

Iroquois Central School District
2026-2027



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		1	2	3	4	5
		MP UPK Meet & Greet 9:00AM-10:00AM MP Kindergarten Meet & Greet 10:00AM-11:00AM	EP UPK Meet & Greet/ Supply Drop Off 9:00AM EP Kindergarten Meet & Greet/ Snack & Ride 10:00AM HS Freshman & New Student Parent Night 6:30PM-8:30PM			

6	**7**	**8** Superintendent Conference Day No School UPK-12 MP Gr. 1-3 Supply Drop Off 1:30PM-2:30PM II Open House 5:30PM	**9** A Day Students Return	**10** B Day WP PTO Volunteer Meeting 6:00PM	**11** C Day	**12**
13	**14** D Day	**15** E Day MP UPK-Grade 3 Open House 6:00PM-7:30PM	**16** F Day MP PTO Meeting 1:45PM MSA Meeting 9:00AM & 6:00PM HS Class Picture Day ITAC Meeting HS 9:30AM HS College Application Procedure Night 5:30PM HS Mini College Fair 6:15PM HS Open House 6:30PM BOE Meeting - MS STEM Room 7:00PM	**17** A Day EP PTO Meeting/ Volunteer Orientation 9:15AM & 6:15PM HS Class Picture Day	**18** B Day MP PTO Back to School Bash 6:00PM-7:30PM MS Welcome Back Dance 6:00PM-8:00PM	**19**
20	**21** C Day Fall Sports Photo Day District & Family Flu Shot Clinic HS Café 2:30PM-6:00PM	**22** D Day Fall Sports Photo Day EP Open House & Back to School Kickoff 6:15PM-8:00PM	**23** E Day II PTO Meetings 9:30AM & 6:00PM	**24** F Day Fall Sports Photo Day WP Open House & Book Fair 6:00PM-7:30PM MS Open House 6:30PM-8:30PM	**25** A Day MP PTO Walk-a-Thon 9:15AM II Color Run MS Picture Day Last Day to register for the PSAT at Iroquois	**26**
	WP Garden Week				Gr. UPK-3 Early Release	
27	**28** B Day	**29** C Day HS Financial Aid Night for Class of 2027 EAHS 6:00PM-7:00PM	**30** D Day WP Walkathon			

AUGUST 2026

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OCTOBER 2026

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October

S	M	T	W	T	F	S
				1 E Day WP PTO Meeting 6:00PM	2 F Day II Color Run Rain Date **Emergency Evacuation Drill 15 minutes early release for students**	3

SEPTEMBER 2026

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NOVEMBER 2026

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4	5 A Day	6 B Day	7 C Day II PTO Meeting 9:30AM MSA Meeting 6:00PM BOE Meeting MS STEM Room 7:00PM	8 D Day EP PTO Meeting 9:15AM MS/HS Progress Reports	9 **Superintendent Conference Day** **No School UPK-12**	10
11	12 **Columbus Day** **No School UPK-12**	13 E Day II Picture Day	14 F Day MP PTO Meeting 1:45PM HS Powder Puff Game Turf Field	15 A Day	16 B Day HS Pep Rally, Hall of Fame Induction, & Homecoming Football Game EP Book Fair & Trunk or Treat WP Harvest Hoedown 6:00-8:00PM	17 PSAT at Iroquois HS Homecoming Dance HS Main Gym
18	19 C Day	20 D Day WNY College Consortium HS Media Center	21 E Day EP Picture Day MP Picture Day	22 F Day WP Picture Day II Pumpkin Lighting/Book Fair 6:00PM-8:00PM	23 A Day Deadline to register for the SAT Exam at Iroquois	24
25	26 B Day	27 C Day HS Class Picture Retake Day	28 D Day	29 E Day HS Orchestra Concert HS Aud 7:30PM	30 F Day HS Senior Picture Retake Day EP Fall Festival Parade MP Halloween Parties 1:00PM MP Halloween Parade 2:00PM WP Halloween Parade 1:30PM II Halloween Parade & Classroom Parties 10:15AM	31

Red Ribbon Week

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November

S	M	T	W	T	F	S
1	2 A Day	3 B Day	4 C Day MSA Meeting 9:00AM II PTO Meeting 6:00PM BOE Meeting MS STEM Room 7:00PM	5 D Day WP PTO Meeting 6:00PM	6 E Day MS Picture Make-Up Day Deadline to register for the ACT Exam at Iroquois HS Play Junior High Area All State Musical Festival- Akron HS	7 SAT Exam at Iroquois HS Play Junior High Area All State Musical Festival- Akron HS

Marilla Primary Coin Wars and Spirit Week

8	**9** F Day	**10** A Day HS Band Concert HS Aud 7:30PM	**11** Veteran's Day No School UPK-12	**12** B Day EP PTO Meeting 6:15 PM	**13** C Day MS/HS End of 1st Marking Period	**14**
15	**16** D Day Winter Sports Begin	**17** E Day	**18** F Day MP PTO Meeting 1:45PM ITAC Meeting HS 6:30PM HS Chorus Concert HS Aud 7:30PM	**19** A Day II Picture Retake Day Ormsby Presentation for Class of 2029 HS Aud 7:40AM-8:15AM HS NHS Induction Night	**20** B Day Senior High Area All State Music Festival, SUNY Fredonia UPK-Gr. 3 Early Release	**21** Senior High Area All State Music Festival, SUNY Fredonia
22	**23** C Day EP Picture Retake Day	**24** D Day	**25** E Day	**26** Thanksgiving Day Thanksgiving Recess - No School UPK-12	**27**	**28**
29	**30** F Day					

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OCTOBER 2026

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DECEMBER 2026

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S	M	T	W	T	F	S
		1 A Day MP Picture Retake Day	2 B Day BOE Meeting MS STEM Room 7:00PM	3 C Day WP PTO Meeting 6:00 PM MS Band Concert 7:00PM WP Picture Retake Day UPK-Gr. 4 Early Release	4 D Day EP Santa's Secret Shop	5
				Music Conference All-State - Rochester, NY		

6 Music Conference All -State Rochester, NY	**7** E Day	**8** F Day UPK-Gr. 4 Early Release	**9** A Day Ormsby Tour for Class of 2029 8:15AM-10:04AM MS Chorus Concert 7:00PM	**10** B Day WP Sing-a-Long K/1 9:45AM & Gr. 2/3 1:30PM II 4th-5th Gr. Chorus & 5th Gr. Band Concert HS Aud 7:00PM	**11** C Day EP Holiday Sing Along 9:30AM MP PTO Jingles Workshop II PTO Winter Festival	**12** ACT Exam at Iroquois
13	**14** D Day Winter Sports Photo Day	**15** E Day Winter Sports Photo Day	**16** F Day	**17** A Day Grades 5-12 Orchestra Concert HS Aud 7:00PM	**18** B Day MS/HS Progress Reports	**19**
20	**21** C Day	**22** D Day MP Holiday Parties WP Holiday Parties II Holiday Parties District-wide Winter Concert Weather Cancellation Make-up Date	**23** E Day MP Sing-a-Long K-Gr. 3 9:30AM UPK-Gr. 4 Early Release	**24** Christmas Eve Winter Recess - No School UPK-12	**25** Christmas Day	**26**
27	**28** Winter Recess - No School UPK-12	**29**	**30**	**31** New Years Eve		

NOVEMBER 2026

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JANUARY 2027

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January







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					Winter Recess - No School UPK-12	

DECEMBER 2026

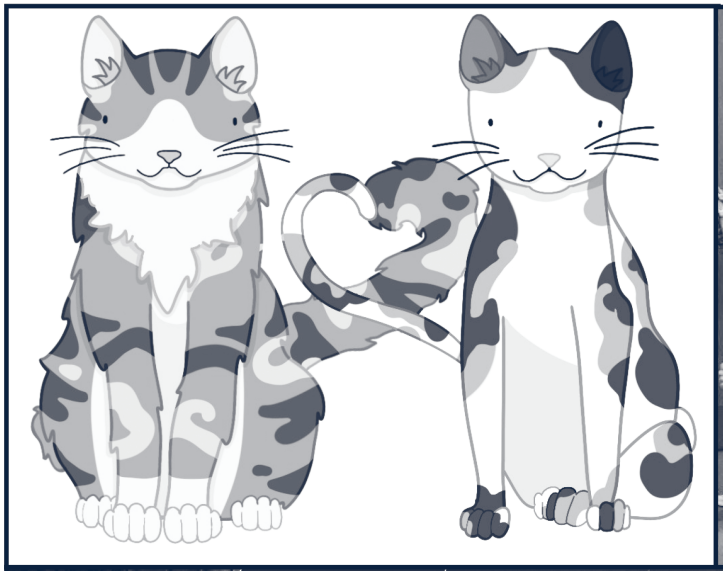
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FEBRUARY 2027

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3	4 F Day School Resumes	5 A Day	6 B Day II PTO Meeting 9:30AM MSA Meeting 6:00PM BOE Meeting MS STEM Room 7:00PM	7 C Day WP PTO Meeting 6:00PM	8 D Day	9 All-County Elementary, JH Choral, & Instrumental Jazz Auditions, Depew MS
10	11 E Day	12 F Day	13 A Day MP PTO Meeting 1:45PM	14 B Day EP PTO Meeting 6:15PM	15 C Day	16 HS Winter Carnival All-County JH Instrumental Auditions, Orchard Park HS
17	18 **Martin Luther King Jr. Day** **No School UPK-12**	19 D Day	20 E Day ITAC Meeting HS 9:30AM	21 F Day	22 A Day	23 All-County SH Instrumental & Choral Auditions Kenmore West HS
		WP Wellness Week				
24	25 B Day	26 C Day HS Senior Trip	27 D Day HS Senior Trip	28 E Day HS Senior Trip	29 F Day HS Senior Trip MS/HS End of 1st Semester	30 All-County Reserve Audition Date in case of cancellation
31						
	Regents Exams					

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February

S	M	T	W	T	F	S
	1 A Day	2 B Day	3 C Day MSA Meeting 9:00AM II PTO Meeting 6:00PM BOE Meeting MS STEM Room 7:00PM	4 D Day WP PTO Meeting 6:00PM	5 E Day MS Musical 7:00PM	6 MS Musical 2:00PM & 7:00PM EP Meat Raffle

