Sauquoit Valley Central School District

CODE OF CONDUCT

POLICY 1010

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COMMUNITY RELATIONS

CODE OF CONDUCT

Sauquoit Valley Central School District
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CHAPTER 1

GENERAL INTRODUCTION

I. INTRODUCTION

A. The Sauquoit Valley Central School District (the District) establishes this Code of Conduct for the Maintenance of Public Order on School Property and at School Functions to govern the conduct of students, teachers and other school personnel, and visitors. This Code of Conduct has been developed consistent with Article 2-A of the Education Law, the Safe Schools Against Violence in Education Act (Chapter 181 of the Laws of 2000) and Section 100.2 of the implementing Commissioners Regulations and in collaboration with student, teacher, administrators and parent organizations, school safety personnel and other school personnel.

B. 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 visitors is essential to achieving this goal.

C. 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.

D. 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").

II. APPLICABILITY

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

III. STUDENT RIGHTS AND RESPONSIBILITIES

District students have all rights afforded them by Federal and State constitutions, statutes and regulations. The District reminds students that certain responsibilities accompany these rights.

CHAPTER 2

ROLES, RIGHTS AND RESPONSIBILITIES OF EACH MEMBER OF THE SCHOOL COMMUNITY

I. ROLE OF THE STUDENT

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 safe, healthy, orderly and civil school environment, all District students have the right to:

1. Learn in an environment free of discrimination and harassment based on actual or perceived race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex;
2. Be treated respectfully by those in the school community.
3. Participate equally in all school activities regardless of actual or perceived race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression) or sex;
4. Be provided with school rules, and, when necessary, receive an explanation of those rules from school personnel.
5. Be allowed to present their version of the relevant events of any event or incident to school personnel authorized to impose a penalty, in connection with the investigation into and potential imposition of any disciplinary penalty.
6. Have complaints about school-related incidents investigated and responded to.

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.
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), be in class on time, and be prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement.
5. Respond to and comply with directions given by teachers, administrators, and other school personnel and school authorized adults, in a respectful and positive manner. Act and speak respectfully about issues/concerns.
6. Ask questions when they do not understand.
7. Seek help in solving problems that might lead to a disciplinary situation.
8. Dress appropriately for school and school functions.
9. Accept responsibility for their actions.

10. 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.
11. Report to the proper authorities as soon as possible any information they may have in their possession of a weapon, alcohol or illegal substance by a person or persons on school property, or a threat made by any person to do harm to another person or to property.
12. Adhere to the Code of Conduct.
13. Use non-sexist, non-racist and other non-biased language.
14. Respect and treat others with tolerance and dignity regardless of actual or perceived race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.
15. Use communication that is non-confrontational and is not obscene or defamatory.
16. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

II. ROLE OF THE PARENT & GUARDIAN

A. Duties and Responsibilities

To achieve a cooperative wholesome relationship between home and school that is essential to each student's successful development and achievement, it shall be the responsibility of parents to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community;

2. Send their child to school (as required by the New York State Education Law) ready to participate and learn. The expectation is that each student should be well nourished, well rested, and given the safest and most supportive living environment that the parent and/or guardian can provide;

3. Ensure their children attend school regularly and on time, that their child(ren) are dressed and groomed in a manner consistent with the Student Dress Code, and make certain that all absences are properly excused (per student handbook requirements);

4. Provide for their child's health, well-being, personal cleanliness and suitable grooming and dress;

5. Guide their child from the earliest years to develop acceptable behavior, to exercise self-control and to be accountable for their actions;

6. Teach their child respect for law, for the authority of the school and for the rights and property of others;

7. Know, understand and support the rules their child is expected to observe at school, at a bus stop and on a school bus; help their children understand these rules; (to) be aware of the consequences for any violation of these rules; and (to) accept legal responsibility for their child's action;

8. Instill in their child a desire to learn by providing a place conducive for study and ensuring completion of homework assignments;

9. Demonstrate an enthusiastic and supportive attitude toward school and education by becoming acquainted with their child's school, its staff, curriculum and activities, and by attending parent-teacher conferences and school functions;

10. Help their children deal effectively with peer pressure and emerging personal, social and emotional issues;

11. Inform school administrators of changes in the home situation that may affect student conduct or performance;

12. Provide accurate family information to the District, to include making sure that the District and the child's (children's) school has the parent/guardian's current address, and other information to ensure the District's ability to make contact for emergencies and for educational purposes (e.g. phone numbers, e-mail addresses, names and phone numbers of emergency contact personnel). Emergency information and contact persons should be kept current, to include the names and phone numbers of all adults (over 18 years of age) who are allowed to pick-up the child(ren);

13. Adhere to the Code of Conduct.

14. Respect and treat others with tolerance and dignity regardless of actual or perceived race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.

III. ROLE OF TEACHERS, TEACHERS' ASSISTANTS, AND PARAPROFESSIONALS

A. Duties and Responsibilities

In recognition of their charge in educating the children of our community, it shall be the responsibility of the teachers, teachers' assistants, and paraprofessionals to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex, with the intent of strengthening students' self- concept and promote confidence to learn.

2. Reflect a personal enthusiasm for teaching and learning, demonstrate a genuine concern for the individual student, and conduct themselves as positive role models for the students.

3. Guide learning activities so students learn to think and reason, to assume responsibility for their actions and to respect the rights of others;

4. Enable students to discuss their problems by listening to students, remaining open minded, and consulting student thoughts and recommendations in a decision-making process;

5. Participate in the establishment of school rules and regulations regarding student behavior in school buildings, on school buses, and at all school activities; explain these rules to students and require observance of them in a fair and consistent manner;

6. Communicate to students and parents:

   a. Course objectives and requirements
   b. Marking/grading procedures
   c. Assignment deadlines
   d. Expectations for students
   e. Classroom management plan

7. Refer to a counselor, school nurse, school resource officer or administrator any student whose behavior requires special attention;

8. Communicate regularly with students, parents and other teachers concerning achievement and growth, classroom expectations, and their classroom discipline plan;

9. Seek to develop close cooperative relationships with parents and guardians for the educational benefit of the student by keeping open communication with the parent and/or guardian, to include sending communications home promptly and regularly;

10. Report orally to their Principal, the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one (1) day later; and file a written report not later than two (2) school days after the initial oral report;

11. Adhere to the Code of Conduct.

IV. ROLE OF SCHOOL SUPPORT STAFF

A. Duties and Responsibilities

It shall be the role and responsibility of District support staff to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems;

2. Conduct themselves as positive role models;

3. Know school policies and rules, and enforce them in a fair and consistent manner;

4. Encourage students to participate in and benefit from the curriculum and extra-curricular programs offered by the District;

5. Adhere to the Code of Conduct.

V. ROLE OF GUIDANCE COUNSELORS, SCHOOL SOCIAL WORKER, AND SCHOOL PSYCHOLOGIST

A. Duties and Responsibilities

As the educational support service providers, the primary tasks of the guidance counselor, school social worker or school psychologist are to:

1. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function

2. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

3. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's or staff member's attention in a timely manner.

4 Initiate conferences, as necessary, between teacher, student and parents;

5 Annually review with students their educational progress;

6 Provide information to assist students with career and college planning;

7 Encourage students to benefit from the curriculum and extra-curricular programs;

8 Refer to a school nurse, school resource officer, administrator or an outside agency, any student whose behavior requires special attention;

9. Report orally to their Principal, the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one (1) day later; and file a written report not later than two (2) school days after the initial oral report;

10. Adhere to the Code of Conduct.

VI. ROLE OF BUILDING ADMINISTRATORS

A. Duties and Responsibilities

As the educational leaders of the school, administrators set (the disciplinary climate) a healthy and positive learning environment. It shall be their responsibility to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, with the intent of strengthening students' confidence and promote learning;

2. Seek to develop a sound and helpful atmosphere of mutual respect within the school;

3. Ensure that students, parents and staff have the opportunity to communicate with the administrators. Provide parents the opportunity to visit their child(ren)'s school;

4. Conduct themselves as positive role models for students and staff;

5. Evaluate on an ongoing basis, but not less than annually, all instructional programs to achieve a meaningful educational program. This is to be done in conjunction with the Content Area Coordinators;

6. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly, consistently, and fairly;

7. Utilize all appropriate auxiliary staff and outside agencies to help parents and students identify problems and seek solutions. Provide information to parents and/or guardians on support services available through the school and in the community;

8. Maintain open lines of communication between the school and the home;

9. Facilitate the professional development of staff members and support in-service programs;

10. Help staff self-evaluate their own ideals, procedures and attitudes in relation to their interactions within their classrooms;

11. Establish the line of administrative authority in the building in the absence of the administrator;

12. Each Principal will maintain a file of disciplinary referrals from teachers and log each discipline case that come to them. The name of the student, teacher who referred the student, reason for referral, date of referral, and disposition of the case will be entered on the card;

13. Each Principal will counsel the student referred to them as soon as possible and report the results of the conference to the teacher concerned;

14. The referral teacher should be available for a student-teacher-Principal conference if the Principal feels such action is necessary;

15. When a student is suspended the Superintendent will receive a copy of the letter sent to the parents by the Building Principal. The Building Principal will submit a written follow up report to the Superintendent as to action taken after the suspension;

16. Report orally to their Principal, the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one (1) day later; and file a written report not later than two (2) school days after the initial oral report;

17. Adhere to the Code of Conduct.

VII. ROLE OF THE SUPERINTENDENT

A. Duties and Responsibilities

As the educational leader of the District, the Superintendent is responsible to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, with the intent of strengthening students' confidence and promote learning.

