



Interim Superintendent of Schools -
John V. Dolan

**Assistant Superintendent for Curriculum,
Instruction and Accountability -**
Jaclyn O'Hagan

**Assistant Superintendent for
Personnel and General Administration -**
Jason E. Huntsman

**Assistant Superintendent for Finance and
Management Services -**

Robert Doyle

Board of Education

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Chris Picini

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2026-2027



South Country Central School District

Code of Conduct



Levels of Behavior Concerns and Responses



Guiding Principles

The South Country Central School District Code of Conduct is based on key principles for ensuring that our schools are a safe, civil, engaging and caring environment.

Level 1

Responses aim to teach correct behavior and promote the practice of self-discipline and healthy well-being.

Level 2

Behavior is more serious and often causes disruption to the school environment.

Level 3

Violations are more serious in nature and jeopardize order, safety and/or property damage.

Level 4

Behaviors threaten the safety and well-being of others.

Level 5

Behaviors are the most extreme, often using force, causing harm or injury, involving violence, possession or use of a weapon, causing substantial risk or a pattern of persistent Level 4 behavior.

Response Levels

- **LEVEL 1:** Teacher and/or staff Intervention
- **LEVEL 2:** Administrative Intervention
- **LEVEL 3:** Administrative Intervention, short term removal from learning environment.
- **LEVEL 4:** Intensive Administrative Intervention and lengthier removal from learning environment
- **LEVEL 5:** Intensive District Administrative Intervention and Discipline with Potential Long-Term Removal from School, or alternate placement.



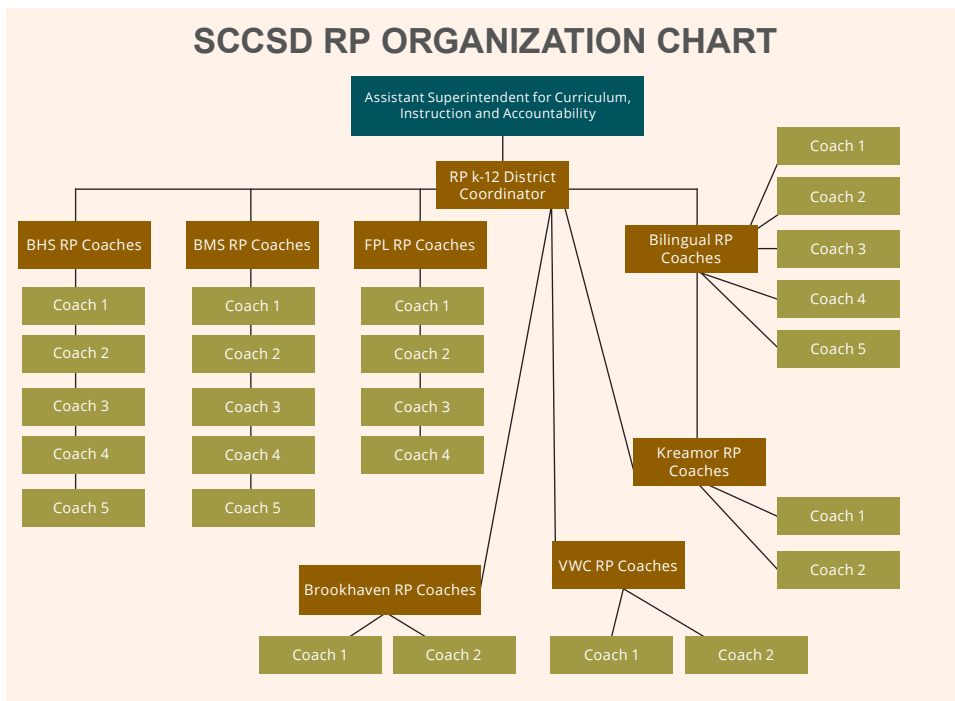
Levels of Behaviors and Interventions

In addressing student behaviors that may impede learning, SCCSD uses a variety of:

- positive supports, strategies, and interventions to improve students' motivation, social skills, problem solving abilities, emotion management, and conflict resolution abilities;
- Building-wide behavior management systems to improve students' abilities to understand the connections between their behavior and more or less desired outcomes.