7	**8** F Day	**9** A Day Grades 5-12 Band Concert HS Auditorium 7:00PM	**10** B Day	**11** C Day EP, MP, WP, II Valentine's Day Parties EP PTO Meeting 6:15PM	**12** **Superintendent Conference Day** **No School UPK-12**	**13**
14	**15** **President's Day** **No School UPK-12**	**16**	**17**	**18**	**19** **Deadline to Register for March SAT Exam at Iroquois**	**20**
21	**22** D Day **School Resumes**	**23** E Day	**24** F Day	**25** A Day	**26** B Day	**27** All-County Elementary Rehearsals Grand Island HS
28						

Mid-Winter Recess - No School

JANUARY 2027

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MARCH 2027

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March

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	1 C Day	**2** D Day MP Spring Pictures	**3** E Day II PTO Meeting 9:30AM All-County Elementary Rehearsals- Grand Island HS MSA Meeting 6:00PM BOE Meeting MS STEM Room 7:00PM	**4** F Day WP PTO Meeting 6:00PM HS Musical, HS Aud	**5** A Day Deadline to Register for the April ACT Exam at Iroquois EP Cookies & Canvas HS Musical, HS Aud All-County Elementary Dress Rehearsals, Kleinhans Music Hall All-County Jazz Festival Cleveland Hill HS UPK-Gr. 3 Early Release	**6** SAT Exam at Iroquois HS Musical, HS Aud All-County Elementary Concerts Kleinhans Music Hall All-County Jazz Festival Cleveland Hill HS

7	**8** B Day EP Spring Picture Day Spring Sports Begin	**9** C Day WP Spring Picture Day	**10** D Day	**11** E Day EP PTO Meeting 9:15AM MP PTO Family Night Baskets & Bingo 6:00PM-7:30PM	**12** F Day MS/HS Progress Reports All-County JH South Festival East Aurora HS	**13** All-County JH South Festival East Aurora HS
14	**15** A Day	**16** B Day	**17** C Day ITAC Annual Meeting HS 6:30PM	**18** D Day MS Spring Pictures	**19** E Day All-County SH Festival Location TBD	**20** All-County SH Festival Location TBD
21	**22** F Day	**23** A Day HS Chorus Concert HS Aud 7:30PM	**24** BDay	**25** C Day	**26** Superintendent Conference Day No School UPK-12	**27**
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Spring Recess - No School UPK-12

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FEBRUARY 2027

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APRIL 2027

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				Spring Recess - No School UPK-12		

4	**5** D Day School Resumes	**6** E Day	**7** F Day MSA Meeting 9:00AM II PTO Meeting 6:00PM BOE Meeting MS STEM Room 7:00PM	**8** A Day WP PTO Meeting 6:00PM	**9** B Day	**10** ACT Exam at Iroquois
11	**12** C Day	**13** D Day EP Art Show/Book Fair 6:30PM-8:00PM HS Band Concert HS Aud 7:30PM	**14** E Day MP PTO Meeting 1:45PM	**15** F Day EP PTO Meeting 6:15 PM	**16** A Day MS/HS End of 3rd Marking Period	**17**
18	**19** B Day Spring Sports Photo Day	**20** C Day Spring Sports Photo Day MS Chorus Concert MS Auditorium 7:00PM	**21** D Day Spring Sports Photo Day	**22** E Day II Spring Picture Day MS STEM Night	**23** F Day	**24**
25	**26** A Day 3rd Grade Music Recruitment Assembly HS Aud 9:30AM	**27** B Day	**28** C Day	**29** D Day Grades 6-12 Orchestra Concert MS Auditorium 7:30PM	**30** E Day	

WP Celebrate Reading/Screen Free Week

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MARCH 2027

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MAY 2027

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May





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APRIL 2027

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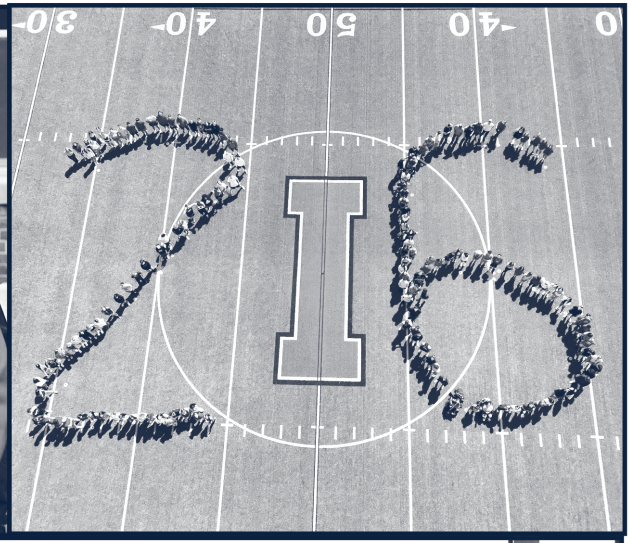
JUNE 2027

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2	3 F Day	4 A Day District Art Show	5 B Day II PTO Meeting 9:30AM MSA Meeting 6:00PM	6 C Day WP PTO Meeting 6:00PM 5th Grade Band, Chorus, & Orchestra Concert HS Aud 7:00PM	7 D Day	8
9	10 E Day	11 F Day BOE Meeting & Budget Hearing MS STEM Room 6:30PM MS Band Concert MS Aud 7:00PM	12 A Day MP PTO Meeting & Volunteer Recognition 1:45PM	13 B Day EP PTO Meeting / Volunteer Recognition 9:30AM	14 C Day WP Ice Cream Social & STEAM Night 6:00PM-7:30PM	15
16	17 D Day MP PTO Book Fair & Family Social 4:30PM-6:00PM	18 E Day **BUDGET VOTE & BOE ELECTION** **II Gymnasium** **7:30AM -9:00PM** 4th Grade Band, Chorus, & Orchestra Concert MS Aud 7:00PM	19 F Day ITAC Meeting HS 9:30AM	20 A Day EP Kindergarten Orientation	21 B Day EP Spring Cleanup Day MP Kindergarten Screening for UPK MS/HS Progress Reports	22
23 / 30	24 C Day Class of 2028 Senior Pictures Memorial Day No School UPK-12 31	25 D Day Class of 2028 Senior Pictures HS Chorus Concert HS Aud 7:30PM	26 E Day WP Kindergarten Screening Class of 2028 Senior Pictures II 3rd Gr. Parent Transition Meeting MS Aud 6:00PM	27 F Day EP Kindergarten Screening String Recital HS Aud 7:30PM	28 A Day 3rd Grade Picnic	29

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June



S	M	T	W	T	F	S
		1 B Day	2 C Day MP PTO Meeting 1:45PM BOE Meeting MS Aud 7:00PM	3 D Day WP PTO Meeting & Volunteer Recognition 6:00PM HS Band Outdoor Pops Concert HS Side Lawn 7:00PM	4 E Day MSA Spring Fling 6:00PM-8:30PM UPK-Gr. 3 Early Release	5

6	**7** F Day	**8** A Day HS Music Department Banquet Ilio DiPaolo's 6:00PM	**9** B Day MP Field Day MSA Meeting 6:00PM HS Athletic Awards Banquet 6:00PM	**10** C Day	**11** D Day MP Gr. 3 Moving Up Day 9:30AM II Field Day EP Farm Friday 6:30PM-8:00PM	**12**
13	**14** E Day WP Flag Day Celebration 9:30AM II Field Day Rain Date HS Local Exams	**15** F Day	**16** A Day EP Field Day WP Field Day	**17** B Day II 5th Grade Moving Up Ceremony 9:00AM	**18** C Day WP 3rd Grade Moving Up Day 9:45AM-10:45AM HS Senior Prom EP 3rd Grade Moving Up Day1:00PM Gr. 4-8 Early Release	**19**
		Regents Exams				
20	**21** D Day EP Field Day Rain Date	**22** E Day	**23** F Day MP UPK Celebration 9:30AM WP UPK Celebration 10:00AM MS 8th Gr. Moving On Day UPK-Gr. 3 Early Release Gr. 4-8 Early Release UPK-Gr. 8 Last Day of School	**24** A Day	**25** B Day MS/HS End of 2nd Semester Rating Day / Teacher Check Out Graduation	**26**
	Gr. 4-8 Early Release	Gr. 4-8 Early Release				
	Regents Exams					
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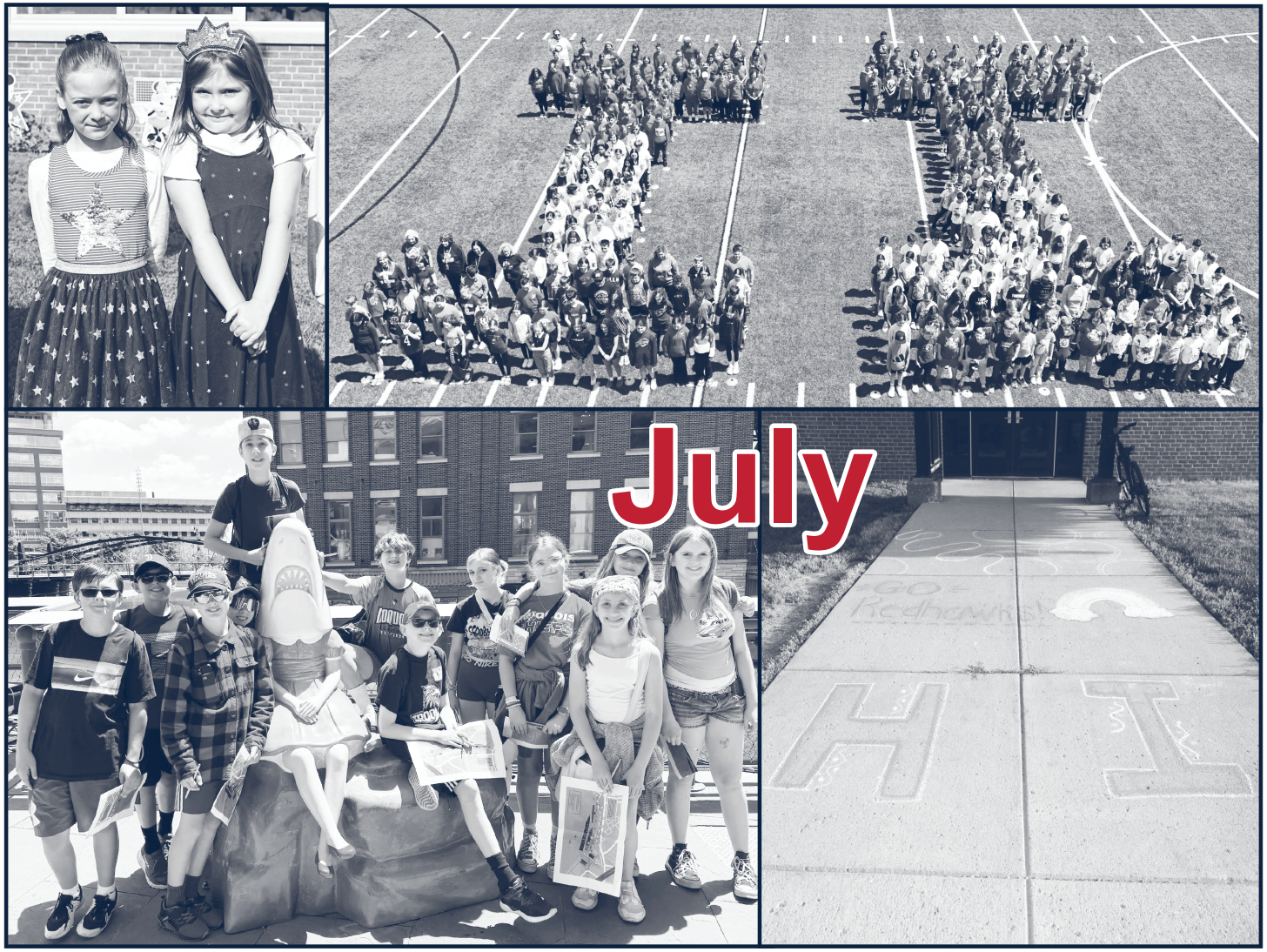
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MAY 2027