2. Review with District administrators and policies of the Board and State and Federal laws relating to school operations and management;

3. Inform the Board about new educational trends. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs;

4. Work with District administrators in enforcing the Code and ensuring that all cases are resolved promptly and fairly;

5. A record of discipline problems referred to the Superintendent by the Building Principal will be maintained;

6. If a student continues to be insubordinate, disorderly or endangers the safety or health of others, the Superintendent may convene a Superintendent's Hearing pursuant to Section 3214 of the Education Law;

7. Process in a timely manner all reports of harassment, bullying and/or discrimination, including insuring that an appropriate investigation is conducted and appropriate reports are made to law enforcement.

8. Adhere to the District's Code.

VIII. ROLE OF THE BOARD OF EDUCATION

A. Duties and Responsibilities

A primary task of the Board is to establish District policy. It shall be the responsibility of the Board to:

1. Establish District policy;

2. Adopt, support, and adhere to a clearly defined Code;

3. Provide adequate numbers and kinds of personnel and sufficient building space, so that the conditions within the school are conducive to a positive learning environment;

4. Listen and react to the views of the total community;

5. Employ qualified personnel who are understanding, sensitive to, and genuinely interested in, young people;

6. Provide time for regularly scheduled in-service training for all employees;

7. Lead by example by conducting Board meetings in a professional, respectful, courteous manner;

8. Annually review the Code.

CHAPTER 3

STUDENT CONDUCT

I. 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 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 will be bound by the Code whenever they are on any District property, or are engaged in or attending any school function, regardless of the time or reason(s) for their presence. Any direct or personal act or behavior which is prohibited under the Code is also prohibited when performed by use of computers, the internet, cell phones, telephones, or other communications media when the communication originates from or ends on District property or at any school or school related function, or may in the judgment of District administrators disrupt or interfere with the educational process; or pose a threat to the safety of any person lawfully on District property or at a school or school related function. Disciplinary consequences will be progressive in nature.

With regards to weapons, in particular, it is the intention of the Board through this Code to impress upon students that the mere possession of weapons is inherently dangerous to everyone in the school environment and therefore must not be brought onto school property or, if discovered, must be reported or turned into the school office immediately.

A weapon is defined as: a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act and as defined in Education Law 3214 et seq. These include but are not limited to: any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, throwing star or shuriken, 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.

II. PROHIBITED STUDENT CONDUCT

The following list of prohibited behaviors **is not exhaustive**. It merely provides examples of the kinds of conduct which will result in disciplinary measures being taken against the individual(s) responsible. The District may also discipline students for misconduct not listed herein.

Students may be subject to disciplinary action, up to and including suspension from school for violations of the District's Code.

A. Engage in Conduct That is Disorderly

Examples of disorderly conduct include but are not limited to:

1. Running in hallways;

2. Making unreasonable noise;

3. Using language or gestures that are profane, lewd, vulgar or abusive;

4. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's Purpose Use Policy.

5. Engaging in any willful act which disrupts the normal operation of the school community;

6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building; and

7. Obstructing vehicular or pedestrian traffic or loitering on school premises.

B. Engage in Conduct That is Insubordinate

Examples of conduct deemed insubordinate include but are not limited to:

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

2. Lateness for, missing or leaving school without permission;

3. Skipping detention;

4. Interference in the performance of duties of school personnel.

C. Engage in Conduct That is Disruptive

Examples of disruptive conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students; and

2. Failure to comply with dress code;

3. Unprepared for class;

4. Persistent disobedience;

5. Insubordination;

6. Tardiness;

7. Horseplay;

8. Disrespectful toward an administrator, faculty or other staff member.

D. Engage in Conduct That is Violent

Examples of violent conduct include but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching and/or scratching) upon another student, faculty member, or any other person lawfully on school property or attempting to do so;

2. Possessing a weapon on school premises and/or school function or event;

3. Displaying what appears to be a weapon;

4. Threatening to use a weapon or such other device or item that is brandished as a weapon;

5. Threatening to cause bodily harm;

6. Intentionally damaging or destroying personal property, to include that of a student, teacher, administrator, other District employee or any person lawfully on school property;

7. Intentionally or with reckless indifference or disregard damaging or destroying District property;

8. Fighting and/or using any form of physical force against another person;

9. Instigating a fight or the use of any form of physical force against another person.

E. Engage in Conduct That Endangers the Safety, Morals, Health or Welfare of Self or Others

Examples of such conduct include but are not limited to:

1. Miscellaneous

a. Lying to school personnel;

b. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function;

c. Selling, sharing, forwarding, using or possessing obscene material;

d. Using vulgar or abusive language, cursing or swearing;

e. Gambling;

f. Indecent exposure: the exposure to sight of the private parts of the body;

g. Initiating a report warning of fire and/or bomb threat, or other catastrophe, without valid cause;

h. Misuse of the "911" emergency response system;

i. Discharging a fire extinguisher or alarm; and

j. Inappropriate displays of affection;

k. Inappropriate use of computers.

2. Emotional Abuse

a. Defamation: which includes making false or unprivileged statements or representations or misrepresentations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them;

b. Discrimination: which includes the use of race (including but not limited to hair texture and protective hairstyles), color, weight, ethnic group, national origin, citizenship, immigration status, religion, religious practice, gender (including gender identity or expression), sexual orientation, sex or disability as a basis for treating another in a negative manner;

c. Racist comments or any type of hate speech (spoken, written or otherwise displayed);

d. Harassment: which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements, either verbal or physical, directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning as defined in Appendix B of the Code, labeled "Definitions."

e. Intimidation: which includes engaging in actions or statements that put an individual in fear of bodily harm;

f. Bullying: to include inappropriate, persistent behavior, which involves:

(1) threats to, or intimidation of, others;
(2) treating others cruelly, terrorizing, and/or coercing another individual or group of individuals; and/ or
(3) habitual put-downs and badgering of others.

Characteristics of bullying behavior may include:

(1) physical acts such as hitting or kicking;
(2) verbal acts such as using words to berate, hurt or humiliate; and
(3) relational behaviors such as maliciously spreading rumors and/or actively excluding a person from the peer group to cause emotional harm.

g. Hazing: committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical or psychological harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. For the purposes of this hazing prohibition, a "student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

Examples of the term hazing may include, but are not limited to:

(1) Any humiliating, degrading or dangerous activity demanded of a student to join a group, regardless of the student's willingness to participate (conduct has the potential to endanger the mental or physical health or safety of a student).

(2) Any hurtful, aggressive, destructive or disruptive behavior such as striking, whipping, sleep deprivation, restrain or confinement, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

(3) Any activity that intimidates or threatens the student with ostracism, that subjects a student to emotional, physical or psychological stress, embarrassment, shame or humiliation, that adversely affects the health or dignity of the students or discourages the student from remaining in school.

(4) Any activity that causes or requires the student to perform a task or act that involves violation of state or federal law or of District policies or regulations.

h. Inappropriate physical contact of a sexual nature.

3. Illegal Substances and Substance Abuse

a. Possession or use of tobacco or tobacco products (to include cigarettes, cigars, pipes, chewing or smokeless tobacco, electronic cigarettes or any other paraphernalia which can be used to inhale or ingest nicotine or any other drug);

b. Possessing, consuming, selling, distributing or exchanging alcoholic beverages, or being under the influence of alcohol;

c. Possessing, consuming, selling, distributing, or exchanging illegal substances, or being under the influence of illegal substances. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic marijuana or cannabinoids,

including but not limited to items labeled as incense, herbal mixtures or potpourri, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, bath salts, and any substances commonly referred to as "designer drugs";

d. Inappropriately using or sharing prescription medications, over-the-counter drugs, inhalants, herbal/"natural" or any intoxicants of any kind, when possession is unauthorized or such are inappropriately used or shared with others. Nothing herein shall be construed to apply to the lawful admission of a prescription on school property to the person for whom the prescription was written, provided usage of the medication is consistent with District policy;

e. Representing to any person, for the purposes of sale or distribution, that any substance, irrespective of actual composition, is an alcoholic beverage or an illegal substance, shall be deemed actionable within the meaning of this section as an attempted possession, possession sale or distribution of a prohibited product.

F. Misconduct on a School Bus/Transportation

It is crucial for students to behave appropriately while riding on District buses, public transportation, or public transportation facility, while in transit to and from school, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Acts such as excessive noise, standing, pushing, shoving and fighting will not be tolerated.

G. Academic Misconduct

Examples of academic misconduct include but are not limited to:

1. Plagiarism;

2. Cheating;

3. Copying;

4. Altering records; and

5. Assisting another student in any of the above actions.

H. Other

Instigating or encouraging another person(s) to violate the Code.

In addition to the preceding standards of conduct, the District prohibits discrimination and harassment against any student by employees or students that creates a hostile environment by conduct (with or without physical conduct) or verbal statements, intimidation, or abuse. We consider a hostile environment to be created when actions or statements directed at a student either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or with the student's mental, emotional, or physical well-being, including conduct that reasonably causes or would reasonably

be expected to cause emotional harm, or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.

This prohibition applies to all acts of harassment or bullying that occur on school property or at a school function, as well as, to acts occurring off school property when (i) those acts create or would foreseeably create a risk of substantial disruption within the school environment, and (ii) it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

The prohibition of discrimination includes, but is not limited to, threats, intimidation, or abuse based on the student's actual or perceived race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity and expression), or sex.

