good example by using appropriate behavior on all away trips and home competitions.
    k. Hazing of a student by another student or group of students is strictly prohibited on or off school property. See Hazing Policy for further information.

Suspensions

Athletes who are found to have violated rules **d, e, f, g, h,** & **i** shall be subject to immediate suspension. They will be required to meet with the coach, their parent/guardian, and the Director of Interscholastic Athletics. The Director of Interscholastic Athletics, following the Code of Conduct, will determine the appropriate length of the suspension. Every effort will be made to ensure that penalties imposed are fair and uniform and in the best interest of the student and their fellow athletes.

If a student-athlete is dismissed from a team for disciplinary reasons, they cannot join another team during the same season.

Consequences for Infractions

INFRACTION	**PENALTY**
Late for practice/game	Coach's discretion
Absent from practice/game	Coach's discretion
Use of profanity	Coach's discretion / Administrative discretion
Use of tobacco	Suspension
Use of Electronic Inhalants	Suspension
Use of alcohol	Suspension
Possession by association	Suspension
Possession, use or sale of illegal or non-prescription drugs	Suspension
Fighting, instigating a fight, or assault	Suspension
Hazing	Suspension
In-School suspension	Ineligible to participate in practice/games during suspension and possible additional disciplinary action
Out of school suspension	Ineligible to participate in practice/games during suspension and possible additional disciplinary action

Hazing Policy

The Board of Education is committed to providing a safe, productive, and positive learning environment within its schools. Hazing activities are demeaning, abusive and/or illegal behaviors that harm victims, and are inconsistent with the educational goals of the District by negatively impacting the school environment. Hazing of a student by another student or group of students is strictly prohibited on school property; in school buildings; on school buses; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off campus. Hazing of a student refers to soliciting, encouraging, aiding, or engaging in "hazing" behavior as defined pursuant to District policy, regulation and/or law. The Board of Education shall require the prohibition of hazing – along with the range of possible intervention activities and/or sanctions for such misconduct – to be included in the *District Code of Conduct* for all grade levels.

Dignity For All Students Act

The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation. Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of bullying, discrimination and/or harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission. Since cyberbullying is a form of bullying, the term "bullying" as used in this policy will implicitly include cyberbullying even if it is not explicitly stated. The District condemns and prohibits all forms of bullying, discrimination and/or harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination and/or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline. The prohibition of bullying, discrimination and/or harassment along with sanctions for such misconduct will be included in the District Code of Conduct for all grade levels. Any student who is in violation of District policy and/or regulation will be subject to disciplinary measures in accordance with applicable laws and/or regulations, District Policy and Administrative Regulations and the District Code of Conduct.

Attendance in School

Full day attendance is mandatory for all student-athletes in order to participate. If a student-athlete is absent from or tardy to school, it will be the student’s responsibility to justify their tardiness or absence to the Director of Athletics in order to participate in any game or practice on that particular day or evening. It will be at the discretion of the Athletic Director as to whether or not the student involved will participate. Student-athletes must attend a full day of school on Friday before a weekend event, unless a verified legal excuse is on record. Parents/guardians should make every effort to notify the coach of any pre-approved legal absence.

Lewiston-Porter Academic Eligibility for Extracurricular Activities Policy

The Lewiston-Porter School District believes that extracurricular activities are a valuable part of the complete education of each student. Participation in these programs, however, is considered a privilege and, therefore, students must adhere to the district's policy regarding academic co-curricular eligibility, attendance, and good citizenship in and out of the classroom. Participation in extracurricular activities should be maintained and supported by academic standards. Each student should maintain high academic standards while pursuing extracurricular activities that contribute to a well-rounded education. Therefore, co-curricular eligibility requirements have been established to monitor and encourage student academic progress. The District must also hold itself accountable as educators, coaches, and club advisors to provide the students with opportunities to reach and maintain these appropriate standards and academic progress.

Extracurricular activities are defined as all activities EXCEPT those in which student participation is necessary to receive a grade in a course in which the student is currently enrolled (i.e., school student government offices, class offices, school clubs, and interscholastic athletics). The Extra-Curricular Policy will affect participation in all extra-curricular programs and activities, including, but not limited to, the following:
All clubs, athletics, dances, musicals, dramatics, band/orchestra, specialized memberships, and extracurricular events, etc.

Eligibility:

Academic eligibility for participation in interscholastic athletics, intramurals, and extracurricular activities is reviewed at each **5-week marking period**. The following guidelines apply:

1. **Students failing two (2) or more courses or Physical Education** at a 5-week marking period are automatically **ineligible** to participate or practice in **interscholastic athletics or intramurals** during the next five-week period.

2. **Students failing two (2) or more courses** at a 5-week marking period are automatically **ineligible** to participate in **any extracurricular activities** during the next five-week period.

3. **Student-athletes who are academically ineligible may maintain eligibility by participating in the Academic Support Program (outlined below).** This option is available to students who are failing two or more courses or Physical Education at a 5-week marking period. Students must fully meet all requirements of the program to remain eligible during the subsequent five-week period.

4. **Incomplete grades** that are not resolved within five (5) school days after the distribution of report cards or progress reports will be treated as **failing grades** for eligibility purposes.

5. On the day eligibility reports are issued, each **activity sponsor, athletic director, or coach** will verify student eligibility for participation in their respective program.

6. The following academic reporting periods will be used to determine eligibility, in alignment with the school calendar:

    - 5-week mark
    - 10-week marking period
    - 15-week mark
    - 20-week marking period
    - 25-week mark
    - 30-week marking period
    - 35-week mark
    - 40-week marking period (plus final exams)

      Note: Final course grades determine eligibility for all fall activities in the next school year. Students may become eligible by successfully completing summer school.

    - Following the submission of **summer school grades**
    - **New transfer students** will begin with a **clean slate** for eligibility.