South Country Central School District understands the importance of restorative practices when student behavioral issues affect the safety of the classroom and school and interfere with the learning of all students. When choosing interventions and consequences for student behavior, teachers, administrators and all staff must balance SCCSD's goals of ensuring equity, minimizing disruptions and maximizing student instructional time. Consequences paired with meaningful instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes.

Restorative Practices (RP) Organizational Chart



The South Country Central School District is dedicated to meeting the needs of diverse learners. Maintaining an environment that is safe, civil, engaging and caring promotes learning and ensures students' rights and dignity are honored. A Code of Conduct is essential for a safe and orderly educational environment where students receive quality educational services without disruption.

Policies and practices must be implemented in ways that are considered to be respectful. Adults are expected to protect the dignity of every student and ensure a tone of decency, compassion and respect.

Improving educational outcomes for all students requires that schools provide support and that behavior support is directed at addressing academic learning gaps and the causes of misbehavior. Prevention and intervention strategies may include more personalized instruction, support, service and programming to address personal and family circumstances and social-emotional learning. Examples of strategies include conflict resolution, peer mediation, emotional management, behavior replacement strategies, self-regulation strategies, circles and other restorative interventions.

School personnel are responsible for developing and using strategies that promote learning and positive behavior in school, and for addressing behaviors which disrupt learning.

Administrators, teachers, counselors, social workers, psychologists, other school staff and parents are expected to engage students in the intervention and prevention strategies that address behavioral issues.

Our Code of Conduct aligns with the Dignity for All Students Act (DASA) and the New York State Safe Schools Against Violence in Education (SAVE) legislation. For further information about DASA and SAVE, and to find the SCCSD Code of Conduct Regulation please visit the district's webpage: www.southcountry.org

SCCSD reviews our Code of Conduct annually to ensure that it effectively maintains a safe, secure, and healthy environment in which students and staff can learn and work to their highest potential.



Rights and Responsibilities



All members of the school community must assume a responsible role in promoting behavior that enhances academic and social success. Courteous, safe, respectful, and responsible behavior fosters a positive climate and one that promotes learning.

Students' Rights

All students are guaranteed the right to express opinions, support causes, organize and assemble to discuss issues and demonstrate peacefully and responsibly in support of and in accordance with policies and procedures established by the South Central School District Board of Education. All South Country students have the right to:

- be respected as an individual, treated fairly and with dignity by other students and school staff.
- present their version of the relevant events to school personnel authorized to impose a disciplinary action as in connection with the imposition of the action.
- access school rules and, when necessary, receive an explanation of those rules from school personnel.
- be protected from intimidation, harassment or discrimination based on actual or perceived national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, and family structures, by employees and students on school property or at any school-sponsored event, function or activity.

Students have the **RESPONSIBILITY** to:

- owning and being active participants in their learning. Attending school daily, arriving on time and being prepared to learn.
- respect one another and treat others fairly in accordance with the Code of Conduct and the provisions of the Dignity Act.
- conduct themselves in a manner that fosters an environment of inclusivity that is free from intimidation, harassment, and discrimination.

Parents, Guardians and Caregivers Responsibilities

Parents, guardians and caregivers have the right to be active participants in the learning process, to express views and to provide input into decisions that affect their children. They are vital to the success of students in school. Parents, guardians and caregivers should have high expectations for their children. They are always welcome into our schools and have the responsibility to:

- promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process.
- make sure that their children attend school regularly and on time.
- talk with their children about behavioral expectations.
- teach their children that all children have the right to attend school and be treated with respect and dignity regardless of national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, and family structures.

Educators' Responsibilities

- maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived national origin, language, race, color, disability, neurodiversity, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, and family structures.
- foster a nurturing learning environment so that students develop as learners both academically and socially.
- serve as role models for students.
- maintain an open line of communication with students and families.
- confront issues of discrimination and harassment in any situation that threatens the emotional, physical health or safety of any student, employee or person who is on school property or at a school function and reporting incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, counselor, administrator, staff member or to the Dignity Act coordinator.