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JULY 2027

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July

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Deadline for ALL 2027-2028 student schedule changes

JUNE 2027

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AUGUST 2027

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JULY 2027

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SEPTEMBER 2027

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AUGUST 2027

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OCTOBER 2027

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ADMINISTRATION

Douglas R. Scofield
Superintendent of Schools

Peter Dobmeier
Assistant Superintendent for Curriculum

John Wolski
Business Administrator

David Sellan
Director of Human Resources

Christian Hershey
Director of Instruction, Student Services, & Assessment

James May
Director of Facilities

Eric Nagel
Supervisor of Transportation

Carrie Vetter
Director of Athletics

SCHOOL PHONES

716-652-3000

The switchboard is open on school days from 7:30am-3:30pm and during the summer from 7:00am - 3:00pm.

ELMA PRIMARY

Grades UPK-3
711 Rice Road, Elma, NY 14059
PRINCIPAL, Mrs. Kathryn Goldman
Ext. 2001
UPK Student Hours 9:00am-3:00pm
K-3 Student Hours 8:50am-3:30pm
Teacher Hours 8:25am-3:45pm

MARILLA PRIMARY

Grades UPK-3
11683 Bullis Road, Marilla, NY 14102
PRINCIPAL, Mrs. Amy Stanfield
Ext. 3001
UPK Student Hours 9:00am-3:00pm
K-3 Student Hours 8:50am-3:30pm
Teacher Hours 8:25am-3:45pm

WALES PRIMARY

Grades UPK-3
4650 Woodchuck Road, East Aurora, NY 14052
PRINCIPAL, Mrs. Kimberly Morrison
Ext. 4001
UPK Student Hours 9:00am-3:00pm
K-3 Student Hours 8:50am-3:30pm
Teacher Hours 8:25am-3:45pm

IROQUOIS INTERMEDIATE SCHOOL

Grades 4-5
PO Box 32, Elma, NY 14059
PRINCIPAL, Mr. Ryan Harding
Ext. 5001
Student Hours 7:35am-2:35pm
Teacher Hours 7:25am-2:45pm

IROQUOIS MIDDLE SCHOOL

Grades 6-8
PO Box 32, Elma, NY 14059
PRINCIPAL, Mr. Ross Esslinger
Ext. 6001
ASST. PRINCIPAL, Ms. Renee Reedhardt
Ext. 6501
Student Hours 7:35am-2:36pm
Teacher Hours 7:25am-2:45pm

IROQUOIS HIGH SCHOOL

Grades 9-12
PO Box 32, Elma, NY 14059
PRINCIPAL, Christopher Ginestre, Ed.D.
Ext. 7001
ASST. PRINCIPAL, Eryn Morris
Ext. 7300
ASST. PRINCIPAL, Jessica Karnes
Ext. 7500
Student Hours 7:45am-2:35pm
Teacher Hours 7:25am-2:45pm

FAMILY SUPPORT CENTER

Julia Sroka, Director

Iroquois Central School District's Family Support Center is a center for students, families, and community members to seek support in securing resources to help improve their everyday lives. The mission of the Family Support Center is to help assist families in obtaining affordable and accessible resources to meet their needs. The Family Support Center uses a family-centered approach that allows us to see the family dynamic as a whole, taking into account external stressors that may be impacting the families everyday lives.

The Family Support Center is working to establish a wide network of partnerships to support the community's current needs, while anticipating its future needs through preventative measures. Iroquois Family Support Center is dedicated to constructing a program that empowers families to seek support without the stigma and build a path to resilience.
The goal of the center is to allow families to have a safe and supportive environment to express concerns, challenges, and barriers with the reassurance that there is help. The Family Support Center is here to listen to families and take the burdens off their shoulders while helping to guide them through the process of connecting with agencies and organizations to ensure their needs and wants are met.

To contact us, you can email us at fsc@iroquoiscsd.org or call at 716-652-3000 ext. 1304.

SCHOOL VISITORS

Parents are always welcome to visit our schools. To ensure the safety of students and to comply with the New York State Penal Laws, individuals visiting our schools are required to check in at the Main Office upon entering the building. Visitors will sign in then receive a Visitor Pass and will be escorted to the classroom or activity they wish to visit. The visitor must return the Visitor Pass and sign out prior to leaving. Teachers will not have visitors during the school day unless the visit is pre-arranged with the building administration and the visit is scheduled in the visitor log or calendar.

BOARD OF EDUCATION

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

2026-2027 BOARD MEMBERS

	Term Expires
James Michalek	2027
Lisa Starr	2027
Heather Becker	2028
Keith Vergien	2028
Todd Aichinger	2029
David Lowrey	2031
Katelyn Letizia	2031

Dawn Kucera, District Clerk

PUBLIC INFORMATION

The Iroquois newsletter is published and posted to the Iroquois website. The August and May issues will be mailed to all residents. The District newsletter shares with the community important news concerning your schools and their operation. The annual school budget is also available, upon request, through the Business Office at 716-652-3000 ext. 1201.

SCHOOL CLOSING

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

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

REPORT CARDS

The school report card reports the progress of each student throughout the year. Students in **grades K-4** are issued paper report cards in December, March and June. 4th and 5th grade report cards will be available via the Parent Portal. Special area report cards for these grade levels will be sent in March and June. It is the goal of the district to meet with every parent of K-4 students each year. Parent and school conferences result in better communication and improved student success.

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

INCOMPLETE GRADES

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

ATTENDANCE

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

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

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

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

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

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

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

IMPORTANT EXTENSIONS 716-652-3000

2600	Elma Primary Nurse
2001	Elma Primary Principal
3600	Marilla Primary Nurse
3001	Marilla Primary Principal
4600	Wales Primary Nurse
4001	Wales Primary Principal
5600	Intermediate School Nurse
5001	Intermediate School Principal
6600	Middle School Nurse
6001	Middle School Principal
6502	Middle School Attendance
6871	Middle School Guidance
7600	High School Nurse
7001	High School Principal
7501	High School Asst Principal
7880	High School Attendance
7876	High School Guidance
7402	Community Ed.
8001	Transportation Department
8002	Transportation Clerk
1201	Business Administrator
1001	Superintendent of Schools
1501	Assistant Superintendent
1301	Special Ed / Student Services
1951	Director of Facilities
5004	Registrar Office
7881	Athletics
7700	Cafeteria Services

RELIGIOUS EDUCATION

The laws of New York State provide for the release of pupils from school once a week to attend classes in

religious education. These classes must be held outside of the school and the school may do nothing to assist such classes in supervision, transportation, etc.

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

CO-CURRICULAR ACTIVITIES AND ATHLETICS ELIGIBILITY POLICY

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

CURRICULUM

Kindergarten Entrance

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

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

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

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

Primary School Program

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

Intermediate School Program

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

Middle School Program

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

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

High School Program

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

ACCESS TO STUDENT RECORDS

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

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

MILITARY RECRUITERS AND INSTITUIONS OF HIGHER EDUCATION

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

PUPIL PERSONNEL SERVICES

Christian Hershey
Director of Student Services
Ext. 1301

The Iroquois Central School District Board of Education is committed to providing every student with an equal opportunity to succeed. We believe that students with disabilities should learn alongside their peers whenever appropriate and to the greatest extent possible. Our goal is to provide a range of educational programs and services, both within the

District and through outside providers when needed, to ensure that each student is educated in the least restrictive environment. We strive to support every student's academic achievement, social-emotional well-being, and physical development.

New York State requires every school district to have a Committee on Special Education (CSE) and a Committee on Preschool Special Education (CPSE), as outlined in Part 200 of the Commissioner's Regulations. These committees work closely with parents and guardians to review and evaluate the needs of students who are referred for special education services.

If a student is found eligible, the CSE or CPSE develops recommendations for individualized programs and services designed to meet the student's unique needs. These recommendations are then submitted to the Board of Education for approval. The services a child receives depend on their individual strengths, needs, and eligibility.

All referrals and discussions involving the CSE or CPSE are handled with strict confidentiality, and the rights of students and their families are protected throughout the process.

If you have concerns about your child's development or believe they may benefit from special education services, please contact your child's building principal or school psychologist. A New York State Parent's Guide to Special Education (Ages 5–21) is available on the District website, and printed copies are available upon request.

STUDENT SUPPORT SERVICES

School Counselors & Social Workers
716-652-3000

Elma Primary	ext. 2870
Marilla Primary	ext. 3870
Wales Primary	ext. 4870
Intermediate School	ext. 5870
Middle School	ext. 6871
High School	ext. 7876
Family Support Coordinator	ext. 1304

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

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

Multi-Tiered System of Supports (MTSS)

The Iroquois Central School District is committed to helping every student succeed. Through our Multi-Tiered System of Supports (MTSS), we provide early identification and timely support for students who may be experiencing academic, behavioral, or social-emotional challenges.

Throughout the school year, students are regularly screened and monitored in reading and mathematics to help identify those who may benefit from additional support. When needed, teachers may use more detailed assessments to better understand a student's strengths and areas for growth.

Students who need extra help receive targeted interventions based on their individual needs. These supports may be provided in small groups or through other instructional strategies designed to help students build skills and make progress. Student progress is monitored regularly, and interventions are adjusted as needed to ensure students receive the support that is most effective.