At each of the above checkpoints, academic eligibility is determined based on student grades available in PowerSchool. Parents and guardians are encouraged to regularly monitor their child's academic progress through the PowerSchool Parent Portal. A list of students failing two or more subjects, or Physical Education, will be provided to coaches on a weekly basis for them to review eligibility status.

Students who improve and are no longer failing two or more courses (including Physical Education for athletes) may regain eligibility at the **3-week mark**. A revised list will then be distributed. However, two or more unsatisfactory academic or behavioral reports may result in continued ineligibility for an additional five weeks.

Additionally, **administration** reserves the right to exclude a student from participation in extracurricular activities for academic, behavioral, or attendance issues that are **chronic or severe**.

Ineligible Student Guidelines

Students who are declared ineligible **may not participate** in extracurricular activities in any capacity, including:

- Practicing or playing in games/scrimmages
- Traveling with teams or groups
- Attending school-sponsored events (e.g., dances, field trips, musicals, etc.)

  Exception: Field trips that are a mandatory part of a course curriculum may be allowed with administrative approval.

Academic Support Program (Eligibility Assistance)

Students who are academically ineligible may **maintain or regain eligibility** by fully participating in the Academic Support Program:

- Students must attend **after-school academic help at least three (3) days per week**, from **2:40 PM – 3:40 PM**.
- Students will receive an **Academic Eligibility Card**, which must be signed daily by the teacher providing academic assistance.
- Completed cards must be submitted **weekly** to the **High School Main Office** for review.
- **Failure to attend required sessions or submit a completed card will result in ineligibility for the following week**.
- **Excused absences** (example - illness, medical appointments) must be documented and may require makeup sessions.

This support structure is designed to promote academic accountability while offering students the opportunity to continue participating in school activities as they improve their performance.

Furthermore, the principal may exclude a student from participation for a period of time if they deem it necessary, based on the severity and/or chronic nature of academic, behavioral, or attendance difficulties.

NFL Eligibility Rules

A student must be a bona-fide pupil of the school that they represent. They must have received a passing grade in four academic subjects and physical education during the semester preceding their participation and must be enrolled in at least four academic subjects and physical education during the current semester.

Transportation

Bus transportation will be provided for all teams to all away contests.

Student-athletes must ride the team bus both to and from regularly scheduled away games and scrimmages. Players will be picked up at the designated location at Lew-Port and will be returned to that same location. Student-athletes and their coaches are responsible for their conduct, safety, and well-being from the time they are picked up at our school until they are safely returned back to school. Players may be excused from this rule with prior approval. A written note from the student-athlete's parent/guardian must be signed by either the High School or Middle School principal and presented to the coach prior to departing for the away contest. Student-athletes will be released only to their parent or designated legal guardian.

It is strongly recommended that students take the late bus home. The practice of a student riding home with friends after practice is unwise and presents a real safety hazard. The school cannot assume responsibility for students who do not use the school bus for transportation home after practice. No transportation from school to home is provided after games or for special practices on days when school is not in session. This includes all vacation time and Saturdays. Parents are required to assume this responsibility.

Conduct on Trips

The conduct of athletic participants on trips to various schools, while on the bus, at hotels and/or places to eat, is the responsibility of the coach involved as well as the student-athlete. While in transit, unnecessary yelling and shouting out of the bus windows as well as the use of obscene and profane language is not acceptable. The bus company does not permit the wearing of any type of spike on the bus nor do they allow food or drink on board. Payment for damage to the buses, such as broken windows or torn seats, will be the responsibility of all parties involved.

Health Examination

A student who engages in interscholastic competition shall receive an adequate health exam and may not practice or participate without the approval of the school medical officer. The approval shall indicate the activities permitted and shall be valid for one year. Any athlete who is seen by a doctor must be released (signed statement) by the physician who treated the child or the school physician in order to resume participation with their team. The release must be filed with the school nurse. It is the athlete's responsibility to give the release to the school nurse. Do not give this responsibility to some other person (coach, teacher, friend, etc.).

Physical Education Requirements

Athletics is an outgrowth of the Physical Education program. Those students demonstrating outstanding attitude and effort are those encouraged to participate in athletics. The wide range of activities in physical education gives the students an excellent background in physical fitness, lifetime sports, and team sports. Because of the importance of physical education, all athletes will be required to participate in physical education throughout the year. Athletes who are illegally absent or do not participate in physical education classes will not be permitted to attend practices or games on the day of the absence/offense. Athletes who have been medically excused from physical education may not participate in a contest on the day they are excused.

Outside Participation

1. The NYSPHSAA allows outside participation in other athletic clubs.

2. Student athletes must understand that commitment to the school team takes precedence over outside participation. Club participation should not be detrimental to an individual or the team. Season schedules will be distributed by the first day of practice for all seasons. Athletes should be made aware that season dates are as follows, and games and practices can be scheduled at any time during these date ranges. Athletes who miss interscholastic contests in favor of club contests will jeopardize their eligibility for post season awards.

   Fall 2025:
   + All high school sports – August 18-20 – November 11
   + All other modified sports – August 25- Sept. 2 –November 11

   Winter 2025-2026:
   + All high school sports– November 17 – March 13
   + All modified sports – November 24 – March 6

   Spring 2026:
   + All high school sports – March 9– June 12
   + All modified sports – March 16 – June 12

3. Student-athletes should not be actively practicing with another school team while they are a member of a Lewiston-Porter team that is currently in season. Student-athletes can not play or practice with a college team or individual.