CHAPTER 4

DRESS CODE

I. STUDENT DRESS CODE

A. Intent

It is the intent of the Dress Code to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the workplace and society.

B. General Obligations

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions.

Students and their parents have the primary responsibility for acceptable student dress and appearance.

All District personnel should help students develop an understanding of appropriate appearance in the school setting. Teachers and all other school personnel should exemplify and reinforce acceptable student dress.

The dress code applies at any time that students are on District property and attending a school function, wherever located.

C. Student's Dress and Appearance

A student's dress, grooming and appearance, including hairstyle, jewelry, make-up, and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process;

2. Extremely brief garments, such as "muscle shirts," tube tops, net tops, halter tops, plunging necklines (front or back) and see-through garments are not appropriate and will not be allowed. For school purposes, exposure of the buttock area, bare chests, or cleavage is not appropriate and not permitted;

3. Underwear and undergarments must be completely covered with outer clothing. When appropriate, pants or slacks are to be cinched with a belt of appropriate size for the student's waist;

4. Footwear must be worn at all times;

5. Hats and/or headgear will not be worn during the instructional day except for medical, religious and/or school approved purposes;

6. Clothing shall not include items that are vulgar, obscene, libelous or denigrate others on account of race (including but not limited to hair texture and protective hairstyles), color, religion, creed, national origin, citizenship, immigration status, gender (including gender identity and expression), sexual orientation or disability;

7. Clothing shall not promote or endorse the abuse of alcohol, tobacco, and/or illegal drugs; or encourage illegal or violent activities; and

8. Clothing accessories such as heavy chains or spiked jewelry which pose a potential threat to student safety shall not be permitted;

D. Violations of Dress Code

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 disciplinary action.

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.

CHAPTER 5

CELL PHONE & USAGE OF ELECTRONIC DEVICES

I. USE OF INTERNET-ENABLED DEVICES DURING THE SCHOOL DAY

Use of internet-enabled devices is prohibited pursuant to the Student Use of Internet-Enabled Devices Policy (7208).

II. VIOLATIONS OF INTERNET-ENABLED DEVICES

Students who violate this policy will be subject to disciplinary consequences as outlined in Chapter 6 of the Code of Conduct and Policy 7208.

III. DISTRICT COMPUTER EQUIPMENT/WEBSITES/E-MAIL USED BY ANY PERSON

Pursuant to District Policy 5301, no person using District computer equipment, faxes, software owned, leased or controlled by the District, or websites or internet access provided by the District, has a reasonable expectation of privacy with respect to such equipment, software, websites, e-mail or internet access provided by the District.

The District reserves the right to monitor the use of its equipment and software, and to monitor e-mail, websites and Internet access using District equipment without prior notice or consent.

CHAPTER 6

THE DISCIPLINE PROCESS

I. REPORTING AND RESPONDING TO VIOLATIONS

A. Reporting Possible Violations

All students that observe a violation of the Code are expected to promptly report the violation to a teacher, counselor or Principal.

Any student observing a weapon, tobacco, alcohol or illegal substance is to report this information immediately to a teacher, Principal or Superintendent.

Additionally, a student must report knowledge of someone making a threat of violence against another person or persons in the school.

District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code to their supervisor, who shall in turn investigate the incident, 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 action taken with respect to a complaint initiated by a supervisor shall be reported back to the reporting staff person.

Any weapon, alcohol, tobacco, illegal substance, or any medication not authorized by a physician found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved.

Local law enforcement will be notified on all Code violations that constitute a crime and substantially affect the order of safety and security within the school or on school grounds.

Initial notification to the parents may be made by telephone, followed by a letter that identifies the student, Code violation and when appropriate, the possible crime violation.

The Building Principal or designee will 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 their designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code and constituted a crime.

All District staff members who are authorized to impose disciplinary measures are expected to do so in a prompt, fair and lawful manner.

B. Responding to Reports of Possible Harassment or Discrimination

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

described in the District's Equal Opportunity and Nondiscrimination Policy.

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

Michael Flagg, High School, 839-6316, mflagg@svcsd.org
Peter Scialdone, High School, 839-6320, pscialdone@svcsd.org
Laura Flagg, High School, 839-6321, lflagg@svcsd.org
Peter Madden, Middle School, 839-6371, pmadden@svcsd.org
Ed Ryan, Middle School, 839-6378, eryan@svcsd.org
Ashley Morat, Elementary/Middle School, 839-6392, amorat@svcsd.org
Mark Putnam, Elementary School, 839-6339, mputnam@svcsd.org
Paul Dischiavo, Elementary School, 839-6355, pdischiavo@svcsd.org

The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race (including but not limited to hair texture and protective hairstyles), color, weight, national origin, citizenship, immigration status, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity and expression), and sex. They are available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination or harassment.

C. No Retaliation for Reporting

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

II. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

A. The Disciplinary Process

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

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

1. The student's age;

2. The nature of the offense and the circumstances which led to the offense;

3. The student's prior disciplinary record;

4. The effectiveness of other forms of discipline;

5. Information from parents, teachers and/or others, as appropriate; and

6. Other extenuating circumstances.

As a general rule, discipline will be progressive. The District may, however, impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue. 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 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 their disability.

Responses to acts of harassment, bullying and/or discrimination against students by students shall use measured, balanced, and age-appropriate remedies and procedures, with the goals of prevention and education, as well as, intervention and discipline. We will consider the nature and severity of the conduct, the developmental age of the student engaging in the conduct, the actor's prior disciplinary record, and the impact of the conduct on the student at whom it was directed.

B. Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being considered for the violation(s) for which the student is charged. In all cases, regardless of the penalty being imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and are to investigate, to the extent necessary, the facts surrounding the alleged misconduct.

All students are to be given the opportunity to present their version of the facts surrounding the alleged violations to the appropriate school personnel prior to their imposition of a disciplinary penalty.

Written warning and/or written notification is to be given to the parent(s) or legal guardian(s) of a student who faces a penalty or penalties in excess of an oral warning.

C. Penalties and Who May Impose Them

Students who are found to have violated the District's Code 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 Principals, Principal, Superintendent;

3. Written notification to parent - bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, assistant Principals, Principal, Superintendent;

4. Detention - teachers, assistant Principals, Principal, Superintendent;

5. Suspension from transportation - Director of Transportation, assistant Principals, Principal, Superintendent;

6. Suspension from athletic participation - coaches, athletic director, assistant Principals, Principal, Superintendent;

7. Suspension from social or extracurricular activities - activity director, assistant Principals, Principal, Superintendent;

8. Suspension of other privileges – assistant Principals, Principal, Superintendent;

9. In-school suspension – assistant Principals, Principal, Superintendent;

10. Removal from classroom by teacher - teachers, assistant Principals, Principal;

11. Short-term (five (5) days or less) suspension from school – Principal, Superintendent, Board;

12. Long-term (more than five (5) days) suspension from school - Superintendent, Board;

13. Permanent suspension from school - Superintendent, Board; and

14. Restitution (in the instance of vandalism or other actions that result in the damage of personal or school property) – Superintendent and Board.

D. Types of Disciplinary Penalties

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Parents will be notified of the detention. Transportation home from after school detention shall not be provided by the school.

2. Suspension from transportation

If a student does not conduct themselves properly on a bus, the bus driver is expected to bring written notice of such misconduct to the Building Principal's attention. Students who have 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 their child gets to and from school safely. 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 subject to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable

opportunity for an informal conference with the District administrators 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 violation in "in-school" suspension. 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 administrator 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 their composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in a supervised location; (2) sending a student to the Principal's office for the remainder of the class time only; or (3) sending a student to a 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:

a. A disruptive student is a student who is disruptive of the educational process or interferes with the teacher's authority over the classroom.

b. A disruption of the educational process or interference with a teacher's authority occurs when a student demonstrates an unwillingness to comply with the teacher's instructions or violates the teacher's classroom behavior rules.

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

Within twenty-four (24) hours after the student's removal, provided that if such twenty-four (24) hour period does not end on a school day, it shall be extended to the corresponding time on the next school day, 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 they

have the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

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

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

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within forty-eight (48) hours of the student's removal. If the forty-eight (48) hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The Principal or the Principal's 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 the evidence;

b. The student's removal is otherwise in violation of law, including the District's Code; and

c. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or designee may overturn a removal of a student at any point between receiving the referral form issued by the teacher and the close of business on the school day following the forty-eight (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 or designee makes a final determination, or the period of removal expires, whichever is less.

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

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from their class until they have verified with the Principal or the chairperson of

the Committee on Special Education (CSE) 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. 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 (five (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 (5) 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 twenty-four (24) hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal shall promptly advise the parents in writing of their decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five (5) business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within ten (10) business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board with the District Clerk within ten (10) business days of the date of the superintendents' 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 thirty (30) days of the decision.

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

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

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

c. Permanent suspension

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

7. Minimum Periods of Suspension

a. Students who are repeatedly disruptive of the educational process and/or substantially interfere with a teacher's authority over the classroom.

Any student, other than a student with a disability, who is repeatedly 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 (5) days.