Behavioral and social-emotional supports are also available through the MTSS framework. School teams use student data, teacher observations, and other relevant information to identify concerns and develop appropriate intervention plans. Building-level teams meet regularly to review student progress and determine whether additional supports are needed.

Parents and caregivers are important partners in the MTSS process. Families are informed when students receive intervention services and are encouraged to work with school staff to support their child's success.

Academic Intervention Services (AIS) Grades 9–12

Academic Intervention Services (AIS) are provided in accordance with New York State Commissioner's Regulations to support students in grades 9–12 who are at risk of not meeting the State's learning standards or graduation requirements.

AIS provides additional instruction and academic support to help students strengthen their skills and achieve success in school. Services may include targeted instruction in reading, writing, mathematics, or other academic areas based on each student's individual needs.

Students are identified for AIS using multiple measures of academic performance, which may include classroom performance, teacher recommendations, State and local assessments, diagnostic evaluations, and other academic data. No single assessment score is used to determine eligibility for services.

Students continue to receive AIS until they demonstrate the skills and progress needed to be successful without additional support. Parents are notified when their child is recommended for AIS and are encouraged to partner with school staff throughout the intervention process.

Reading, Writing, and Mathematics Support Programs

The Iroquois Central School District offers a variety of programs to provide additional support in reading, writing, and mathematics. These services are funded through federal, state, and local resources and are designed to meet the individual learning needs of eligible students.

Support may be provided in small groups or other instructional settings and is based on each student's specific strengths and areas for improvement. Student progress is monitored regularly, and services continue until targeted learning goals have been achieved.

The District uses multiple sources of information-including classroom performance, diagnostic assessments, benchmark screenings, and other data outlined in the District's MTSS procedures—to determine when additional support is needed. A student's performance on a single State assessment alone does not automatically qualify them for intervention services.

Our goal is to provide timely, personalized support so that every student has the opportunity to reach their full academic potential.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that protects individuals with disabilities from discrimination. In schools, it helps ensure that students with disabilities have equal access to educational programs, supports, and activities.

A student may be eligible for a Section 504 Plan if they have a physical or mental impairment that substantially limits one or more major life activities, such as learning, walking, seeing, hearing, communicating, or concentrating. A 504 Plan outlines accommodations, supports, or services that help the student fully participate in school and access their education alongside their peers.

If you believe your child may need accommodations under Section 504, please contact your child's building principal, school counselor, or school psychologist. The school will work with you to review your child's needs and determine whether they are eligible for support under Section 504.

HEALTH SERVICES

School Physicians
Dr. Robert Erickson
Dr. Jennifer Erickson

Nurse Coordinator
Jennifer Brooks

Building Nurses

Elma Primary	Katy Steck	ext. 2600
Marilla Primary	Caroline Foshag	ext. 3600
Wales Primary	Jesse Ostrowski	ext. 4600
Intermediate School	Maria Feneziani	ext. 5600
Middle School	Macie Giczkowski	ext. 6600
High School	Jennifer Brooks	ext. 7600

Physical Exams and Testing

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

Screenings for distance and near vision, hearing, color perception and scoliosis are completed annually for specific grade levels. Any abnormal findings from these screenings will be reported to parents/guardians for follow-up or correction with the student's private health care professional. Records are kept of each child's medical history, height, weight, vision, hearing, color perception, scoliosis screening, and immunizations. The District is now required by the State to report BMI (Body Mass Index) for all students. **Parents may opt out of this reporting upon written notification to the District.**

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

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

All children entering school MUST be immunized according to New York State Public Health Law Section 2164 against the following communicable diseases: diphtheria, tetanus, pertussis (usually given in combination), measles, mumps, rubella (usually given in combination), polio, hepatitis B, and varicella. State law also requires tetanus, diphtheria, and pertussis booster for students 10 years or older entering grades 6 through 12, and meningococcal for students entering grade 7 through 11 with a 2nd dose required for entering grade 12. Please consult your private Health Care Professional or School Nurse for more specific requirement information.

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

Other Health Concerns

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

STUDENT INSURANCE

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

BREAKFAST & LUNCH PROGRAM

Iroquois operates mandated breakfast and lunch programs, with no local taxpayer monies offsetting its cost. The program provides well-planned, nutritionally sound and tasty meals, using both purchased foods and USDA donated commodities. The menu is planned to offer the student a meal that will provide 1/3 of the child's daily nutritional requirements.

The lunch offers students a choice of entrees, side dishes and milk. This "offer vs. serve" concept was authorized by Congress to reduce waste and save money. In addition to the three types of meals offered daily, a variety of ala cart food items are available. If your child requires specific food substitutions due to medical need, documentation must be received by your child's health care provider. Please contact your child's School Nurse for more information.

The New York State Department of Education has announced Universal Free School Meals for the 2026-2027 school year, allowing one breakfast and one lunch per day at no charge.

Student prices for additional lunch and breakfast entrees are**:** Grade K-4 lunch, $2.85; II/Middle and High School lunch, $3.15; breakfast K-12 $2.50.

For snacks, and additional breakfast or lunch items, parents and students are encouraged to participate in our meal prepay program, ***myschoolbucks.com***. It is a secure online payment and information portal to manage student food service accounts. Online payments may be subject to service charges. Payments by check or cash are accepted at the cafeteria cashier with no service charge.

STUDENT PARKING REGULATIONS

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

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

SCHOOL DISCIPLINE CODE

Introduction

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

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

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

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

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

Definitions

For purposes of this code, the following definitions apply:

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

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

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

"District property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school vehicle as defined in (Educational Law Section 11[1]).

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

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

"Violent student" means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

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

physical injury or death when used to cause physical injury or death.

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

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

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

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

"Harassment" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived color, disability, ethnic group, gender or sex, national origin, religion, religious practice, race, sexual orientation, weight, (Education Law Section 11[7]).

"Race" means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: "Asian", "Bi-racial", "Black/African American/African-descent", "Hispanics/Latinos" "White/Caucasian", etc. to describe and classify the inhabitants of the United States.

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

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

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

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

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

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

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

Student Rights and Responsibilities

A. Student Rights

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

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

9. An education, which involves responsibilities, as well as rights.

10. Parents will have the opportunity to contact the school through the main office, when necessary. Students will have the opportunity to contact home, using school phones, at appropriate times, when necessary. The school will facilitate immediate communication between students and families during emergencies.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.

2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.

3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.

4. Board of Education Policy #7110 "Comprehensive Student Attendance Policy" outlines excused and unexcused absences. Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards:

Excused: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, road test, quarantine, required court appearances, medical appointments, approved college visits, approved cooperative work programs, military obligations, administratively approved school-sponsored activities or other such reasons as may be approved by the Board of Education.

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

5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible, complete class assignments and other school responsibilities by established deadlines.

6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner when at school, as well as during dances, athletic events, and other school sponsored activities.

7. Work to develop mechanisms to control their anger.

8. Ask questions when they do not understand.

9. Seek help in solving problems that might lead to discipline.

10. Dress appropriately for school and school functions.
11. Accept responsibility for their actions.
12. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor and sportsmanship.

Essential Partners

Parents/Guardians

All parents/Guardians have the responsibility to:

1. Teach their children respect and dignity for themselves, and all other individuals regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.
2. Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy. Ensure that children attend school regularly and on time. Ensure absences are excused.
3. Insist their children be dressed and groomed in a manner consistent with the student dress code.
4. Know school rules and help their children understand them.
5. Convey to their children a supportive attitude toward education and the district.
6. Build good relationships with teachers, other parents and their children's friends.
7. Help their children deal effectively with peer pressure.
8. Inform school officials of changes in the home situation that may affect student conduct or performance.
9. Provide a place for study and ensure homework assignments are completed.
10. Know the resources that are available through the District.

Teachers

All District teachers have the responsibility to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules and enforce them in a fair and consistent manner.
5. Communicate to students and parents in a timely manner: a) Course objectives and requirements b) Marking/grading procedures c) Assignment deadlines d) Expectations for students e) Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Confront issues of discrimination and harassment in any situation that involves the emotional or physical health or safety of any students, school employee or any person who is on District property or at a District function.
8. Recognize and address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report all incidents of discrimination and 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.

Guidance Counselors, Social Workers, School Psychologists

All Guidance Counselors, Social Workers and School Psychologists have the responsibility to:

1. Maintain student confidentiality except in instances where a student would be harmful to themself or others.
2. Support educational and academic goals.
3. Know school rules, abide by them and enforce them in a fair and consistent manner.
4. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
5. Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
6. Maintain confidentiality about all personal information and educational records concerning students and their families.
7. Initiate teacher/ student/ counselor conferences and parent/ teacher/ student/ counselor conferences, as necessary or requested, to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
8. Regularly review with students their educational progress and career plan.
9. Provide information to assist students with career planning.
10. Encourage students to benefit from the curriculum and extra-curricular programs.
11. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
12. Recognize and address personal biases that may prevent equal treatment of all students in the school or classroom setting.
13. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Administration

Principals have a responsibility to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Communicate to students and parents in a timely manner.
7. Maintain and encourage a climate of mutual respect and dignity for all individuals regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Recognize and address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

Superintendent

The Superintendent has the responsibility to:

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

Board of Education

The Board of Education has the responsibility to:

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

Student Dress Code

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

"Students shall not wear attire which interferes with the operation of the school or which impinges upon

the general health, safety, and welfare of District students or employees."

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

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

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

- Be safe, appropriate and not substantially disrupt or interfere with the educational process. Extremely brief garments, bare midriffs, and see-through garments are not appropriate.
- Ensure that undergarments are covered with outer clothing.
- Students must dress so they are able to safely participate in all classroom and school activities, including physical education, laboratory, technology classes, and others. Refer to the above diagram regarding what areas of the body should be covered.
- No hats, hoods, masks or bandannas are to be worn (except when required or warranted for religious/medical purposes).
- Light coats and/or outerwear may be worn in the building during the winter months. Students must have the ability to function properly and appropriately. Oversized coats/jackets are not allowed (except for religious/medical purposes). Students are encouraged to keep a sweatshirt in their locker.
- Sunglasses may only be worn for medical reasons
- The guidelines for the use of backpacks and messenger bags will be managed by each individual school building. The sole use of a backpack or messenger bag is to enable a student to be organized while protecting any school issued technology (1:1 laptop computers). Backpacks should not be excessive in weight and/or size. Teachers reserve the right to not allow backpacks and messenger bags within their classroom.
- Hazardous jewelry cannot be worn, including but not limited to spiked jewelry or wallet chains.
- Footwear should be worn at all times.
- Clothing and personal items must not include any references or connotations to drugs, alcohol, tobacco, hate speech, profanity, inappropriate weapons, or any references of a discriminatory nature. Administrators have discretion to ask students to refrain from wearing clothing that connotates derogatory, profane, or discriminatory language or symbols. Displays of Confederate flags, swastikas, or other "symbols of hate" are banned on all Iroquois Central School properties.
- No undergarments should be visible.
- Shoulder straps should not be less than 2 inches in width, one-shoulder, or strapless dresses or shirts. Straps on shirts and dresses must cover under garments.
- Any tears or rips in clothing must be below the 3-4 inches in length in the above diagram.