College Athletics

The primary focus of the Lewiston-Porter Central School District's Athletic Department is to teach lifelong values, skills, and lessons, not to produce scholarship athletes. A small minority of athletes will go on to play at the collegiate level, and an even smaller number of athletes receive athletic scholarships. It is important for parents and athletes to communicate with the coach if there is potential for the athlete to play at the next level. The coaches and Athletic Director will be able to give the athlete an honest evaluation of the appropriate level of play that may be suitable for the athlete. The guidance counselor, Athletic Director, and coach can also guide the parents and athlete through the recruiting process (NCAA Clearinghouse, college visitations, etc.).

Insurance

In the event of a student/athlete injury, the district will provide secondary coverage to address any related costs beyond what is covered by the student/athlete's primary medical insurance.

Risk Factors in Sports

Participation in athletic activities involves a certain degree of risk of physical injury. Such physical injury can occur in any type of activity, be it a "contact" or "non-contact" sport. Further, many injuries are truly accidental in nature and by volunteering to participate in a school-sponsored athletic activity, a student and their parents/guardians assume the risks.

Injuries

It is extremely important to immediately report any injury an athlete suffers to his/her coach. A certified, licensed athletic trainer is present at all Lewiston-Porter home athletic events. In addition, our trainer is available for consultation on injuries to student-athletes on a daily basis. Student-athletes and their parents are encouraged to see the trainer (at no cost) as soon as an injury occurs as a result of participating in a practice or contest as a member of a school modified, junior varsity, or varsity team.

Lewiston-Porter CSD Concussion Management Policy and Procedures

1. Athletes are to be immediately removed from their sport due to a head injury or displaying concussion-like signs and/or symptoms. Athletes will then be evaluated by a trained health care professional which may include, but is not limited to, an athletic trainer, school nurse, school physician or the athlete's primary care physician.

2. In the event a head injury is confirmed, the school athletic trainer will monitor the athlete's progress through the use of SCAT-6 and Buffalo Concussion Treadmill Test Evaluation.

3. The results will be made available to the school nurse, school physician, and the overseeing physician of the athlete. Parents will also be notified immediately in the event of a head injury.

4. All evaluations by the athletic trainer must be documented. The student athlete and family will be responsible for obtaining all school documentation and providing it for any follow-up medical evaluations. They must also provide the athletic trainer with any instructions or documentation from their physician regarding the said injury.

5. Return to play decisions:
    a. Athletes must be cleared by a physician before participating in any activity.
    b. Evaluation by the school athletic trainer must be done and may include the use of SCAT-6 testing and Buffalo Concussion Treadmill Test.
    c. In the event an athlete is cleared by their physician, but does not pass the athletic trainer evaluation, the athlete may NOT participate. The athletic trainer will contact the physician's office to discuss further treatment options.
    d. If the athlete is cleared by their physician, in writing, as well as the school athletic trainer, the athlete will return to play in the following phases:
    No Activity – Complete physical and cognitive rest with the objective being recovery.
    Phase 1 – Low impact, non-strenuous, light aerobic activity, such as walking or riding a stationary bike. If tolerated without return of symptoms over a 24 hour period, proceed to
    Phase 2 – Higher impact, higher exertion and moderate aerobic activity such as running or jumping rope. No resistance training. If tolerated without return of symptoms over 24 hour period, proceed to
    Phase 3 – Sport specific non-contact activity. Low-resistance weight training with a spotter. If tolerated without return of symptoms over a 24 hour period, proceed to
    Phase 4 – Sports specific activity, non-contact drills. Higher resistance weight training with a spotter. If tolerated without return of symptoms over a 24 hour period, proceed to
    Phase 5 – Full contact training drills and intense aerobic activity. If tolerated without return of symptoms over a 24 hour period, proceed to
    Phase 6 – Return to full activities without restrictions.

Care of Equipment and Uniforms

Each team member shall assume full responsibility for the uniform and equipment issued to them. The student is financially responsible for any damaged or lost items. Any damage or loss of equipment or uniforms shall be reported to the Athletic Director.

End of Season

The season officially ends for students when all equipment issued to them is returned to the coach. Until the above requirement is met, the student is subject to all eligibility rules and regulations of that sport. Failure to comply with these requirements will result in denial of all athletic awards. It will also prevent a student from participating in the next sport season.

NYSPHSAA Transfer Rule

This rule was established by the New York State Public High School Athletic Association (NYSPHSAA) to control athletic recruitment and athletic shopping. It should be clear that a petition to the section is solely within the discretion of the school district and not the student-athlete or their parent/guardian. For further information, contact the Athletic Director at 286-7865 or visit www.nysphsaa.org.

Philosophy by Sport Level

Modified: This is the introductory level of competitive sports, which emphasizes the fundamentals of the game. At this level, a smaller emphasis is placed on winning and maximum participation is desired. This level introduces middle school students to the regimen and the privilege of participating in high school athletics. A strong emphasis is placed on academics, sportsmanship, and a chemical-free lifestyle.

Junior Varsity: Increased emphasis is placed on team play, physical conditioning, and refinement of basic skills at this level. Winning is considered important and participants should be taught how to cope with game situations and how to win and lose properly. It is recognized that not all participants may play in every contest.

Varsity: This is the culmination of the high school athletic program. Teams play to win, but participants accept the fact that important lessons are learned from losing. It is recognized that not all participants may play in every contest. There continues to be emphasis on academics, sportsmanship, chemical-free lifestyle, and team play.

Chain of Communication

During the course of the season, parents and/or athletes may have questions or concerns that need to be addressed. The team coach is the best source of information. The student athlete should address the issue directly with their team coach. If, after speaking with the coach, a satisfactory conclusion is not reached, the next step should be for the parent to speak with the coach, and then, if necessary, the varsity coach. The final step, should a satisfactory conclusion still not be reached, would be for the parent or athlete to communicate with the athletic director. Please be advised that anonymous concerns will not be addressed.

Athlete/Family Vacations

When parents and student athletes choose to take vacations during sport seasons, it must be understood that the time missed by the student athlete can affect team chemistry and personal conditioning. Student athletes who miss practices or competition for any reason may have their position or playing time adjusted. Coaches shall make every effort to inform parents and athletes of the season's schedule as far in advance as possible.