If the proposed penalty is the minimum five (5) 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 (5) day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five (5) 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 (1) year suspension for possessing a weapon.

b. Students who commit violent acts

Any student, other than a student with a disability, who is found to have committed a violent act, shall be subject to suspension from school for a period of at least five (5) days. If the proposed penalty is the minimum of a five (5) 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 (5) 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 (5) day suspension on a case-to-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one (1) year suspension for possessing a weapon.

c. 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 (1) calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following:

1. The student's age;

2. The student's grade in school;

3. The student's prior disciplinary record;

4. The superintendent's belief that other forms of discipline may be more effective;

5. Input from parents, teachers and/or others; and

6. Other extenuating circumstances.

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

E. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling. Resources include, but are not limited to ICAN, Insight House, School Resource Officer, Social Worker, Psychologist and the Neighborhood Center.

2. Person in Need of Supervision (PINS) Petitions

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

a. Being habitually truant and/or 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; or

c. Knowingly and unlawfully possesses marijuana or other illegal substance(s). A single violation may 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 sixteen (16) who is found to have brought a weapon to school; or

b. Any student fourteen (14) or fifteen (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 sixteen (16) and older or any student fourteen (14) or fifteen (15) years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

F. 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 with due regard for the nature and circumstances of the particular case.

CHAPTER 7

DISCIPLINE OF STUDENTS WITH DISABILITIES

I. GENERAL

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

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

II. AUTHORIZED SUSPENSIONS OR REMOVALS OF STUDENTS WITH DISABILITIES

A. Definitions: For purposes of this section of the Code, 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 themselves or others.

An "IAES" means a temporary educational placement for a period of up to forty-five (45) days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student (1) to continue to progress in the general curriculum, (2) 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, (3) and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

B. School personnel may order the suspension or removal of a student with a disability from their current educational placement as follows:

1. 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 (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

2. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to ten (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.

3. The Superintendent may order additional suspensions of not more than ten (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.

4. 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 forty five (45) days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

5. 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 forty-five (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.

III. CHANGE OF PLACEMENT RULE

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

1. For more than ten (10) consecutive school days; or

2. For a period of ten (10) consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten (10) school days in a school year 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.

B. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

IV. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

A. Role of the Committee on Special Education

The District's Committee on Special Education shall:

1. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than ten (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 (BIP) and who has been suspended or removed from their current educational placement for more than ten (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 (1) 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.

2. 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 their 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.

B. Student Not Determined to be Eligible Under IDEA & Article 89 – Procedural Safeguards

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 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.

1. The Superintendent, Building Principal or other school administrator imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

2. 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:

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

   b. 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 their current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

   The procedural safeguards notice prescribed by the Commissioner of Education shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five (5) 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 (5) school days shall be divided into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this Code.

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

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

V. EXPEDITED DUE PROCESS HEARINGS

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

1. 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 their 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 their current educational placement during such proceedings.

2. 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.

   a. 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.

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

3. An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, they must mail a written decision to the District and the parents within five (5) business days after the last hearing date, and in no event later than forty-five (45) calendar days after receipt of the request for a hearing, without exceptions or extensions.

VI. REFERRAL TO LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

A. 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. Where appropriate, 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.

CHAPTER 8

REASONABLE FORCE

I. REASONABLE FORCE

The District recognizes the responsibility of all school personnel, including administrators, faculty and other employees, to see that proper standards of school behavior are maintained. All school personnel are expected to help in maintaining proper levels of supervision.

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.

In situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, State regulations provide that reasonable physical force may be used. See District Policy 7068 for additional information and requirements.

Ref.: NYS Education Law § 4402; 8 NYCRR Sections 19.5; 100.2, 200.1, 200.7, 200.15, 200.22.

CHAPTER 9

PERSONAL SEARCHES AND INTERROGATIONS

I. GENERAL

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

An authorized school administrator 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 administrator has a legitimate reason for the very limited search.

In addition, the Board authorizes the Superintendent, Building Principals, the school nurse and District resource officers to conduct searches of students and their belongings if the authorized school administrator has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District Code. Searches may be conducted, upon reasonable suspicion, on school property, or during school functions. This would include searches of lockers, hotel rooms, vehicles or other facilities used by students during school sponsored trips, athletic or academic events, in which case the staff-member chaperones or coaches involved in such activity shall be deemed to have the same authority to act that applies to a school administrator on school property.

An authorized school administrator 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 administrator(s) should attempt to get the student to admit that they possess physical evidence that they violated the law or the District Code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

II. TYPES (LOCATIONS) OF SEARCHES

A. Student Lockers, Desks and other School Storage Places

The rules in this Code 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 administrators retain complete control over them. Students have no reasonable expectation of privacy with respect to these places and school administrators 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 administrators, without prior notice to students and without their consent, including the use of drug and bomb sniffing dogs and metal detectors where deemed appropriate. Each student is deemed responsible for the contents of their locker.

B. Personal Searches

In general, strip searches will not be conducted by school personnel. However, if the authorized school administrator considers the situation necessary (ie: safety and urgency require the search). The student's parent, where practicable, will be asked to assist with such a search conducted by law enforcement officials.

III. DOCUMENTATION OF SEARCHES

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

A. Name, age and grade of student searched;

B. Reasons for the search;

C. Name of any informant(s);

D. Purpose of search (that is, what item(s) were being sought);

E. Type and scope of search;

F. Person conducting search and his or her title and position;

G. Witnesses, if any, to the search;

H. Time and location of search;

I. Results of search (that is, what items(s) were found);

J. Disposition of items found; and

K. 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 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 designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

IV. POLICE INVOLVEMENT IN SEARCHES AND INTERROGATIONS OF STUDENTS

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

A. A search or an arrest warrant; or

B. Probable cause to believe a crime has been committed on school property or at a school function; or

C. Been invited by school administrators.

Before police officials are permitted to question or search any student, the Building Principal or 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(s) cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted unless a crime has been deemed committed on school property or at a school function. 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 rights they have outside the school. This means:

A. They must be informed of their legal rights;

B. They may remain silent if they so desire; and

C. They may request the presence of an attorney.

V. CHILD PROTECTIVE SERVICES INVESTIGATIONS

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

All requests by child protective services to interview a student on school property shall be made directly to Building Principal or designee. The Principal or 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 administrator 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 their 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 their clothing in front of a child protective services worker or school District administrator 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 they were

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

CHAPTER 10

VISITORS TO THE SCHOOL

I. GENERAL

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 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:

A. A visitor shall be defined as anyone who is not a part-time or full-time staff member or a student of the school.

B. All visitors to the school must report to a designated office 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 visitors must sign out in the office before leaving the building.

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

D. Parents or citizens who wish to visit 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.

E. Visitors are not allowed to take class time to discuss individual matters with teachers.

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

G. All visitors are expected to abide by the rules for public conduct on school property contained in this Code; and any additional rules or regulations imposed from time to time in connection with emergencies declared by the District, City, County, or State officials for any reason; or relating to alerts issued by the U.S. Department of Homeland Security.

II. IN-SERVICE EDUCATION PROGRAMS

At the start of each school year, the District shall provide all staff with in-service education regarding District policy for conduct on school grounds and at school functions, methods for promoting a safe and supportive school climate, and ways of discouraging discrimination and/or harassment against students by other students or school employees.

III. REGISTERED SEX OFFENDERS

A. A Registered Sex Offender, that being a person who has been convicted of a sexual offense as defined by the provisions of Section 130.00 of the Penal Law of the State of New York, and has been designated a Level 2 or 3 Sex Offender as defined under the provisions of Article 6-C of the New York State Correction Law, shall not be allowed onto any school property and/or attend a

school related function without the prior express approval of the District Superintendent or designee.

B. The Superintendent may impose such restrictions and/or limitations upon a Level 2 or 3 Registered Sex Offender's ability to enter onto school property and/or attend a school related function as may be reasonable and deemed in the best interest of the District and its students.

CHAPTER 11

PUBLIC CONDUCT ON SCHOOL PROPERTY

I. GENERAL

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the Code, "public" shall mean all persons when on school property or attending a school function including students, teachers, District personnel, parents and other community members.

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, not to prevent or restrain controversy or dissent.

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 for which they are on school property.

II. PROHIBITED CONDUCT

No person, either alone or in concert with others, shall:

A. Intentionally injure any person or threaten to do so;

B. Commit acts which threaten the safety and welfare of persons on or at a school or educational facility/ property, or at school functions;

C. 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;

D. Use or remove District property, or property under its jurisdiction, without authorization;

E. Obstruct or disrupt the teaching, research, administration, disciplinary procedures, (Disrupt the orderly conduct of classes,) school programs or other school District activities;

F. Deliberately disrupt or prevent the peaceful and orderly conduct of classes. Lectures and meetings, or deliberately interfere with the freedom of any person to express their views, including invited speakers;

G. 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.

H. Intimidate, harass, discriminate, or bully any person on the basis of one's actual or perceived race (including but not limited to hair texture and protective hairstyles), color, creed, national

origin, immigration status, citizenship, religion, age, gender (including gender identity and expression), sexual orientation, disability, sex, weight, or ethic group;

I. Enter upon, or remain in, any building, facility, or any portion of the school premises without authorization, enter into any building or facility prior to its normal opening or remain in any building or facility after it is normally closed, without authorization;

J. Obstruct the free movement of any person in any place to which this Code applies;

K. Be insubordinate to or use abusive language to and/or refuse to obey the reasonable requests and/or directions, of an administrative official, officer, teacher or school staff member of a school or educational facility;

L. Refuse to identify themselves to school personnel;

M. Violate the traffic laws, parking regulations or other restrictions on vehicles, including the use of snowmobiles, ATV's or other such motorized vehicles;

N. Possess, consume, sell, distribute or exchange alcoholic beverages, tobacco products, controlled substances, over the counter or prescribed medications, inhalants, herbal/"natural" or any intoxicants of any kind, or be under the influence of either on school property or at a school function;

O. Have their possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm, knife or weapon, whether or not a license to possess the same has been issued to such person, without the written authorization of the Superintendent. Peace officers in the performance of their duties are precluded from this prohibition;

P. Loiter on or about school property;

Q. Gamble on school property or at school functions;

R. Refuse to comply with any reasonable order of identifiable school District administrators performing their duties; and

S. Willfully incite others to commit any of the acts prohibited by this Code.

T. Violate any federal or state statute, local ordinance, or Board policy.

III. PENALTIES

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

A. Visitors. Any individual authorized to be on school premises or at a school function (other than students or staff) who violates the rules of this Code will be directed to leave the premises and/or function.