In K-5 schools:

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

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

**The District may allow exemptions for certain functions. Thank you for your assistance and cooperation in supporting an environment free from distraction or inappropriate clothing.*

Prohibited Student Conduct

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

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

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

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent,

endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct including work/internship sites.

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

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

While it is impossible to provide an exhaustive list, the Board of Education has specifically classified the following actions as ***not permissible*** and the student will be subject to disciplinary action, up to and including, suspension from school, when they:

1. Engage in any act which disrupts the normal operation of the school community, *including, but not limited to:* running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
2. Insubordinate conduct – failing to comply with the directions of a teacher, administrator or other school employee.
3. Selling, using, possessing, or distributing obscene materials
4. Sexual harassment which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature
5. Using profane, vulgar, obscene or abusive language or gestures (including *discriminatory language and* ethnic slurs)
6. Lateness for, missing, or leaving class without permission or excuse.
7. Leaving school grounds without administrative permission
8. Trespassing. Students are not permitted in any area of the school district, other than the one they regularly attend. To gain access to another school building, the student must have permission from their building administrator. In addition, the student must have permission from the administrator of the building that they are visiting.
9. Cheating/Academic Integrity
10. Copying
11. Plagiarism
12. Altering records
13. Destroying or defacing property
14. Vandalism
15. Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.
16. Committing, threatening, or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.
17. Fighting
18. Making unreasonable noise
19. Obstructing traffic
20. Creating a hazardous condition
21. Driving a motorized vehicle in a reckless manner
22. Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products, vaping devices/e-cigarettes, or illegal and/or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drug paraphernalia, bath salts and any substances commonly referred to as "designer drugs."
23. Inappropriately using, sharing, selling, attempting to sell, distributing or exchanging prescription and over-the-counter drugs.
24. Possessing, consuming, selling, attempting to sell, distributing, or exchanging "look-alike drugs"; or, possessing or consuming (without authorization), selling, attempting to sell, distributing or exchanging other substances such as dietary supplements, weight loss pills, etc.
25. Smoking
26. Gambling
27. Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
28. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
29. Engaging in harassing conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being. (verbal, physical, psychological, cyber-bulling, text-messaging, photo distribution by cell phone, e-mail, etc.)
30. Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
31. "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
32. Engaging in public displays of affection (PDA)
33. Engaging in lewd behavior
34. Sale of any items or services without administrative approval
35. Conduct which endangers the health, welfare, or morals of others and which violates board rules for public order on school property.
36. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures, or using any digital creation format to alter text, images, or videos to defame an

individual or group of individuals (written material, cell phones, Internet, YouTube, artificial intelligence, etc.)

37. Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide animal, hearing animal or service animal, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide animal, hearing animal or service animal, or disability as a basis for treating another in a negative manner on school property or at a school function.
38. Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide animal, or service dog animal, disability, sexual orientation, gender or sex.
39. Selling, using, or possessing weapons, ammunition, fireworks, or other dangerous instruments or contraband
40. Assisting another student in any of the above actions.
41. Loitering (defined as being on school property, unsupervised, without the purpose of participating in an after school/extra-curricular/school sponsored activity).
42. Misusing computer/electronic communication devices (such as cell phones), including any unauthorized or inappropriate use of computers, software or internet/intranet account; accessing inappropriate web sites; evading the District's content filter; using an outside wireless network; or any other violation of the Iroquois Acceptable Use Policy or the district's one-to-one policy.
43. Unauthorized use of personal electronic devices or equipment is prohibited. This includes, but is not limited to, cell phones, MP3 devices, cameras, earbuds, smart watches, smart wearables, smart glasses, and any other personal electronic devices deemed inappropriate by school administration. Prohibited uses include any action that compromises academic integrity, disrupts the educational environment, or threatens the physical or emotional safety of others. Examples include cheating, unauthorized recording, photographing, filming, posting, sharing, or otherwise using electronic devices in a manner that may harm, harass, embarrass, intimidate, or endanger another person.
44. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.
45. Initiating or reporting warning of fire, lockdown, or other catastrophe without valid cause, misusing 911, or inappropriately discharging and/or tampering with a fire extinguisher, blue light device, or AED.
46. Students' use of open beverage containers will be reserved to the discretion of each individual school building. The student use of open beverage containers, coffee, and Energy Drinks shall not be a distraction to the teaching and learning environment. Teachers reserve the right to not allow open beverages within his/her classroom.
47. Only one person is allowed to be in a bathroom stall at a time.
48. Operating e-bikes or motorized scooters on District property is prohibited, unless otherwise approved by school administration.
49. Unsanctioned use of smartphones and other internet-enabled personal devices on school grounds in K-12 schools for the entire school day (from "bell to bell"), including classroom time and other settings like lunch and study hall periods is prohibited.
50. Students are prohibited from ordering food or any other items to be delivered to any school property from outside vendors without the consent of school administration during school.

Academic Dishonesty

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

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

CONSEQUENCES OF INAPPROPRIATE BEHAVIOR

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

1. Verbal reprimand

2. Oral warning
3. Counseling
4. Written notification (or warning)
5. Detention (After School, Lunch Detention, Extended Detention, Saturday Detention)
6. Re-doing or re-submitting academic work (in cases of plagiarism).
7. Loss of privilege to eat lunch in dining hall
8. Academic/Athletic Probation as per athletic code of conduct
9. Restitution for damaged property in accordance with the law
10. Discipline that is aligned to the district's one-to-one technology agreement
11. Suspension of privileges, such as driving to school, permission to possess a cell phone on school grounds,
12. Suspension from transportation, athletic participation, social or extra-curricular activities
13. Suspension from a particular class for infractions which related specifically to that class
14. In-school suspension 1-5 days *(may include Saturday Detention)*
15. Out of school suspension 5 days or greater (suspensions greater than 5 days would be the result of the superintendent's recommendation after a superintendent's disciplinary hearing)

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

TERMS OF SUSPENSION

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

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

GRIEVANCES

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

NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE DISTRICT POLICY #3420

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. This policy addresses complaints of discrimination and/or harassment made under applicable federal and state laws and regulations, as well as any applicable District policy, regulation, procedure, or other document such as the District's Code of Conduct. It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

In accordance with applicable federal and state laws and regulations, the District does not discriminate on the basis of any legally protected class or category in its education programs and activities or when making employment decisions. Further, the District prohibits discrimination and harassment on school property and at school functions on the basis of any legally protected class including, but not limited to:

a. Race;
b. Color;
c. Religion;
d. Disability;
e. National origin;
f. Sexual orientation;
g. Gender identity or expression;
h. Military status;
i. Sex;
j. Age; and
k. Marital status.

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of discrimination and/or harassment. The District will promptly respond to reports of discrimination and/or harassment, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)).

Scope and Application

This policy outlines the District's general approach to addressing complaints of discrimination and/or harassment. This policy applies to the dealings between or among the following parties on school property and at school functions:

a. Students;
b. Employees;
c. Applicants for employment;
d. Paid or unpaid interns;
e. Anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or other person providing services pursuant to a contract in the workplace;
f. Volunteers; and 17
g. Visitors or other third parties.

Further, discrimination and/or harassment that occurs off school property and somewhere other than a school function can disrupt the District's educational and work environment. This conduct can occur in-person or through phone calls, texts, emails, or social media. Accordingly, conduct or incidents of discrimination and/or harassment that create or foreseeably create a disruption within the District may be subject to this policy in certain circumstances.

Other District policies and documents such as regulations, procedures, collective bargaining agreements, and the District's Code of Conduct may address misconduct related to discrimination and/or harassment and may provide for additional, different, or more specific grievance procedures depending on a number of factors including, but not limited to, who is involved, where the alleged discrimination and/or harassment occurred, and the basis of the alleged discrimination and/or harassment. These documents must be read in conjunction with this policy.

The dismissal of a complaint under one policy or document does not preclude action under another related District policy or document.

Definitions

For purposes of this policy, the following definitions apply:

a. "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 any District elementary or secondary school, or in or on a school bus or District vehicle.

b. "School function" means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state.

What Constitutes Discrimination and Harassment

Determinations as to whether conduct or an incident constitutes discrimination and/or harassment will be made consistent with applicable federal and state laws and regulations, as well as any applicable District policy, regulation, procedure, or other document such as the District's Code of Conduct. These determinations may depend upon a number of factors, including, but not limited to: the particular conduct or incident at issue; the ages of the parties involved; the context in which the conduct or incident took place; the relationship of the parties to one another; the relationship of the parties to the District; and the protected class or characteristic that is alleged to have been the basis for the conduct or incident. The examples below are intended to serve as a general guide for individuals in determining what may constitute discrimination and/or harassment. These examples should not be construed to add or limit the rights that individuals and entities possess as a matter of law.

Generally stated, discrimination consists of the differential treatment of a person or group of people on the basis of their membership in a legally protected class. Discriminatory actions may include, but are not limited to: refusing to promote or hire an individual on the basis of his or her membership in a protected class; denying an individual access to facilities or educational benefits on the basis of his or her membership in a protected class; or impermissibly instituting policies or practices that disproportionately and adversely impact members of a protected class.

Generally stated, harassment consists of subjecting an individual, on the basis of his or her membership in a legally protected class, to unwelcome verbal, written, or physical conduct which may include, but is not limited to: derogatory remarks, signs, jokes, or pranks; demeaning comments or behavior; slurs; mimicking; name calling; graffiti; innuendo; gestures; physical contact; stalking; threatening; bullying; extorting; or the display or circulation of written materials or pictures.

This conduct may, among other things, have the purpose or effect of: subjecting the individual to inferior terms, conditions, or privileges of employment; creating an intimidating, hostile, or offensive environment; substantially or unreasonably interfering with an individual's work or a student's educational performance, opportunities, benefits, or well-being; or otherwise adversely affecting an individual's employment or educational opportunities. Petty slights or trivial inconveniences generally do not constitute harassing conduct.