Lewiston-Porter Athletic Department Letter Award Policy

Modified Sports:
Receive certificates for each sport season

JV Sports:
1st season – 4" graduation year numerals (ex – 11, 12, etc.)
2nd season – 6" JV letter
3rd season and beyond – JV participation certificate

Varsity Sports:
1st season – varsity letter (or numerals if first sport) and certificate from Athletic Department authorizing jacket purchase from Stuart Sports in Lewiston
2nd season – sport pin (will receive one for each sport played) and chevron
3rd season – chevron
4th season – chevron
5th season – chevron
6th season – chevron and white letter
7th season – chevron
8th season – chevron
9th season – chevron
10th season – chevron and gold letter

Qualifications:

- Athletes must finish the season in good standing to be eligible to receive a letter award
- Athletes who are called up to the varsity after the halfway point of the season will not be issued a letter
- Athletes will receive one award per season. Lost, misplaced or stolen awards can be purchased through the Athletic Office. Awards will not be reissued.
- Athletes who are deemed ineligible and do not finish the season, as per the District's Eligibility Policy, will not be issued letter awards.

Code of Conduct Policy for Spectators

Please note the Lewiston-Porter Central School District Board of Education adopted a policy which empowers school officials to take appropriate action against participants or spectators displaying disrespectful attitudes, vulgar language, harassment, taunting, and/or intimidation towards others, or who do not comply with the Dignity for All Students Act of 2012. Violators will be subject to expulsion from school premises and/or prohibition from returning to future school-sponsored events, or such other actions as deemed appropriate. Please display good sportsmanship and civility at all school sponsored events, whether on or off our campus.

General Conduct for Spectators

Athletes, parents, team boosters, and others should be advised that spectator behavior can cause penalties to be called against a team by the referee. If the referee chooses to call a penalty against the crowd, it may be a factor in the outcome of a game.
The behaviors of players and spectators should always reflect the best example of sportsmanship. This brings pride in our school system and good relationships with all other schools involved.

Section VI - NYSPHSAA Sportsmanship Philosophy and Code of Conduct

Philosophy

1. We believe that interscholastic athletics is an important part of education and support the ideals and values embodied in good sportsmanship.

2. We believe that sportsmanlike behavior is essential if interscholastic competition is to contribute usefully and constructively to the broad goals of education and to the quality of life of those involved.

3. We pledge ourselves, individually and collectively, to encourage and support the development and maintenance of a sportsmanlike atmosphere for athletic competition.

No Smoking Policy

To comply with Federal and State Law and to acknowledge the dangers of smoking, particularly in an environment where children are present, the Lewiston-Porter Board of Education prohibits the use of tobacco in all school facilities, on all school grounds, and in any vehicle on school grounds. Anyone who is found smoking or using tobacco products will be asked to leave the campus immediately.

Sports by Season and Level

Sport	Varsity	JV	Modified	Club/ Unified
FALL				
Cheerleading	X	X		
Cross Country, Boys	X	X	X	
Cross Country, Girls	X	X	X	
Football, Boys	X		X	
Golf, Boys	X			
Soccer, Boys	X	X	X	
Soccer, Girls	X	X	X	
Swimming, Girls	X	X		
Tennis, Girls	X			
Volleyball, Girls	X	X	X	
WINTER				
Basketball, Boys	X	X	X	
Basketball, Girls	X	X	X	
Bowling, Boys	X			X
Bowling, Girls	X			X
Cheerleading	X	X		
Ice Hockey, Boys	X			
Ice Hockey, Girls	X			
Swimming, Boys	X	X	X	
Swimming, Girls			X	
Wrestling, Boys	X	X	X	
SPRING				
Baseball, Boys	X	X	X	
Softball, Girls	X	X	X	
Tennis, Boys	X			
Track, Boys	X	X		
Track, Girls	X	X		
Lacrosse, Boys	X	X		
Lacrosse, Girls	X	X		
Flag Football, Girls	X			
Basketball, Boys				X
Basketball, Girls				X

NFL Code of Conduct for Parents, Spectators, and Fans

I Will Always
Respect the decision of the officials.

I Will Be
Supportive and keep my comments positive.

I Will Never
Do anything to deter the players' love of the game.

I Will Refrain
From entering the field of play during or immediately after the contest for safety reasons.

I Will Never
Use profanity or physically attack a person, player, coach, or official.

I Will Do
Everything in my power to negate trash talking! It's NOT a healthy part of interscholastic athletics.

I Will Recognize
The emotional and physical well-being of the players is first, before my desire to win.

I Will Encourage
A safe and healthy environment for both teams.

I Will Remind Myself
That the game is for the kids and not the adults.

We, the Student-Athletes of the Niagara Frontier League,
Sincerely hope that IF all the parents, spectators, and fans can follow and abide by these rules, the GAME will be much more enjoyable for all.

Mission and Vision Statement

OUR MISSION

One Purpose. Your Pathway. Our Promise.

OUR VISION

Our **PURPOSE** is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here they will be challenged to grow along their **PATHWAY** and discover their personal best because we **PROMISE** to give them out best.

Lewiston-Porter Central School District
Our Purpose, Your Pathway, Our Promise.

Donna L. Hill
Assistant Superintendent for Administrative Services

August 11, 2025

To: Paul J. Casseri, Superintendent of Schools

From: Donna L. Hill, Assistant Superintendent for Administrative Services

Re: Corrective Action Plan for RiskAssessment and Internal Audit Plan May 28, 2025

The Corrective Action Plan (CAP) for the May 28, 2025 Internal Risk Assessment is attached for the Board of Education's review and approval. Please note that significant progress has been made in just this first year with many of the listed items being either completed or will be resolved in this next year.