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

C. 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.

D. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to warning, reprimand, and/or 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.

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

IV. ENFORCEMENT

The Administrator or Superintendent, or designee, shall be responsible for enforcing the conduct required by this Code. Designees include: an administrator, teacher, director, advisor, coach, chaperone, security officer or police officer.

When the administrator, or designee, sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the administrator or designee shall tell the individual that the conduct is prohibited. (The administrator, or 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 administrator, or designee shall have the individual removed immediately from school property or the school function. If necessary, police personnel will be contacted to assist in removing the person.

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

The Superintendent or designee may apply to the public authorities for any aid they deem necessary to address the behavior of the violator, to include applying to a court of appropriate jurisdiction for an injunction to restrain the violation or threatened violation of such rules.

CHAPTER 12

DISSEMINATION AND REVIEW OF THE CODE OF CONDUCT

I. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The Board of Education shall ensure community awareness of these provisions and of the Code by:

1. Posting the complete Code, respectively, on the District's Website, including any annual updates or amendments thereto.
2. Provide copies of a summary of the Code to all students, in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year.
3. Provide a plain language summary of the Code to all persons in a parental relation to the students before the beginning of each school year and making the summary available thereafter upon request.
4. Provide each existing teacher with a copy of the complete Code and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code, and providing new teachers with a complete copy of the current Code upon their employment.
5. Make complete copies of the Code available for review by students, parents or persons in parental relation to students, other school staff, and community members.
6. Provide training to teachers, administrators, and staff designed to address the concepts and issues incorporated in the Dignity Act, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students and/or school employees.
7. Provide "safe and supportive school climate concepts" in the District curriculum.

The District shall develop and implement a program of instruction in grades Kindergarten through Grade 12 to that supports development of a school environment free of harassment, bullying and/or discrimination, that raises student and staff awareness and sensitivity to harassment, bullying and/or discrimination, that instructs in the safe and responsible use of the internet and electronic communications and that includes a component on civility, citizenship and character education in accordance with Education Law. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.

B. Age-Appropriate Restatement Of Policy

You should never feel that it is not safe for you to come to school and participate in all school activities. You should never be prevented from concentrating on your schoolwork because another student or a school staff member is teasing you, making fun of you, pushing you around, or threatening you in some way, because of your race (including but not limited to hair texture and protective hairstyles), color, weight, national origin (where your family comes from),

citizenship, immigration status, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity and expression), or sex, or any other reason.

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

C. Review

The Board will review this Code every year and update it as necessary (Education Law §2801(5)). 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 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 (1) public hearing at a regular Board meeting which school personnel, parents, students and any other interested party may participate (Education Law §2801 5) (a)).

The Code and any amendments to it will be filed with the Commissioner no later than thirty (30) days after adoption (Education Law §2801 (5) (b)).

APPENDIX A

STUDENTS' RIGHTS AND RESPONSIBILITIES

It shall be the right of each student …	**It shall be the responsibility of each student …**
To have a safe, healthy, orderly and courteous school environment	To contribute to an orderly learning centered environment and to show due respect toward others and property.
To take part in all District activities on an equal basis regardless of race (including but not limited to hair texture and protective hairstyles), color, creed, national origin, citizenship, immigration status, gender (including gender identity and expression), sexual orientation, or disability.	Whether participating or attending school sponsored activities, to conduct oneself to the highest standard of behavior, demeanor and sportsmanship.
To attend school and have an opportunity to participate in school programs.	To be on time to school and class everyday unless legally excused.
	To work toward the highest level of achievement in all academic and extra-curricular pursuits.
To have access to school rules and when necessary receive an explanation of those rules from school personnel.	To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct.
	To dress in accordance with the standards set by the District Code.
In all disciplinary matters, to present relevant facts to school personnel authorized to impose a disciplinary action.	To promptly report all violations of the District Code to school personnel
To express opinions as long as the expressions do not infringe upon the rights of others or disrupt school operations.	To react to direction given by school personnel in a respectful, positive manner and to maintain self control for the purpose of preserving self dignity.

APPENDIX B

DEFINITIONS

For purposes of this Code, the following definitions apply.

"Administrators" mean the superintendent, the building/program administrators (such as Principals, vice-Principals, assistant Principals, house administrators, program administrators, and athletic directors), District-wide administrators, the Director or Assistant Director of Transportation, and security supervisors.

"Applicable Law" means any federal, state, or local law, regulation, rule or order applicable to the situation so described.

"Assault" means intentionally causing or attempting to cause physical injury to another person, with or without use of a weapon, and includes inadvertent physical injury to an individual other than the intended victim.

"Bias Related" means any incident which is motivated by hate due to some characteristics or perceived characteristics of the victim, including race (including but not limited to hair texture and protective hairstyles), gender (including gender identity and expression), religion, color sexual orientation, ethnicity, ancestry, national origin, citizenship, immigration status, political beliefs, marital status, age, social and family background, linguistic preference, and/or disability. Any act, or attempted act, is bias-related if it is designed to cause physical injury, emotional suffering, or property damage through intimidation, harassment, racial/ethnic slurs or bigoted epithets, vandalism, force, or the threat of force, motivated all or in part by hostility to some real or perceived characteristic of the victim.

"Bomb Threat" shall include a telephones, written, or electronic message that a bomb, explosive, chemical, or biological weapon has been or will be placed on school property.

"Building/Program Administrator" includes Building Principals, Vice-Principals, Assistant–Principals, and program administrators.

"Certified/professional staff" means all teachers, counselors, psychologists, speech pathologists, and certified or licensed individuals who are employed by the District, or under contract or assignment to the District.

"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 the IDEA.

"Cyberbullying" means harassment, or bullying that occurs through any form of electronic communication.

"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.

"Discrimination" means discrimination against any student by a student(s) and/or employee(s) on school property or at a school function, including, but not limited to, discrimination based on a person's actual or perceived race (including but not limited to hair texture and protective hairstyles)), color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity and expression) or sex.

"Disruptive student" (from Education Law §3214(2-a) (b)) means an elementary or secondary student under the age of twenty-one (21) who is disruptive of the educational process or who interferes with a teacher's ability to present an educational program to the remaining students in the classroom and/or undermines the teacher's authority over the classroom. A "disruption" of the educational process or "interference" with the educational program occurs when a student demonstrates an unwillingness to comply with the teacher's instructions or interferes with the education of other students, or with the teacher's ability to present materials and otherwise provide for the educational needs of other students.

"District personnel" means all individuals, wherever assigned, who are employed by the District, or are under contract or assignment to the District, or who volunteer to assist the District in its operation of its programs and/or the delivery of services. The term "District personnel" includes transportation personnel whether employed by the District or by a contractor. For purposes of this Code, the terms "District personnel" and "school personnel" are synonymous.

"District Rules" means all District and Board policies, rules, regulations, and procedures, including this Code and any such additional rules, regulations and procedures supplemental to but consistent with this Code, which may be enacted at the building level for application to specific schools or property.

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

"Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to Title 9-B of Article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

"Gang Related" means any incident that is gang motivated or if gang membership caused the incident or contributed to actions that occurred during an incident. A gang is defined as an organized group characterized by turf concerns, symbols, special dress, and/or colors that engages in delinquent or illegal activity.

"Gender" means a person's actual or perceived sex and includes a person's gender identity or expression. "Gender Identity" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearing or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

"Harassment or bullying" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying as defined in Education Law section 11(8), that either:

1. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; including conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
2. reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.

This Code applies to all acts of harassment or bullying that occur on school property or at a school function, as well as, to acts occurring off school property when (i) those acts create or would foreseeably create a risk of substantial disruption within the school environment, and (ii) it is foreseeable that he conduct, threats, intimidation or abuse might reach school property.

"Hazing" is defined to mean committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical or psychological harm to the student, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term "hazing" includes, but is not limited to: humiliating, degrading or dangerous activities; substance abuse of alcohol, tobacco or illegal drugs; any activity that intimidates or threatens the student with ostracism, or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or District policies/regulations.

"Illegal Drugs" means any 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 other federal law.

"Instruments used as a weapon" are items not included in the definitions of "weapon" as set forth herein, and which are objects not normally considered to be weapons (e.g. such student tools as scissors, pens, pencils, etc., or furniture, padlocks, trays, books, etc.) when such objects are intentionally used as weapons, or used in a manner in which it is reasonably foreseeable that personal injury or property damage would result.

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

"Physical injury" means any impairment of physical condition, or intentional infliction of pain.