Civil Rights Compliance Officer

The District shall designate two district employees annually at the reorganizational meeting to serve as CRCOs.

The CRCO(s) will coordinate the District's efforts to comply with its responsibilities under applicable non-discrimination and anti-harassment laws and regulations including, but not limited to: the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975. Where appropriate, the CRCO(s) may seek the assistance of other District employees, such as the District's Title IX Coordinator(s) or Dignity Act Coordinator(s) (DAC(s)), or third parties in investigating, responding to, and remedying complaints of discrimination and/or harassment.

Reporting Allegations of Discrimination and/or Harassment

Any person may report discrimination and/or harassment regardless of whether they are the alleged victim or not. Reports may be made in person, by using the contact information for the CRCO, or by any other means that results in the CRCO receiving the person's oral or written report. This report may be made at any time (including during non-business hours) by using the telephone number or email address, or by mail to the office address, listed for the CRCO.

Reports of discrimination and/or harassment may also be made to any other District employee including a supervisor or building principal. All reports of discrimination and/or harassment will be immediately forwarded to the CRCO. Reports may also be forwarded to other District employees depending on the allegations.

All District employees who witness or receive an oral or written report of discrimination and/or harassment must immediately inform the CRCO. Failure to immediately inform the CRCO may subject the employee to discipline up to and including termination.

In addition to complying with this policy, District employees must comply with any other applicable District policy, regulation, procedure, collective bargaining agreement, or other document such as the District's Code of Conduct. Applicable documents include, but are not limited to, the District's 19 policies, regulations, and procedures related to Title IX, sexual harassment in the workplace, and the Dignity for All Students Act (DASA).

If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Grievance Process for Complaints of Discrimination and/or Harassment

The District will act to promptly, thoroughly, and equitably investigate all complaints, whether oral or written, of discrimination and/or harassment based on any legally protected class and will promptly take appropriate action to protect individuals from further discrimination and/or harassment. The CRCO will oversee the District's investigation of all complaints of discrimination and/or harassment. In the event an anonymous complaint is filed, the District will respond to the extent possible.

If an investigation reveals that discrimination and/or harassment based on a legally protected class has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable federal and state laws and regulations, as well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's Code of Conduct.

Knowingly Makes False Accusations

Any employee or student who knowingly makes false accusations against another individual as to allegations of discrimination and/or harassment will face appropriate disciplinary action.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The District prohibits retaliation against any individual because the individual made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing related to a complaint of discrimination and/or harassment.

Complaints of retaliation may be directed to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.

Where appropriate, follow-up inquiries will be made to ensure that the discrimination and/or harassment has not resumed and that those involved in the investigation have not suffered retaliation.

Confidentiality

To the extent possible, all complaints will be treated as confidential. Disclosure may be necessary in certain circumstances such as to complete a thorough investigation and/or notify law enforcement officials. All disclosures will be in accordance with law and regulation.

Training

In order to promote familiarity with issues pertaining to discrimination and harassment in the District, and to help reduce incidents of prohibited conduct, the District will provide appropriate information and/or training to employees and students. As may be necessary, special training will be provided for individuals involved in the handling of discrimination and/or harassment complaints.

Notification

Prior to the beginning of each school year, the District will issue an appropriate public announcement or publication which advises students, parents or legal guardians, employees, and other relevant individuals of the District's established grievance process for resolving complaints of discrimination and/or harassment. This announcement or publication will include the name, office address, telephone number, and email address of the CRCO(s). The District's website will reflect current and complete contact information for the CRCO(s). A copy of this policy and its corresponding regulations and/or procedures will be available upon request and will be posted and/or published in appropriate locations and/or District publications.

Additional Provisions

Regulations and/or procedures will be developed for reporting, investigating, and remedying allegations of discrimination and/or harassment.

SEXUAL HARASSMENT POLICY #7551

The District is committed to creating and maintaining an environment which is free from discrimination and harassment. This policy addresses sexual harassment of students. It is just one component of the District's overall commitment to maintaining a discrimination and harassment-free educational and work environment.

Consistent with this commitment and in accordance with law and regulation, the District prohibits all forms of sexual harassment of students by any individual on school property and at school functions which, for purposes of this policy, means a school-sponsored or school-authorized extracurricular event or activity regardless of where the event or activity takes place, including any event or activity that may take place virtually or in another state.

The District adopts this policy as part of its effort to provide for the prompt and equitable resolution of complaints of sexual harassment of students. The District will promptly respond to reports of sexual harassment of students, ensure that all investigations are conducted within a reasonably prompt time frame and under a predictable fair grievance process that provides due process protections, and impose disciplinary measures and implement remedies when warranted.

Inquiries about this policy may be directed to the District's Civil Rights Compliance Officer(s) (CRCO(s)), Title IX Coordinator(s), and/or the Dignity Act Coordinator(s) (DAC(s)).

What Constitutes Sexual Harassment

Sexual harassment is a form of sex discrimination and is unlawful. It includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment can occur between any individuals, regardless of their sex or gender

Generally stated, sexual harassment consists of subjecting an individual to unwelcome conduct which is either of a sexual nature or which is directed at an individual because of that individual's sex.

This conduct may, among other things, have the purpose or effect of: creating an intimidating, hostile, or offensive environment; substantially or unreasonably interfering with a student's educational performance, opportunities, benefits, or well-being; or otherwise adversely affecting a student's educational opportunities. Petty slights or trivial inconveniences generally do not constitute harassing conduct.

Determinations as to whether conduct or an incident constitutes sexual harassment will be made consistent with applicable law and regulation, as well as any applicable District policy, regulation, procedure, or other document such as the District's Code of Conduct. The examples below are intended to serve as a general guide for individuals in determining what may constitute sexual harassment. These examples should not be construed to add or limit the rights that students possess as a matter of law.

Examples of Sexual Harassment

Sexual harassment can be verbal, non-verbal, or physical. Examples of this conduct may include, but are not limited to, the following:

a. Unwanted physical acts of a sexual nature, such as:

1. Touching, pinching, patting, kissing, hugging, grabbing, brushing against another person's body, or poking another person's body; and

2. Rape, sexual battery, molestation, or attempts to commit these assaults.

b. Engaging in sexual conduct with an individual who is unable to consent due to age, use of drugs or alcohol, intellectual disability, or other disability.
c. Unwanted sexual advances or propositions, such as:

1. Demanding sexual favors of a student, insinuating that refusal to acquiesce to such favors will adversely affect a student's grades, references, academic or scholastic placement, and/or participation in extracurricular activities; and

2. Subtle or obvious pressure for unwelcome sexual activities.

d. Verbal abuse or ridicule, including profanity, innuendoes, stories, and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.
e. Asking or commenting about an individual's sexual activities. 22
f. Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, and the status of being transgender.
g. Displaying or distributing pornographic or other sexually explicit materials (print or digital) such as magazines, pictures, cartoons, etc.
h. Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.
i. Unwelcome and/or offensive public displays of sexual or physical affection.
j. Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.
k. Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetrates sexual stereotypes and attitudes.

Reporting Allegations of Sexual Harassment

In order for the District to enforce this policy, and to take corrective action as warranted, it is essential that students who believe that they have been a victim of sexual harassment in the school environment, as well as any other person who has knowledge of or witnesses any possible sexual harassment, immediately report the alleged conduct or incident. Reports of sexual harassment may be made orally or in writing to any District employee including, but not limited to, a teacher, building principal, CRCO, Title IX Coordinator, or DAC.

All District employees who witness or receive an oral or written report of sexual harassment must immediately inform the CRCO. Failure to immediately inform the CRCO may subject the employee to discipline up to and including termination. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.
Additionally, District employees must comply with reporting requirements in any other applicable District policy or document. Applicable policies or documents may include: Policy #3420 – Non Discrimination and Anti-Harassment in the District; Policy #3421 -- Title IX and Sex Discrimination; Policy #7549 -- Dignity for All Students; and the District's Code of Conduct.

Grievance Process for Complaints of Sexual Harassment

The District will act to promptly, thoroughly, and equitably investigate all complaints, whether oral or written, of sexual harassment of students and will promptly take appropriate action to protect students from further sexual harassment.
Various District policies and documents address sexual harassment of students. These policies and documents may include: Policy #3420 -- Non-Discrimination and Anti-Harassment in the District; Policy 23 #3421 -- Title IX and Sex Discrimination; Policy #7549 -- Dignity for All Students; and the District's Code of Conduct. All complaints will be handled in accordance with the applicable District policies and/or documents.
The determination as to which District policies and/or documents are applicable is fact specific, and the CRCO may work with other District staff such as the District's Title IX Coordinator(s) and/or DAC(s) to determine which District policies and/or documents are applicable to the specific facts of the complaint.
If an investigation reveals that sexual harassment has occurred, the District will take immediate corrective action as warranted. This action will be taken in accordance with applicable law and regulation, as well as any applicable District policy, regulation, procedure, collective bargaining agreement, third-party contract, or other document such as the District's Code of Conduct.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The District prohibits retaliation against any individual because the individual made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, proceeding, or hearing related to a complaint of sexual harassment.
Complaints of retaliation may be directed to the CRCO. If the CRCO is unavailable, including due to a conflict of interest or other disqualifying reason, the report will be directed to another CRCO, if the District has designated another individual to serve in that capacity. If the District has not designated another CRCO, the Superintendent will ensure that another person with the appropriate training and qualifications is appointed to act as the CRCO.
Where appropriate, follow-up inquiries will be made to ensure that the sexual harassment has not resumed and that those involved in the investigation have not suffered retaliation.

BULLYING: PEER ABUSE IN THE SCHOOLS POLICY #7552

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

For purposes of this policy, the term "bullying" among children is defined, in general, as: "a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful." Bullying can take three forms:

a) Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);

b) Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and

c) Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

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

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

Any student who believes that he/she is being subjected to bullying behavior, as well as any other person who has knowledge of or witnesses any possible occurrence of bullying, shall report the bullying to any staff member or the building principal. The staff member/building principal to whom the report is made (or the staff member/building principal who witnesses bullying behavior) shall investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of bullying. Investigation of allegations of bullying shall follow the procedures utilized for complaints of harassment within the School District. Allegations of bullying shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

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

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

Prevention and intervention techniques within the District to prevent bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies, victims and their parents to help ensure that the bullying stops.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the District Code of Conduct as enumerated above and may also be incorporated in staff and student handbooks.