Freed Maxick will be presenting the Risk Assessment report at the August 25, 2025 Board of Education meeting where I request the report be accepted and the Corrective Action Plan be approved at that same meeting. Once approved, both will be submitted to the NYSED Business Portal.

Kind regards,

Donna L Hill

Donna L. Hill | Assistant Superintendent for Administrative Services
4061 Creek Road, Youngstown, NY 14174
Phone 716-286-7240 | Fax: 716-286-7877 | Email: dhill@lew-port.com

Corrective Action Plan
Lewiston-Porter CSD
Internal Risk Audit - May 28, 2025

Cash Receipts

♦ Freed Maxick noted that when cash and checks are provided to pay for a community education course, the registration is manually entered into Coursestorm for tracking. There is no reconciliation performed over fees collected compared to class registrations. Freed Maxick recommends that the Community Education Coordinators reconcile the fees collected to class registrations. Freed Maxick further recommends a profit analysis for classes comparing revenue received, to cost incurred, be performed to ensure overall profitability. This analysis should be reviewed and reconciled against the General Ledger by the Treasurer.

Management Response: The Community Education Programming changed mid-year with the coordinator stepping down. There are now (2) Co- Coordinators and as suggested by the auditors, one week prior to each class, the receipts and expenses of the course will be reviewed to ensure the District will not incur a loss. Should the course fees not adequately cover the expenses the course will be cancelled.

Responsibility: District Treasurer/Assistant Superintendent for Administrative Services and Co-Coordinators.
Timeline: January 2026

General Ledger

♦ Freed Maxick noted that nVision reports are not accurate due to a long-standing practice from the former Treasurer to reconcile only to the bank statements. The current Assistant Superintendent and District Treasurer have initiated reconciling all bank accounts in the financial platform (nVision) back to 2006 when the system was implemented. Freed Maxick recommends the nVision reports be corrected and reconciled and then utilized for balancing and review.

Management Response: Please note that the District's Assistant Superintendent for Administrative Services and District Treasurer brought this issue to the auditors attention as they were in the process of investigating what was occurring in previous years before their arrival in May – July of 2024. At this time, all funds and subsequent accounts (except for payroll which is currently reconciled through May 2024) have been reconciled in nVision from current to July 2006 when nVision was purchased and installed.

Responsibility: Assistant Superintendent/ District Treasurer
Timeline: January 2026

Prior Year Findings:

General Operations

♦ The District does not have formally documented procedures for various functions throughout the District (e.g., payroll, general ledger maintenance, cash receipts, etc.). Due to the changes in personnel and turnover in the District Office, the District should develop procedural documentation for all positions in the District Office. The procedures can then be used for training new staff or as a reference for backup staff. We recommend that the District develop and document procedures for all critical functions in the event an employee leaves unexpectedly or is unable to perform their job function.

Management Response: The District currently has narratives for all operational positions detailing tasks and processes that are updated and shared with internal and external auditors annually. The District will utilize those narratives to create a more detailed procedural manual. As noted, this past year has primarily focused on investigating, researching, and correcting multiple years of record keeping in order to establish a current and credible foundation in which to facilitate a more collaborative fiscal environment.

Responsibility: Assistant Superintendent for Administrative Services
Timeline: September 1, 2026

STAC Processing

♦ Freed Maxick noted the District has retained a consultant to process, monitor and perform final verification of STAC forms. With the existing process, the consultant communicates verbally or via email with the Director of Special Education and/or the Assistant Superintendent for Administrative Services regarding any questions, updates, or issues noted while processing, reviewing or verification of STAC forms. Freed Maxick recommends the District request a formal quarterly report from the consultant of the duties, findings and recommendations, or recommends having a quarterly meeting with the consultant to ensure communications are consistent and the process is being adequately monitored by both the consultant and the District.

Management Response: The Assistant Superintendent discovered this past year that the District had purchased a “tool kit” through BOCES services but never implemented it for over 2 years. This tool kit is utilized by the STAC consultant in other Districts which ensures expedited processing and mitigates errors. The District hired a new Director of Special Education and the Director and Assistant Superintendent are working together to streamline processes in many areas including STAC reporting. While the vendor primarily communicated with only the

Director of Special Education, the District representatives will seek a quarterly review or meeting, while it also considers other vendors for the future.

Responsibility: Assistant Superintendent/Director of Special Education
Timeline: December 2025

General Ledger

♦ Freed Maxick noted that there is no specific review by the Assistant Superintendent of Administrative Services of the journal entries prepared and recorded by the District Treasurer. Freed Maxick recommends a report of all journal entries recorded for the month be reviewed for any irregularities or unusual entries by the Assistant Superintendent of Administrative Services. The review should subsequently be documented on the report and filed with all the documentation supporting the journal entries.

Management Response: Journal entries are recorded based on what occurs on the bank statement. All adjustments this past year with the new Treasurer and Assistant Superintendent for Administrative Services were discussed and reviewed and then reported in the monthly financials that were prepared and given to the Board of Education. Unfortunately, what occurred prior to the arrival of the current Assistant Superintendent and Treasurer is not what the current would consider a best practice and therefore changed the procedures.

Responsibility: Assistant Superintendent for Administrative Services, District Treasurer
Timeline: Completed

♦ Currently, the District Treasurer has the ability to re-open accounting periods within NVision that have been previously closed. Freed Maxick noted that there is currently no formal communication or approval of re-opening accounting periods within nVision. Freed Maxick recommends that the ability to re-open an accounting period be limited to someone independent of the District Treasurer and only upon approval by the Assistant Superintendent of Administrative Services or that an audit report of opening and closing of accounting periods/schedules be reviewed monthly by the Assistant Superintendent of Administrative Services to ensure periods are not reopened without prior knowledge.