"School bus" means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of students, children of students, 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 students, children of students, teachers and other persons acting in a supervisory capacity, to or from school or school activities.

"School personnel" means any part-time or full-time employee of the school District.

"School function" means any school-sponsored curricular or extra-curricular event or activity, on or off school property, sanctioned or approved by the school, including but not limited to offsite athletic events, school dances, plays, musical productions, field trips or other school-sponsored trips or events.

"School property" (§2801(1)) means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in Vehicle and Traffic Law §142.

"Sexual Orientation" means a person's actual or perceived heterosexuality, homosexuality, or bisexuality.

"Student" means any individual enrolled in a District program, which may include adults enrolled in adult education or other special programs ("adult students"), and individuals under the age of twenty-one (21) who have not yet graduated from school as contemplated under applicable law.

"Student with a disability" means a student with a disability defined in Section 4401(1) of Education Law who is entitled to attend public schools pursuant to Section 3202 of the Education Law and who because of mental, physical or emotional reasons requires special services and programs to meet their educational needs.

"Under the influence of alcohol or drugs" A student shall be considered "under the influence" if they have any quantity of alcohol or an illegal substance within a time period reasonably proximate to their presence on school property, on a school bus, in a school vehicle, or at a school-sponsored function, and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

"Use, Possession, or Sale of Alcohol" means using or possessing alcohol on school property or at a school function, including having such substance on a person or in a locker, vehicle, or other personal space; selling or distributing alcohol on school property or at a school function; or finding alcohol on school property or at a school function that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property.

"Use, Possession, or Sale of Drugs" means illegally using or possessing a controlled substance on school property or at a school function, including having such substance on a person or in a locker, vehicle, or other personal space; selling or distributing a controlled substance on school property or at a school function; finding a controlled substance on school property or at a school function that is not in the possession of any person, provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Tobacco and tobacco products are not to be considered as drugs under this definition.

"Violent student" (in part from §3214 (2-a) (a)) means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts or threatens to do so. The threat of bodily harm (i.e.: "I'm going to hurt/kill you", for example) shall be deemed to be an act of violence, if such menacing word or gesture causes the listener to believe that a harmful or offensive bodily contact is about to or is likely to occur;

2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function or attempts to do so. The threat of bodily harm, as described above, shall also be deemed an act of violence;

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 a teacher, any school employee, or any person lawfully on school property or at a school function; and

7. Knowingly and intentionally damages or destroys school district property.

"Violent or disruptive incident" shall mean one of the following categories of incidents that occur on school property, or at a school function, or which involves school property or functions by virtue of use of any medium of communication including telephone, radio, or computer-based communication:

1. Weapons possession;

2. Homicide, meaning any conduct which results in the death of another person;

3. Personal injury and/or intimidation, which shall be defined as set forth in the Regulations of the State Commissioner of Education, and shall be deemed to include incidents such as assault; criminal harassment; intimidation or "bullying", including threatening, stalking or seeking to coerce or compel a person to do something; menacing; kidnapping; sexual offenses, including rape, sodomy, sexual abuse or other inappropriate contact of a sexual nature; the use, possession or sale of drugs or alcohol, prohibited by this Code or by law, including having such substances on a person, or in a locker, book bag, packs, purses, or carry-alls, or functionally equivalent items; theft; behavior risking injury, including bomb threats, false alarms, arson, riot, burglary or criminal mischief.

"Visitor" means anyone who is not a part-time or full-time employee of the school district or a student of the school.

"Weapon" generally means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act or the Education Law Section 3214(3)(d) and as defined in Education Law 3214 et seq. These include but are not limited to: any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised or imitation gun, loaded or blank cartridges or other ammunition, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, throwing star or shuriken, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or any other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

APPENDIX C

GUIDELINES FOR STUDENT DISCIPLINE

I. GENERAL COMMENTS

A. The best discipline is that which is administered on-the-spot by the teacher or staff member in control of the situation. When students are sent to the Principal's office for minor breaches of discipline, the Principal's role as disciplinarian loses its effectiveness. The teacher will gain greater respect from the students in their class if they handle their own disciplinary problems in a firm, fair, and understanding manner.

B. It has been found by both new and experienced teachers that a strict, "no nonsense" approach in a new teaching situation aids in quickly attaining classroom control. It is always possible to "ease off" later on after rapport with students has been established.

C. Each teacher is responsible for the conduct of all of the students in our school. Discourtesy and misconduct should be noted by a faculty member who witnesses it anywhere. All teachers are expected to supervise behavior in the corridors, during assemblies and other activities, and to monitor student conduct in the lavatories.

D. Each teacher plays a key role in maintaining discipline. A teacher who prepares adequately and knows what they are going to do should have little trouble with discipline. The goal of education is learning and if children are taught well and kept busy doing important things, the problems of discipline are reduced.

II. POSITIVE APPROACHES TO DISCIPLINE

A. There are many POSITIVE things that YOU, as a teacher, or staff member can do:

1. BE CONSISTENT. Don't suppress certain student actions one (1) day, and tolerate them the next.

2. BE FAIR. Treat all students as you would like to be treated under similar circumstances.

3. BE BUSINESSLIKE. If the students size you up as a mature, confident person who knows what they are doing, the battle is half won.

4. BE PREPARED. Start each lesson time and know what you are going to say and do. Remember, if you don't direct their activity, someone else will!

5. KEEP YOUR LESSON AND PRESENTATION INTERESTING. Bored students often get into trouble. Interested and involved students seldom do. Provide your students with worthwhile work and present it in an enthusiastic and understanding manner.

6. KNOW WHEN TO OVERLOOK. Don't seek trouble. Overlook small things which are unintentional and do not matter. However, be careful that the small things do not snowball.

7. DO NOT BLUFF. Students are quick to see through and lose respect for the teacher who continually threatens but who does nothing about student misbehavior.

8. DON'T PRETEND THAT YOU KNOW EVERYTHING. Your students know that you are not infallible, and will respect you if you say: "I don't know, let's look it up."

9. GET TO KNOW YOUR STUDENTS. A series of after-school conferences with an interested, understanding teacher can do much to help students find and accept themselves.

10. KEEP YOUR SENSE OF HUMOR. The teacher who combines firmness with a sense of humor to fit the occasion is hard to beat.

11. BE PROMPT. Get to class before the students. Greet them as they enter.

12. BE CHEERFUL. Your friendliness and helpfulness will serve as a strong model for your student.

13. BE ALERT. Some classroom discipline problems arise when teachers fail to "realize" what's going on. Be active in the classroom.

III. TECHNIQUES FOR HANDLING DISCIPLINE PROBLEMS

A. There comes a time when the best-laid plans by the most astute teacher fail to head off a discipline problem. What to do or what not to do, then becomes the question. Here are a few hints that might help:

1. Within a class or study hall you may find centers from which disturbances just "naturally" emanate. Separate the students responsible by assigning them different, widely separated seats.

2. Isolate the student who chronically disturbs others in a corner of the room or near your desk.

3. If the general noise level of the students is high, just stop talking and stand silently before the class. You will be surprised how quickly your "silent message" is received.

4. If a personality clash seems to be developing between you and a particular student, an individual conference may prove helpful. Some points of discussion might well be: The role of the student, role of the teacher, class conduct effect of their actions on others, purpose of your class, purpose of being in school, etc.

B. When is it advisable for you to refer a troublemaking student to the principal's office? As mentioned previously this action should be taken only as a last resort and not as an easy way out of an uncomfortable situation. There are really three (3) situations that call for referral.

1. For students who chronically fail to do their work in spite of all your efforts on their behalf, your only alternative may be to submit a written request to the Building Principals. This action on your part presumes, of course, that you have informed the student that they are behind in their work, have counseled individually with them to

discover possible personal problems, have requested the assistance of the guidance department, and have been in touch with the student's parents.

2. If a student continually tests your authority by directly challenging you or through willful disobedience, you have no recourse but to inform the Building Principals. Notify the Principal or by a written report and be certain that all verbal communications are followed with a written report.

3. If a student flagrantly violates an administrative or Board ruling such as tobacco possession on the school grounds or disobeying student driving regulations the principal should immediately be informed. Notify the Building Principals and follow up with a written report.

STUDENTS 7091

SUICIDE PREVENTION

PURPOSE:

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, and respond to suicide. The district:

- Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation.
- Further recognizes that suicide is a leading cause of death among young people
- Has an ethical responsibility to take a proactive approach in preventing death by suicide
- Acknowledge the school's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience
- Acknowledges that comprehensive suicide prevention policies include prevention, intervention and postvention components.

This policy is meant to be paired with other policies supporting the overall emotional and behavioral health of students.

SCOPE:

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses, and at school-sponsored out of school events where school staff are present. This policy applies to the entire school community including educators, school and district staff, and students.

DEFINITIONS:

AT-RISK

Suicide risk exists on a continuum with various levels of risk. Each level of risk requires a different level of response and intervention by the school and the district. A student who is defined as high-risk for suicide is one who has made a suicide attempt before, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset of potential mental health conditions or a deterioration of mental health. The student may have thoughts about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit behaviors or feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures. The type of referral, and its level of urgency, shall be determined by the student's level of risk-according to local district policy.

POLICY

STUDENTS 7091

SUICIDE PREVENTION

CRISIS TEAM
A multidisciplinary team of administrative staff and related staff whose primary focus is to address crisis preparedness, intervention, response and recovery. Crisis team members often include someone from administrative leadership, school psychologist, school counselors, school social workers, school nurses, school resource officers, teachers and other support staff.