COMPUTER AND INTERNET USAGE

The school will remove any material from school issued devices that is not conducive to the educational mission or that is deemed inappropriate for students. If circumstances warrant it, the student 25 computer will be re-imaged to achieve a safe and secure environment. The school will limit access to internet sites that it deems objectionable. Students, faculty and staff will not install unauthorized software, download unauthorized files on school computers, or try to circumvent the school filtering system by, but not limited to, the use of a Virtual Private Network (VPN). Responsible use of school devices also extends to the handling and care of the device. The computers are to be used for educational purposes only or as directed by the teacher and/or staff.

Students, faculty and staff are responsible for good behavior while using school devices and/or the network. The same rules that apply with regard to common courtesy and respect for people and property also apply with regard to use of the school computer network and the Internet.

The district has the right to review (or monitor) all activities. E-mail correspondences and material created by students on school computers are considered property of the district.

In addition to the aforementioned items, all use of computers, tablets, the network, and/or internet must be done in accordance with the Code of Conduct, the Acceptable Use Policy (AUP), and 1:1 Agreement. The chart below outlines descriptions of technology related violations and the corresponding minimum disciplinary actions. For any violations that are not listed below, District and Building administration will assign a Threat Level to the violation and assign discipline accordingly.

Student Use of Electronic Communication Devices

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyber bullying. If a student violates this prohibition, then they are subject to discipline under this provision and/or any other provision in the District Code of Conduct that may be applicable to the circumstances involved. Any electronic device that is permitted on school property is encouraged to be kept on the person and in a concealed manner.

Teachers and all other District personnel should exemplify and reinforce acceptable student dress and behavior (including possession/use of electronic devices) and help students develop an understanding of appropriate appearance and conduct in the school setting.

Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or his/her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school

property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or to the superintendent. An anonymous Helpline has been established for reporting if a student may be harmful to himself or others (652-3000, ext. 8477)

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

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

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

Disciplinary Penalties, Procedures and Referrals

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

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

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

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

Penalties

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

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

Procedures

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

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

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

2. Suspension from transportation – If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their

riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his/her child gets to/from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

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

4. In-school suspension – The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in 'in-school suspension'. The in-school suspension teacher will be a certified teacher. A student who is serving in-school suspension will be provided with assignments from his/her classroom teacher. Those assignments will be completed under the supervision of the in-school suspension teacher.
A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

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

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

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

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the

superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

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

Minimum Periods of Suspension

1. Students who bring a weapon to school:

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

In deciding whether to modify the penalty, the superintendent may consider the following:

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

2. Students who commit violent acts other than bringing a weapon to school:

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

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

Referrals

1. Counseling The Pupil Personnel Services 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 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 inhalants, marijuana or any other illegal substances in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

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

The Superintendent is required to refer students, age 16 and older, or any student 14 or 15 years old who qualifies for juvenile offender status, to the appropriate law enforcement authorities.

Alternative Instruction

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

Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural

safeguards required by applicable laws and regulations.

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

Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the Code of Conduct, the following definitions apply:
A "suspension" means a suspension pursuant to Education Law §3214.
A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

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

a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

c. The Superintendent may order additional suspensions for not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

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

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

2."Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

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

Change of Placement Rule

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

a. for more than 10 consecutive school days; or

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

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

Special Rules Regarding the Suspension or Removal of Students with Disabilities

1. The District's Committee on Special Education shall:

a. Conduct a functional behavioral assessment(s) to determine why a student engages in a particular behavior, and develop or review a behavioral intervention plan(s) whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change

in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

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

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

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

2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.
However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or other; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

4. The parents of a student with a disability subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

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

6. The removal of a student with a disability other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of nondisabled students, except that school personnel may not impose such removal for more than 10 38 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.

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

Expedited Due Process Hearings

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

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

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

1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

Referral to Law Enforcement and Judicial Authorities

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.
3. All school districts must suspend a student who brings or possesses a firearm at school for a period of not less than one calendar year. The superintendent of schools, district superintendent of schools or community superintendent may modify, in writing, the suspension requirement on a case-by-case basis. See Appeal of R.S., 38 Educ. Dept. Rep. 419 (1998). A superintendent's determination may be appealed to the school board and the commissioner of education (20 USC § 7151(b)(1); § 3214(3)(d)).

All school districts must have a policy which requires superintendents to refer students under the age of 16 who have been determined to have brought a firearm to school to the county attorney for a juvenile delinquency preceding, and students 16 years of age or older to the appropriate law enforcement officials (§ 3214(3)(d); 20 USC § 7151(h)(i)).

Corporal Punishment

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

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

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

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

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

Student Searches and Interrogations

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

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

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

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

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

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

Student Locker, Desks and other School Storage Places

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

Strip Searches

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

Documentation of Searches

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

1. Name, age and grade of student searched.
2. Reasons for the search.

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

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

Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

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

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

Child Protective Services Investigations

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

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

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

Visitors to the Schools

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

1.Anyone who is not a regular staff member or student of the school will be considered a visitor.

2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office before leaving the building.

3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register after regular attendance hours.

4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.

5. Teachers are expected not to take class time to discuss individual matters with visitors.

6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is

necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

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

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

Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, inhalants, tobacco or be under the influence of any on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Penalties

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

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

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

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

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

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

Enforcement

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

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

Dissemination and Review

Dissemination of Code of Conduct

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

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Making copies of the code available to all parents at the beginning of the school year.
3. Mailing/distributing a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the

school year and making this summary available later upon request.

4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current Code of Conduct when they are first hired.
6. Making copies of the code available for review by student, parents and other community members.

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

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

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

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

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

TRANSPORTATION PROGRAM
Ext. 8002

Transportation Program Policy #5710

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

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

a) Consideration shall be given to establishing bus routes that provide for the safety of the students within existing limitations of traffic conditions, weather, visibility and bus operation. (Transportation will not be provided on dead-end roads and end-of-route runs where turnarounds do not exist or are inadequately maintained.)

b) On dead-end roads, end-of-route runs, road spurs, etc., students in Grades 1-5 who live beyond .2 of a mile from the street corner or designated stop shall receive bus service.

c) On dead-end roads, end-of-route runs, road spurs, etc., students in Grades 6-12 who live beyond .35 of a mile from the street corner or designated stop shall receive bus service.

d) Bus routes may be modified to accommodate kindergartens, first through third grades who are alone at the bus stop, and students with handicapping conditions. Modification will be in accordance with the appropriate administrative procedure.

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

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

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

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

Scheduling and Routing

Bus routes are authorized by the Board of Education and any requests for a change must be submitted to the Superintendent or his/her designee.

Transportation services shall be provided to meet the needs of the students of the District within specified limits and areas established by the Board of Education.

Posting of School Bus Schedules

While posting of school bus schedules online is certainly convenient, the Transportation Security Administration (TSA) warns that doing so can pose risks of child abductions, terrorist attacks and other unwanted scenarios. Online school bus schedules are accessible to anyone, thus raising the following risks:

a. Enabling a non-custodial parent to illegally take custody of a child once they have easy access to the child's unsupervised whereabouts;
b. Enabling a sexual predator to take advantage of the same situation. Also, such information would reduce the need for predators to target victims at schools, where they are more likely to be noticed; and
c. Enabling an act of terrorism or school assault by allowing for multiple targets and optimal hostage situations.

The District shall either mail schedules directly to parents or have parents pick up schedules at school. When mailing bus schedules, for example within the District newsletter, no student names will be included. Information will be limited to route numbers.

Student Conduct & Safety

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

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

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

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

The following examples of student behavior will not be permitted. (List is not all inclusive).
- Throwing of articles inside or outside the bus.
- Pushing, shoving or fighting.
- Hanging out the windows.
- Possession or use of alcoholic beverages, controlled substances, tobacco products or weapons.
- Standing in front of the white line.
- Acts of vandalism.
- Spitting.
- Interference with the bus driver's ability to safely operate the bus.
- Failure to obey the bus driver, inappropriate language,
- Insubordination.
- Standing while the bus is in motion when a seat is available.

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

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

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

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

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

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

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

#1 Infractions

The following infractions must be reported **in writing** by the bus drivers:
- Fighting.
- Vandalism.
- Lighting matches or lighters.
- Possession or use of alcoholic beverages, controlled substances or tobacco products.
- Spitting.
- Disrobing.
- Refusal to obey the bus driver or malicious interference with the bus driver's ability to safely operate the bus.
- Throwing articles inside or outside the bus.

#2 Infractions

The following may be reported by bus drivers **at their discretion**:
- Failure to remain seated.
- Profanity.
- Bothering others.
- Hanging out the window.
- Offensive behavior or material.
- Failure to keep aisles clear at all times.
- Other

Transportation of Students Policy #5720
Transportation to Child Care Locations

Effective July 1, 1991, the State Education Department revised the laws concerning transportation to child care/ babysitting locations. Section #3635 of the Sate Education Law states that a Board of Education may limit transportation to/from childcare locations within the attendance zone of the school the child attends. The law also states that a Board of Education may limit the transportation to/from licensed child care locations (Pursuant to Section #390 of the Social Services Law), anywhere within the district. Accordingly: A public or private school student may be picked up and/or dropped off at a day care location anywhere within the attendance zone of the public school where the student resides with the following requirements:

a. Request forms must be completed and returned by parents to the Director of Transportation by July 1 of each year preceding the year service is requested for.
b. Allow at least one week and wait for confirmation

from the School District before permitting the student to get picked up or dropped off from any place other than his or her residence.

c. Pick-up and drop-off points must be consistent (the same five days a week). No exceptions.
d. No transfer of buses will be allowed.
e. No new stops will be added.
f. No bus route other than the one originally designated will be established for the student.

Transportation will be provided to students who are enrolled at day care centers that are licensed by the State of New York and are located in the Iroquois Central School District.

The Board of Education recognizes that, from time to time, circumstances will arise which may result in requests from students for modification of normal transportation procedures. In an effort to be responsive to these requests while continuing to recognize restrictions related to student safety and sound fiscal management of the District, the Board of Education adopts the following policy:

Requests from students for modification of their normal transportation will be considered under the following conditions:

a. The request for modifications must be in written form, signed by a parent/guardian.
b. Requests will be honored only if space is available – on a first come – first served basis.
c. Requests for modifications may only be approved by the Supervisor of Transportation or the building administrator.
d. Requests for modification may be granted for principle and one alternate destination.
e. Transportation modifications for co-curricular activities shall be accommodated whenever possible. Transportation for other purposes such as birthday parties, Girl Scouts, Boy Scouts, music lessons and other similar activities shall not be accommodated.

In the event requests from an individual appear excessive, the Building Principal is authorized to deny further requests.