Management Response: The District Treasurer is fully aware that once an accounting period is closed, it is only re-opened with permission of the Assistant Superintendent for Administrative Services. During the internal risk assessment, ALL periods going back to 2006 were open because there were never any reconciliations completed by previous staff in Nvision and it was the only method of correcting past accounting errors.

Responsibility: District Treasurer / Assistant Superintendent of Administrative Services
Timeline: Completed

♦ The accounting periods within nVision have not been closed by the District Treasurer since September 2024. We understand the District is still in the final stages of reconciling prior periods. As such, we recommend that all past accounting periods be closed as soon as possible within nVision. Freed Maxick further recommends that going forward accounting periods be closed within 30 days of the end of the month.

Management Response: The District Treasurer is fully aware that once an accounting period is closed, it is only re-opened with permission of the Assistant Superintendent for Administrative Services. During the internal risk assessment, ALL periods going back to 2006 were open because there were never any reconciliations completed by previous staff in Nvision and it was the only method of correcting past accounting errors.

Responsibility: District Treasurer/ Assistant Superintendent for Administrative Services
Timeline: **Completed**

Fixed Assets

♦ Freed Maxick noted the District has not had a full physical inventory performed since 2018. Freed Maxick recommends that the District perform a complete physical inventory of all fixed assets, either internally or using a third party every five years. Once completed, the District should review any discrepancies identified between the District's inventory of fixed assets to the physical inventory taken for errors, make the appropriate changes to the District's inventory records, and confirm all assets are tagged with an identification number for subsequent inventories

Management Response: The Assistant Superintendent for Administrative Services researched the above concern and found that around 2020 the District had the intent to change vendors but never actually changed and did not schedule a full physical inventory with any vendor. Funds have been budgeted in the 2025-2026 budget to have a full physical inventory performed in the upcoming year.

Responsibility: Assistant Superintendent for Administrative Services
Timeline: June 30, 2026

Information Technology

♦ As noted in the prior year's risk assessment, though employees responsible for IT function understand their role, responsibilities, and processes that are to be followed to ensure the District's IT functions operate properly, during our risk assessment we noted some process areas were not well documented and did not clearly communicate to employees responsible for IT functions management's expectation. Formally documented standards for various IT processes helps to ensure employees are aware of their responsibilities related to IT processes and management's intentions regarding implementing those responsibilities. Formal

documentation for each IT process should exist. The following could have improved formal documentation: o Termination Access Revocation Policy and Procedures Freed Maxick recommends the District formally document all IT processes to the extent necessary to ensure employees responsible for IT functions understand their roles and responsibilities, have a consistent process to follow, and that the process that has been established is consistent with management's expectations. Once these policies and procedures are documented, they should be reviewed at least annually for any updates that are required.

Management Response:

The District hired a new Director of Curriculum, Instruction and Technology in September of 2024. Similarly, the Director upon hire began prioritizing and working on the most critical issues for the District including cyber security. It is the intent of the Director to formally review and revise any policies and procedures as it relates to Technology. The most recent audit by NYSED suggested a change to the District's password complexity and that is intended to be addressed in the 25-26.

Responsibility: Director of Curriculum, Instruction, and Technology
Timeline: September 2026

Internal Claims Audit:

Previously, we noted that the Internal Claims Auditor for the District does not present to the Board at least annually. Freed Maxick recommends that the Internal Claims Auditor present to the Board at least annually to clearly explain any findings and provide the Board an opportunity to ask in-depth questions.

Management Response: The Assistant Superintendent of Administrative Services will require the Internal Claims Auditor to meet the Financial Committee once a year. The District Treasurer met with the Finance Committee this past year as well and will continue.

Responsibility: Assistant Superintendent for Administrative Services / Internal Claims Auditor
Timeline: June 2026

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

DRAFT DISTRICT GOALS 2025-2026

Strategic Plan 2025-30: Our Mission: One Purpose. Your Pathway. Our Promise.

We will support each learner in defining success in their own way.
We will design innovative learning environments that support learners in achieving their personalized goals.
We will build a culture and climate that supports the needs of all Lewiston-Porter community members.

2025-26 Goal: The District will focus on year one implementation of the Strategic Plan 2025-30.

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 06/30	NEXT STEPS
Goal Area 1 – Redefining Student Success *(Aligned to Strategic Plan Goal Area 1 and PLC Commitment: Focus on Learning) Support each learner in defining success in their own way. We will accomplish this by supporting individual student pathways and empowering students to advocate for their own learning. We will begin by: • Exploring real-world applications and experiences • Developing Lew-Port's personalized learning pathways • Refining the student goal-setting process K-12*				

• Continue full implementation of **eDoctrina** for core areas (K-12), with Year 3 CFA/Benchmark alignment to curriculum maps.
• **K-5 Assessment Plan** is fully operational for eDoctrina, including ELA CFAs with MyView integration.
• Continue data-driven instructional training cycles (Fall, Winter, Spring) with CSLO support.
• Year 2 tracking of **low socio-economic student subgroup** performance across all grade levels.
• Expand **accelerated course alignment** in Math, Science, and Social Studies, using eDoctrina data for enrichment/acceleration decisions.
• Integrate the **student goal-setting framework** in every class:
  ○ "What am I learning?"
  ○ "Why am I learning it?"
  ○ "How can I use it?"
  ○ Teachers guide students in setting measurable learning goals.
• Leader in Me Portfolio development K-5 will align with the student goal-setting initiative.
• CSE Chair TOSA will continue developing the SPED continuum of services and transition to the Anniversary CSE model.
	• Ongoing throughout 2025-26
	• The student goal-setting framework will be launched district-wide by September 2025.
		• 100% of teacher teams (department/grade level course level teams) implement electronically developed CFAs/Benchmarks in all courses by mid-year review.
		• All CFA/Benchmark results are analyzed in PLC meetings within two weeks of administration.
		• Demonstrated narrowing of achievement gaps for LSE subgroups in benchmark data.
		• All CFA/Benchmark results are analyzed in PLC meetings within two weeks of administration.
		• 100% of teachers implement student goal setting in all courses by mid-year review.
		• SPED continuum fully documented and communicated to staff/families		

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2025-26 Goal: The District will focus on year one implementation of the Strategic Plan 2025-30.