MENTAL HEALTH
A state of mental, emotional, and cognitive health that can impact perceptions, choices and actions affecting wellness and functioning. Mental health conditions can include depression, anxiety disorders, post-traumatic stress disorder (PTSD), and substance abuse disorders. Mental health can be impacted by the home and social environment, early childhood adversity or trauma, physical health, and genes.

RISK ASSESSMENT
An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school personnel staff (school counselor, school social worker, school psychologist). The assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

RISK FACTORS FOR SUICIDE
Characteristics or conditions that increase the chance that a person may attempt to take their life. Suicide risk is most often the result of multiple risk factors converging at a moment in time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family and environment. The likelihood of an attempt is highest when factors are present or escalating, when protective factors and health coping techniques have diminished, and when the individual has access to lethal means.

SELF HARM
Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal. Although non-suicidal self-injury (NSSI) lacks suicidal intent, youth who engage in any type of self-harm should receive mental health care. Treatment can improve coping strategies to lower the urge to self-harm, and reduce the long-term risk of a future suicide attempt.

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STUDENTS 7091

SUICIDE PREVENTION

SUICIDE
Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. NOTE: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.

SUICIDE ATTEMPT
A self-injurious behavior for which there is evidence that the person had at least some intent to die. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator of the seriousness or level of danger of a suicide attempt or the person's overall risk.

SUICIDAL BEHAVIOR
Suicide attempts, injury to oneself associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

SUICIDAL IDEATION
Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

SUICIDE CONTAGION
The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

POSTVENTION
Suicide postvention is a crisis intervention strategy designed to assist with the grief process following suicide loss. This strategy, when used appropriately, reduces the risk of suicide contagion, provides the support needed to help survivors cope with a suicide death, addresses the social stigma associated with suicide, and disseminates factual information after the death of a member of the school community. Often a community or school's healthy postvention effort can lead to readiness to engage further with suicide prevention efforts and save lives.

POLICY

STUDENTS 7091

SUICIDE PREVENTION

PREVENTION:

DISTRICT POLICY IMPLEMENTATION

Each school building shall identify a point of contact(s) for issues relating to suicide prevention and policy implementation. This should include the school counselor, school social worker and building principal. All staff members shall report students they believe to be at-risk for suicide to these individuals.

STAFF PROFESSIONAL DEVELOPMENT

All staff shall receive professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention and resources regarding youth suicide prevention. Professional development shall include additional information regarding:

- Groups of students at elevated risk for suicide
- Warning signs (See Appendix A)WARNING SIGNS
- Procedures to follow when referring a student thought to be at risk
- How to handle suicide related topics in the classroom
- Developmentally appropriate materials for classroom use and school/community resources
- Understanding roles and responsibilities of the School Crisis Team (district/bldg level)

INTERVENTION:

ASSESSMENT AND REFERRAL

When a student is identified by a peer, educator or other source as potentially suicidal- i.e. verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation-the student shall be seen by school staff (counselor, social worker, psychologist), within the same school day to assess risk and facilitate referral if necessary.

Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the appropriate school staff. If there is no identified counseling staff available, educators should access additional staff members (e.g., school nurse or administrator) who shall address the situation according to district protocol until a mental health professional is brought in.

POLICY

STUDENTS 7091

SUICIDE PREVENTION

EVALUATION OF THE SUICIDAL PERSON (See Appendix B) SUICIDE ASSESSMENT PROTOCOL

- Make sure the person you are concerned about is physically safe and you have a private area to talk with them.
- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete.
- Talk directly and candidly asking pointed questions/administer CSSRS (Columbia Suicide Severity Rating Scale).
- Columbia Suicide Severity Rating Scale
- If you are not comfortable evaluating the person, make sure they are safe and alert MCAT
- (Mobile Crisis Assessment Team-315-732-6228) or call 911.
- Do not allow the person to leave before being evaluated and found to be safe.
- If a school counselor, social worker, psychologist or principal is not available to evaluate the student, staff should call MCAT.
- The building administrator shall be made aware of the situation as soon as reasonably possible.
- The school counselor, social worker, psychologist or principal shall contact the student's parent or guardian and shall assist the family with urgent referral.
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the student to be transported to the local Emergency Department, preferably by a parent or guardian.
- If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law.
- If the person refuses and you have valid reason to be concerned, both 911/MCAT can help to have the person transported under a legal status to be evaluated against their will at the hospital.
- If the person is underage and their guardian does not consent this is a CPS call and CPS will advise the guardian to consent.
- Staff will ask the student's parent or guardian, and/or eligible student, for written permission (release of information) to discuss the student's health with outside care providers, if appropriate.
  SVCS Release of Information

POLICY

STUDENTS 7091

SUICIDE PREVENTION

WHEN SCHOOL PERSONNEL NEED TO ENGAGE LAW ENFORCEMENT

A school's crisis response plan shall address situations when school personnel need to engage law enforcement.

When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), school staff shall call 911 immediately.

What do you say to the crisis professionals?

- Why you are concerned
- How person presented/mental status/cooperation/orientation
- Services and supports already in place
- Persons mental health, trauma and substance abuse history
- Suicidal Ideation/Homicidal Ideation, plan or intent
- Family history/involvement/support
- CPS involvement

LEGAL STATUS

What does that mean?

9.41 transport order the police use to designate a person a danger to self or others and in need of evaluation, this is an involuntary transport order.

9.45/9.55/9.57 essentially the same meaning the person is likely a risk to self or others and a professional service provider signs off (LCSW/Psychiatrist/Doctor).

PARENTAL NOTIFICATION AND INVOLVEMENT

The counselor, social worker, psychologist or principal shall inform the student's parent or guardian on the same school day, or as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (pursuant to school/state codes, unless notifying the parent will put the student at increased risk of harm).

Following parental notification and based on initial risk assessment, the principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student need.

These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

POLICY

STUDENTS 7091

SUICIDE PREVENTION

When a student indicates suicidal intent, schools shall attempt to discuss safety at home, or "means safety" with parent or guardian, limiting the student's access to mechanisms for carrying out a suicide attempt e.g., guns, knives, pills, etc. In addition, during means counseling, which can also include safety planning, it is imperative to ask parents whether or not the individual has access to firearms, medication or other lethal means.

Lethal means counseling shall include discussing the following:

Firearms

• Inquire of the parent or guardian if firearms are kept in the home or are otherwise accessible to the student.
• Recommend that parents store all guns away from home while the student is struggling — e.g., following state laws, store their guns with a relative, gun shop, or police.
• Discuss parents' concerns and help problem-solve around offsite storage, and avoid a negative attitude about guns — accept parents where they are, but let them know offsite storage is an effective, immediate way to protect the student.
• Explain that in-home locking is not as safe as offsite storage, as children and adolescents sometimes find the keys or get past the locks.

— If there are no guns at home:

• Ask about guns in other residences (e.g., joint custody situation, access to guns in the homes of friends or other family members).

— If parent won't or can't store offsite:

• The next safest option is to unload guns, lock them in a gun safe, and lock ammunition separately (or don't keep ammunition at home for now).
• If guns are already locked, ask parents to consider changing the combination or key location — parents can be unaware that the student may know their "hiding" places.

Medications

• Recommend the parent or guardian lock up all medications (except rescue meds like inhalers), either with a traditional lock box or a daily pill dispenser.
• Recommend disposing of expired and unneeded medications, especially prescription pain pills.
• Recommend the parent maintain possession of the student's medication, only dispensing one dose at a time under supervision.

— If parent won't or can't lock medication, advise they prioritize and seek specific guidance from a doctor or pharmacist regarding the following:

• Prescriptions, especially for pain, anxiety or insomnia
• Over-the-counter pain pills
• Over-the-counter sleeping pills

Staff will also seek parental permission, in the form of a Release of Information form, to communicate with outside mental health care providers regarding the student's safety plan and access to lethal means.

Re-Entry Procedure (See Appendix C) Re-Entry Procedure

- For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school-employed mental health professional (counselor/social worker/psychologist), the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry.
- This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back.
- Following a student hospitalization, parents may be encouraged to inform the school counselor of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.
- A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school-employed mental health professional shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented.
- While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.
- The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.
- The school-employed mental health professional shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period (e.g. for a period of three months). These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.
- The administration shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments. The

school-employed mental health professional shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

**A release of information form should be signed by parents to communicate with the school if students are placed somewhere like Pinefield (involuntary) or Four Winds (voluntary). The school nurse is the only one that can legally request this information.
**If the school sends the student to be evaluated involuntarily we don't need a release of information to speak to the hospital within 1-2 days.
**A release of information should be signed by parents at a re-entry meeting for future communication with outside providers/etc.
SVCS Release of Information

**If the person is not determined to be an immediate danger to self or others they will be released with a discharge plan to include being seen outpatient within 5 business days.

**If the person is admitted it is considered a medical leave and this is protected health information.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:

- First aid shall be rendered until professional medical services and/or transportation can be received, following district emergency medical procedures.
- School staff shall supervise the student to ensure their safety.
- Staff shall move all other students out of the immediate area as soon as possible.
- The school-employed mental health professional or principal shall contact the student's parent or guardian.
- Staff shall immediately notify the principal or school suicide prevention coordinator regarding the incident of in-school suicide attempt.
- The school shall engage the crisis team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim.
- Staff shall request a mental health assessment for the student as soon as possible.