All permanent passes must be approved by the main office at each building.

Daily passes will also be approved by the main office at each building. The office will check with the Bus Garage when requests are received for buses known to have seating problems.

All offices will check questionable pass requests with the Bus Garage.

Requests for Transportation to and from Nonpublic Schools

The parent or person in parental relation of a parochial or private school child residing in the School District who desires that the child be transported to a parochial or private school outside of the School District during the next school year should submit a written request to the Board of Education no later than April 1 of the preceding year, or within 30 days of moving into the District. No late request of a parent or person in parental relation shall be denied where a reasonable explanation is provided for the delay.

Transportation to Nonpublic Schools on Holidays

When a holiday falls on a Saturday or Sunday, the Board of Education may choose to close on Friday or Monday in observance of the holiday. Schools that close may provide pupil transportation. However, if the District has not shared its calendar and informed nonpublic schools that it will not transport on the optional holiday, the District is required to provide pupil transportation services on that day to nonpublic schools that are open.

Transportation for Nonpublic School Students with Disabilities who are Parentally Placed

For students with disabilities (ages five through 21) who are parentally placed in nonpublic schools outside their district of residency, if special education services are to be provided to a student at a site other than the nonpublic school, the school district of location is responsible for providing the special education services, including, as applicable, arranging and providing transportation necessary for the student to receive special education services. The proportionate share of IDEA Part B dollars could be used for such purpose.

The school district of residence remains responsible to provide transportation to parentally placed nonpublic school students from the student's home to the nonpublic school.

Transportation of Students with Disabilities

Students with disabilities in the District shall be transported up to 50 miles (one way) from their home to the appropriate special service or program, unless the Commissioner certifies that no appropriate nonresidential special service or program is available within 50 miles. The Commissioner may then establish transportation arrangements.

Student Information

Any mode of transportation used on a regular basis to transport students with a disability on a regularly scheduled route shall, upon written consent of the parent or person in parental relation, have maintained on such mode of transportation the following information about each student being transported:

a. Student's name;
b. Nature of the student's disability;
c. Name of the student's parent, guardian or person in a position of loco parentis (person in parental relation) and one or more telephone numbers where such person can be reached in an emergency; and/or
d. Name and telephone number of any other person designated by such parent, guardian or person in a position of loco parentis as a person who can be contacted in an emergency.

Such information shall be used solely for the purpose of contacting such student's parent, guardian, person in a position of loco parentis, or designee in the event of an emergency involving the student, shall be kept in a manner which retains the privacy of the student, and shall not be accessible to any person other than the driver or a teacher acting in a supervisory capacity. In the event that the driver or teacher is incapacitated, such information may be accessed by any emergency service provider for such purpose.

Such information shall be updated as needed, but at least once each school year and shall be destroyed if parental consent is revoked, the student no longer attends such school, or the disability no longer exists.

Herein the term "disability" shall mean a physical or mental impairment that substantially limits one or more of the major life activities of the student, whether of a temporary or permanent nature.

Fire Extinguishers

School buses manufactured on or after January 1, 1990 fueled with other than diesel fuel and used to transport three or more students who use wheelchairs or other assistive mobility devices or with a total capacity of more than eight passengers and used to

transport such students shall be equipped with an automatic engine fire extinguishing system.

School buses manufactured on or after September 1, 2007 fueled with diesel fuel and used to transport three or more students who use wheelchairs or other assistive mobility devices or with a total capacity of more than eight passengers used to transport such students shall be equipped with an automatic engine fire extinguishing system.

The purchase of automatic engine fire extinguishing systems for school buses used to transport such students shall be deemed a proper School District expense.

Transportation of Non-Resident Students

Non-resident families must provide their own transportation.

Transportation to School Sponsored Events

Where the District has provided transportation to students enrolled in the District to a school sponsored field trip, extracurricular activity or any other similar event, it shall provide transportation back to either the point of departure or to the appropriate school in the District unless the parent or legal guardian of a student participating in such event has provided the District with written notice, consistent with District policy, authorizing an alternative form of return transportation for such student or unless intervening circumstances make such transportation impractical. In cases where intervening circumstances make transportation of a student back to the point of departure or to the appropriate school in the District impractical, a representative of the School District shall remain with the student until such student's parent or legal guardian has been contacted and informed of the intervening circumstances which make such transportation impractical; and the student has been delivered to his/her parent or legal guardian.

Transportation in Personal Vehicles

Personal cars of teachers and staff shall not be used to transport students except in the event of extenuating circumstances and authorized by the administration.

Bus & Highway Safety

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

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

Carrying Objects on a School Bus Restrictions include:

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

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

Exam Buses

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

Reminder to Parents

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

For K-3 students, each elementary school bus driver has been directed to only allow your child to depart the bus if a parent or designee (another age appropriate sibling, relative) is at the bus stop or can be seen by the driver. Our intent is to be assured that your child is safe and not returning to an empty house.

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

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

FULL ACCESS TO PROGRAMS FOR ALL STUDENTS: EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY (TITLE IX)

The Iroquois Central School District does not discriminate on the basis of race, color, sex, disability, sexual orientation or national origin in access to its programs and activities. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, extra-curricular activities, or other school resources. No person shall be denied employment solely because of any physical, mental, or medical impairment which is unrelated to the person's ability to engage in activities involved in the job for which application has been made. The Title IX Officers for the Iroquois Central School District are David Sellan and Amy Stanfield, PO Box 32, Elma, NY (652-3000, ext. 1001).

The Iroquois Central School District has an established grievance procedure for the prompt and equitable solution of complaints alleging discrimination based on sex or disability. For information regarding the District's grievance procedure or questions about the District's policy in regard to Title IX, please contact Douglas Scofield, Superintendent of Schools, PO Box 32, Elma, NY 14059; 652-3000, ext. 1001.

CRISIS / EMERGENCY MANAGEMANT PLAN

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

PUBLIC ACCESS TO INFORMATION

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

Family Rights and Privacy Act

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

COMMUNITY EDUCATION

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

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

BOYS AND GIRLS CLUB of ELMA, MARILLA, & WALES

The Boys & Girls Club of Elma, Marilla & Wales provides a safe, positive, and engaging environment for youth throughout the year.

After-School Program (Grades 4-8)
Located on Girdle Road directly across from the Iroquois Central School campus, the Club offers daily after-school programming including homework help, athletics, leadership development, STEM activities, arts and crafts, games, special events, and enrichment opportunities. The Club is open Monday through Friday immediately after school until 6:00 PM.

School Age Child Care (Grades K-3)

Our New York State licensed School Age Child Care Program is located at Elma Primary School. The program provides a nurturing environment focused on children's physical, intellectual, social, and emotional development through a variety of age-appropriate activities. Transportation is provided by the Iroquois Central School District.

Summer Day Camp (Entering Grades 1-8)

The Boys & Girls Club Summer Day Camp offers eight weeks of fun, friendship, and adventure. Campers enjoy sports, games, arts and crafts, STEM activities, outdoor recreation, field trips, and special events in a safe and supportive environment.

The Boys & Girls Club also welcomes volunteers and community members interested in supporting local youth through programming, fundraising, and Board service.

For more information, call (716) 652-9292 or visit the Club on Girdle Road.

TRI-TOWN AQUATIC CLUB

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

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

EMW BASEBALL

The Board of Directors, Baseball Division, E.M.W. Sports Inc. would like to invite all boys and girls to play, learn and enjoy baseball and softball in an atmosphere of good sportsmanship and fair play. The

objective of the Baseball Division is to firmly implant in the boys and girls of our community the ideals of good sportsmanship, honesty, loyalty, and courage. It is the desire of EMW Sports to create a community in which parents may participate with their children.

Volunteers are always needed, and all help is greatly appreciated. Watch the East Aurora Advertiser or the *East Aurora Bee* for details on registration. Registration is always held the first few weeks of February.

IROQUOIS FOUNDATION

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

The mission of the Iroquois Foundation is to promote the development of creativity and innovation in the Iroquois Central School District through the establishment of an endowment fund. The Foundation pursues its mission by providing funds for major non-budgeted items that are deemed essential for educational development. Expenditures are subject to approval by the Iroquois Board of Education. **Inquiries may be made directly to the Foundation at PO Box 188, Spring Brook, NY 14140.**

Healthy Children are Ready to Learn!

The State and Federal Governments jointly fund Medicaid and the NYS Child Health Plus insurance programs. The cost for these health insurance programs is free or at low-cost. Certain strictly confidential information will be required of parents wishing to enroll their children in these programs. The information is used to determine whether your child is eligible and will not be shared with any other State or Federal agency.

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

ITAC- It Takes A Community of NY, Inc.
Stronger Together
Empowering our Youth. Protecting our Future.

ITAC - It Takes a Community of NY, Inc is a drug & alcohol prevention coalition serving the communities of Elma, Marilla, Wales, and East Aurora. As a registered 501(c)(3) nonprofit organization, our mission is to prevent youth substance use by empowering our community through education, awareness, meaningful conversations, and access to support.

What is a Coalition?

A coalition is a group of individuals from diverse backgrounds and interests who come together to address a common concern.

Community coalitions are powerful tools for preventing youth substance use because they engage the entire community in creating positive change. Parents, youth, schools, law enforcement, healthcare providers, faith communities, media, businesses, civic leaders, and other community stakeholders all play an important role. Together, these groups form what we call our "sectors."

ITAC serves as the vehicle for collaboration, bringing these sectors together to identify needs, develop solutions, and take action to strengthen our communities.

We are proud of our partnerships and grateful for the dedication of our coalition members, volunteers, and community supporters who share our commitment to prevention and education.

Get Involved

ITAC's impact is made possible by volunteers. We are always looking for individuals who want to make a difference in the lives of local youth and families. Whether your expertise is in graphic design, marketing, fundraising, accounting, auditing, event planning, nonprofit administration, or simply lending a helping hand, your time and talents can help strengthen our mission.

We welcome volunteers, coalition members, and prospective board members. Every contribution—large or small—helps create healthier, safer communities for our youth.

To learn more about getting involved, visit www.itacemw.com or email us at itacemw@gmail.com.

Coalition Meetings

Coalition meetings are held every other month, typically at Iroquois High School. Meeting dates are listed on the school calendar, and current details regarding time and location can be found on our website.

Thank You

Thank you for your continued support of ITAC and our mission to empower youth, strengthen families, and build healthier communities.

Iroquois Central School District

2026-2027

All pictures in the Iroquois Central School District calendar are strictly prohibited to be copied, posted, or utilized for personal/commercial purposes and are property of the photographer