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 06/30	NEXT STEPS
Goal Area 2 – Innovative Learning Environments *(Aligned to Strategic Plan Goal Area 2 and PLC Commitment: Focus on Collaboration) Design innovative environments that support learners in achieving their personalized goals. We will accomplish this by fostering flexible and differentiated learning environments that engage all students in applied and experiential learning. We will begin by: • Examining flexible learning spaces for students both indoors and outdoors • Examining flexible learning spaces for students both indoors • Identifying real-world applications relevant to the curriculum.*				
• Maintain and expand **Peer Collaboration/Peer Coaching** model; pilot "Peer Coaching 2.0" in select departments with cross-building partnerships. • Continue **Innovation Project/Rocketry Competition** at MS; begin exploration of pilot expansion to HS electives. • Continue **CREW/WEB programs** to strengthen SEL, belonging, and restorative practices. • Continue implementation of the **K-5 DEAL (Drop Everything and Lead) Initiative** by expanding structured opportunities for students to engage in peer-led learning, critical thinking, and collaborative problem-solving across all elementary classrooms. Teachers will facilitate short, focused sessions where students take ownership of their learning by presenting ideas, leading discussions, and connecting classroom content to real-world applications. The initiative will be embedded within core subject areas and aligned with the district's strategic focus on developing independent, confident learners. • Expand **International Education initiatives** – deepen partnerships with Tianjin No. 2 High	• Innovation Project/Rocketry project expansion proposal by February 2026.	• Peer Coaching 2.0 will be at the forefront of LPUT PACT discussions and APPR discussions (self-assessment + admin observation). • Student engagement survey shows increased sense of belonging in CREW/WEB participants. • By **June 2026**, **100% of K-5 classrooms** will consistently implement DEAL sessions at least **twice per month**, as documented through lesson plans, teacher reflections, and walkthrough observations. Evidence of success will include: • Student-led activities captured in classroom artifacts and portfolios • Increased student participation and confidence in leading peers, measured through teacher feedback surveys • Growth in student self-assessment data indicates improved ability to explain **what they are learning**, **why they are learning it**, and **how they can use it**.		

DRAFT DISTRICT GOALS 2025-2026

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2025-26 Goal: The District will focus on year one implementation of the Strategic Plan 2025-30.

School, develop International Science Program, and re-establish outbound/inbound student exchanges. • Integrate **technology-enhanced learning** strategies into PLC discussions, tied to innovative lesson design.	• The International Science Program's first collaborative project will be by April 2026.	• At least two active international collaborations completed by year-end. • Enhanced Technology course offerings 2026-27		

Lewiston-Porter Central School District
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DRAFT DISTRICT GOALS 2025-2026

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2025-26 Goal: The District will focus on year one implementation of the Strategic Plan 2025-30.

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 06/30	NEXT STEPS
Goal Area 3 – Climate and Culture That Supports All *(Aligned to Strategic Plan Goal Area 3 and PLC Commitment: Focus on Results) Build a culture and climate that supports the needs of all Lewiston-Porter community members. We will accomplish this by fostering an inclusive and supportive culture that values the diverse needs of students, staff, families, and community members. We will begin by: • Identifying existing initiatives and programs that promote trust and respect • Reviewing current health and wellness programs and identifying areas for improvement • Identifying potential community partners and establishing connections.*				
• Implement **NYS Cell Phone Policy** with secure storage (lockers) and clear accountability systems. • Renewed focus on **anti-bullying/harassment prevention**, embedding awareness and reporting procedures into SEL lessons district-wide. • Targeted intervention plan for **chronic absenteeism**, with priority focus on MS/HS; early warning reports generated quarterly for student-specific action. • Communication Committee continues semester meetings; oversees the full roll-out of the new website and ensures department/building page updates quarterly. • Expand **social media presence** for timely district news, academic celebrations, and community engagement. • Continue development of **8 Traits of a Lancer** through direct instruction, advisory programs, and school-wide events. • Continue Tier 1 restorative practices integration through BLTs and PLCs.	• Cell phone policy fully implemented on day one (Sept. 2, 2025). • Anti-bullying campaign launched by October 2025. • The chronic absenteeism early warning system will be operational by November 2025. • The website content review cycle occurs each quarter.	• 100% compliance with cell phone policy by the end of the first semester (discipline data reviewed monthly). • Reduction in bullying incident reports by 10% from 2024-25 levels. • Reduction in chronic absenteeism rates by 5% district-wide, with MS target reduction from 34% to under 30%. • Parent/community survey indicates improved satisfaction with district communication.		

Lewiston-Porter Central School District

Our Purpose. Your Pathway. Our Promise.

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Board of Education Goals 2025-2026

Strategic Plan 2025-30: Our Mission: One Purpose, Your Pathway, Our Promise.

- Support each learner in defining success in their own way. We will accomplish this by supporting students' individual pathways and empowering students to advocate for their learning.
- Design innovative environments that support learners in achieving their personalized goals. We will accomplish this by fostering flexible and differentiated learning environments that engage all students in applied and experiential learning
- Build a culture and climate that supports the needs of all Lewiston-Porter community members. We will accomplish this by fostering an inclusive and supportive culture that values the diverse needs of students, staff, families, and community members

ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 6/30	NEXT STEPS
2025-26 Goal 1: Governance Capacity: The Board will continue to develop collectively, as well as individually, board members' understanding for quality school governance.				
1. Maintain active participation in governance organizations: a. Board members will attend events and webinars hosted by NYSSBA, NOSBA, and ECSBA on school governance. b. The board will participate in regional/national legislative advocacy and education policy forums. 2. Engage in targeted governance learning: a. Add NYSBBA governance-focused discussions to Board work sessions (e.g., stakeholder roles in implementing the Anti-Bullying policy). b. Attend both Summer and Spring WNY Education Law Conferences and hold post-event discussions. 3. Enhance ex officio student Board member engagement: a. Provide annual onboarding and mentoring for student representatives. b. Include student representatives on the Board committees (e.g., Communication or Curriculum). c. Pilot student-generated reports or agenda comments at Board meetings. d. Provide guidance on developing communication strategies between student representatives and the general student population.	August 2025–June 2026 Law Conferences: August 2025, March 2026 Student onboarding: August 2025 Governance PD: Fall 2025 and Spring 2026	• Attendance documented at three or more governance training opportunities per Board member. • Governance topics appear in two Board work session agendas and minutes. • Continue the onboarding process for all new Board members. • The student serves as an ex officio attendee at public Board meetings and submits formal board reports. • A student representative actively participates in at least one Board committee.		

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Board of Education Goals 2025-2026

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ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 6/30	NEXT STEPS
2025-26 Goal 2: Strategic Plan Implementation: *Support the implementation of Year 1 of the 2025–2030 Strategic Plan.*				

• Align district and Board priorities:
  ○ Review and approve district/building goals aligned with the Strategic Plan by October 2025.
  ○ Ensure committee liaisons review connections to the Strategic Plan at each report out.
• Monitor strategic initiatives:
  ○ Receive administrative updates on Strategic Plan progress (e.g., graduation pathways, student wellness). Through the board meeting, the admin reports
  ○ Review implementation of Year 2 of the Savvas MyView Science of Reading program (K–5).
  ○ Track early data on the implementation of graduation pathways and the impact of new counseling staffing.
• Reinforce policy alignment:
  ○ Review and update policies related to cell phone use, anti-bullying, and chronic absenteeism, incorporating input from relevant committees.
  ○ Ensure the Code of Conduct and district-wide procedures reflect new
	• Fall 2025: Goal review, Code of Conduct update
	• Triennial: Strategic Plan updates
	• Monthly: Student recognition
	• January–March 2026: Graduation pathways review
	• Spring Code of Conduct/absentee data review
		• Strategic Plan referenced in 100% of district goal-setting documents.
		• All Board liaisons submit written updates in committee reports providing linkage to Board goals and Strategic Plan. .
		• Updated code of conduct and absenteeism policy, approved by September 2025.
		• Data on MYView implementation presented in winter/spring Board updates.
		• Graduation pathway expansion is tracked via presentation as information becomes more readily available from NYSED.
		• Recognitions are documented in Board meeting agendas.		

Board of Education Goals 2025-2026

NYSED expectations. Recognizing a phased-in approach, especially with the cell phone policy in grades 11/12
• Continue student recognition at Board meetings:
  ○ Highlight student academic, athletic, and extracurricular success monthly.
  ○ Include service leadership and innovation recognitions.
• Promote staff recognition at Board meetings:
  ○ Highlight professional accomplishments in the areas of service to the community, leadership, and innovation.				

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Board of Education Goals 2025-2026

Strategic Plan 2025-30: Our Mission: One Purpose, Your Pathway, Our Promise.

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ACTIONS	TIMELINE	SUCCESS INDICATORS	PROGRESS BY 6/30	NEXT STEPS
2025-26 Goal 3: Community Engagement *Improve internal and external communication throughout the district.*				

• Website and digital engagement:
  ○ Launch redesigned district website with feedback survey at launch and again in Spring 2026.
  ○ Ensure content (including calendars, athletics, and club information) is updated monthly by web editors.
• Strengthen social media outreach:
  ○ Launch a social media calendar that includes at least four posts per week across platforms.
  ○ Feature student-generated (ex- officio responsibility) content monthly (e.g., student interviews).
• Promote stakeholder awareness of policy changes:
  ○ Disseminate communication toolkits for cell phones and anti-bullying policies.
  ○ At open houses and other parent forums/ committees (PTSA, DKC, Athletic Council), focus on new initiatives and expectations.
  ○ Table at school and community events, such as extracurricular activities (plays, sports, concerts) and town festivals
• Celebrate school life and culture:
	• Website launch: December 2025
	• Monthly: Content updates and committee reports
	• Fall & Spring: State of the District releases
	• Quarterly: Communication Committee meetings
		• 85%+ of website users report satisfaction with ease of use and access (via survey).
		• Weekly post targets met; 8+ student-led posts published during the school year.
		• Parent cellphone/anti-bullying/absenteeism toolkit materials will be disseminated in print and digital formats by October 2025.
		• All BoE committee liaisons report out at the regular BoE meetings.		

Board of Education Goals 2025-2026

○ Use LINK and Social media platforms to offer a celebration of student life and student achievement ○ Foster an inclusive and supportive culture that values the diverse needs of students, staff, and community members. ○ Maintain Board liaison report-outs on each district committee (e.g., Safety, Finance, Curriculum). ○ Partner with local press; create regular BOE section/column in newspaper.	Ongoing 2025-26 school year	• Greater participation of students across a broad range of backgrounds and interests in academic, extracurricular, and leadership opportunities. • A measurable decrease in reported incidents of bullying, harassment, or other negative behaviors, indicating a more positive and supportive school environment. • Growth in the number of families engaging in school events, workshops, and advisory groups, reflecting a welcoming and inclusive school culture. • Expanded opportunities for families to share feedback and contribute to decision-making processes across the district. • Positive trends in family climate surveys showing improved trust and satisfaction with communication and collaboration between home and school.		