Since self-harm behaviors are on a continuum of level and urgency, not all instances of suicidal ideation or behavior warrant hospitalization (i.e. cutting).. A mental health assessment, including a suicide risk assessment, can help determine the best treatment plan and disposition.

POLICY

STUDENTS 7091

SUICIDE PREVENTION

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

- Call 911 (police and/or emergency medical services).
- Inform the student's parent or guardian.
- Inform the school suicide prevention coordinator and principal.
- If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.

After a Suicide Death

Action Plan Steps

Step 1: Get the Facts

The school superintendent shall confirm the death/cause of death through communication with the student's parent or guardian.

When a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made.

If the cause of death has been confirmed as suicide but the parent or guardian prefers the cause of death not be disclosed, the school may release a general statement without disclosing the student's name (e.g., "We had a ninth-grade student die over the weekend").

Step 2: Assess the Situation

The district crisis response team shall meet to prepare the response according to the crisis response plan.

The team shall consider how the death is likely to affect other students, and determine which students are most likely to be affected.

The crisis response team shall also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide.

The team and principal shall triage staff first, and all teachers directly involved with the victim shall be notified in-person and offered the opportunity for support.

Another consideration related to communication after a suicide death involves educating parents and other adults on suicide grief, since adult behavior following a suicide death can have a great impact on students, particularly elementary school-aged students.

SUICIDE PREVENTION

Step 3: Share Information

Inform the faculty and staff that a sudden death has occurred, preferably in an all-staff meeting.

The crisis response team shall provide a written statement for staff members to share with students and also assess staff's readiness to provide this message in the event a designee is needed.

The statement shall include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief.

Staff shall respond to questions only with factual information that has been confirmed.

Staff shall dispel rumors with facts, be flexible with academic demands, encourage conversations about suicide and mental health, normalize a wide range of emotional reactions, and know the referral process and how to get help for a student.

Avoid public address system announcements and school-wide assemblies in favor of face-to-face notifications, including small-group and classroom discussions.

The crisis response team may prepare a letter — with the input and permission from the student's parent or guardian — to communicate with parents which includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Staff shall direct all media inquiries to the designated school or district spokesperson (superintendent).

Step 4: Avoid Suicide Contagion

Actively triage particular risk factors for contagion, including emotional proximity (e.g., siblings, friends, or teammates), physical proximity (witness, neighbor) and pre-existing mental health issues or trauma.

Explain in an all-staff meeting that one purpose of trying to identify and provide services to other high-risk students is to prevent another death.

The district crisis response team shall work with teachers to identify students who are most likely to be significantly affected by the death, or who exhibit behavioral changes indicating increased risk.

In the staff meeting, the crisis response team shall review suicide warning signs and procedures for referring students who present with increased risk.

For those school personnel who are concerned that talking about suicide may contribute to contagion, it has been clearly demonstrated through research that talking about mental health and suicide in a nonjudgmental, open way that encourages dialogue and help-seeking does not elevate risk.

SUICIDE PREVENTION

Step 5: Initiate Support Services

Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed.
The crisis response team shall coordinate support services for students and staff in need of individual and small group counseling as needed.
School-employed mental health professionals will provide on-going and long term support to students impacted by the death of the student, as needed.
The school will collaborate with outside service providers for students that require more intensive counseling supports.
These discussions may include debriefing (orientation to the facts), reflection on memories, reminders for and re-teaching of coping skills, and encouraging spending time with friends and caregivers as soon as possible.
Students and staff affected by the suicide death shall be encouraged to return to a normal routine as much as possible, understanding that some deviation from routine is to be expected.

Step 6: Develop Memorial Plans

The school shall develop a policy regarding memorialization due to any cause and strive to treat all deaths the same way.
School shall not be canceled for the funeral or for reasons related to the death.
Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and prevention resources available.
Allowing for memorials to stay in place for a brief period up to the funeral (up to approximately five days), and monitoring memorials while in place, is recommended to avoid hostile and glamorizing messaging and to monitor for at-risk students.

Step 7: Postvention as Prevention

Following a student suicide, schools may take the initiative to review and/or revise existing policies.

-American Foundation for Suicide Prevention, American School Counselor Association, National Association of School Psychologists & The Trevor Project (2019), Model School District Policy on Suicide Prevention: Model Language, Commentary and Resources (2nd ed.), New York: American Foundation for Suicide Prevention.

Appendix A
SVCS School Suicide Crisis Protocol

Warning Signs **Know the FACTS**	**Teachers and Staff Take These Actions**
FEELINGS-Hopelessness, excessive worry, burdensomeness, rejections, worthlessness ACTIONS-Impulsiveness, self-harm, increase drug or alcohol use, giving away possessions, looking for a way to die CHANGES-Particularly in the presence of other warning signs, changes in attitude, moods, behaviors, or social connection, sudden change in sleep or eating habits THREATS-Specific or vague statements or any expression of death or suicide; can be written, spoken activity on social media, or non-verbal threats SITUATIONS-Life changes that cause the person to be overwhelmed, unprepared, or triggered, such as personal loss, connection to death	Stay calm. Stay with the student, never leave them alone, not even to use the restroom. Do not let the student leave the building or take the bus home. Remove any means for self-harm. Listen, do not judge, focus on their well-being. Reassure them that there is help. Tell them what you are going to do every step of the way. Contact the principal/school administrator.

Breux, P., Same, M., "A guide for Suicide Prevention in New York Schools". 2019. *Suicide Prevention Center* of *NYS*, *NYS Office* of *Mental Health*. 9 April 2021. https://www.preventsuicideny.org/wp-content/uploads/2019/08/Schools Suicide PreventionGuide.pdf

Appendix B

SVCS School Suicide Crisis Protocol

Student in Crisis is brought to school mental health professional (counselor/social worker/psychologist)	Designated Member Takes These Actions	Completed Date/Time

SUICIDE PREVENTION

Student with suicidal ideation is escorted to and meets with school mental health professional. If a school counselor, social worker, psychologist or principal is not available to evaluate the student, staff should call MCAT 315-732-6228.	***Continuous supervision of student** Conduct suicide risk assessment Columbia Suicide Severity Rating Scale If immediate risk for suicide call 911. If you are not comfortable evaluating the person, call MCAT 315-732-6228 or 911. Notify the building administrator as soon as possible. Notify the parent/guardian on the same day or as soon as possible. Assist parent/guardian with making outpatient mental health referral Parent transport to local Emergency Dept. If parental abuse or neglect is suspected/person is underage and parent does not give consent, call CPS Ask parent/guardian to sign consent for school can speak to mental health providers. SVCS Release of Information Document all interactions and outcomes.	_____ _____ _____ _____ _____ _____ _____ _____ _____

Appendix C
SVCS Re-Entry Procedure

Student Name:
Parent/Guardian:
Date:
Meeting Attendees:

Student Status (including current treatment/counseling medication)	
Recommendations from outside mental health providers/hospital/crisis services	
School Designated Staff Member identified to coordinate with student/parent/outside providers	
Plan for First day of Return	
Plan for Missed Instruction/Classwork	
Frequency of Check Ins/Contact with Student	
Required Accommodations/Modifications	
Communication/Message provided to Student's Teachers	
Plan for follow up including date/time of next scheduled meeting	
Additional Information	
Signed Release of Information (if not previously received) Release of Information August 9, 2021.pdf	Date received:

Breux, P., Same, M., "A guide for Suicide Prevention in New York Schools". 2019. *Suicide Prevention Center* of *NYS*. *NYS Office* of *Mental Health*. 9 April 2021. https://www.preventsuicideny.org/wp-content/uploads/2019/08/Schools Suicide PreventionGuide.pdf

STUDENTS 7200

REPORTING CHILD ABUSE AND MALTREATMENT

I. Statement of Policy

A. The Sauquoit Valley Central School District (the District) recognizes that every school official holding a license or certificate has a legal duty to make a report when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child, and to then immediately notify the designated District administrator that a report has been made. The District also recognizes that any person may make such a report.

B. The District does not take adverse employment action against any District employee who makes a report of suspected child abuse or maltreatment in the belief that they have reasonable cause to make such a report.

C. For purposes of this Policy, the term "school official" includes the District's medical director, school nurses, school social workers, teachers, guidance counselors, school psychologists, athletic trainers, school administrators, and any other personnel required to hold a teaching or administrative license or certificate including all compensated District employees who are required to hold a temporary coaching license or permanent coaching certificate, whether full-time or part-time.

D. Training

1. All mandated reporters must complete the required mandated reporter training under NYS Social Services 413.

2. The District maintains an on-going training program for all current and new school officials, and provides them with copies of this Policy to inform them of their obligations regarding reporting suspected child abuse or maltreatment, and the District's procedures for reporting possible child abuse or maltreatment.

II. Scope of Policy

A. This Policy, with its procedures, applies when the suspected child abuse or maltreatment has resulted from the action (or inaction) of the child's parent or another person who is legally responsible for the child (e.g. guardian, person of parental relation, or custodian). When the issue arises from action (or inaction) by a District employee or volunteer, the obligation to report, and the procedures for reporting, are those described in Policy 7201, Child Abuse in an Educational Setting.

B. For purposes of this Policy and its procedures, a child is considered "abused" or "maltreated" according to the definition of those terms in Section 412 of the New York State Social Services Law. Definitions are accessible on the New York State Office of Children and Family Services website at https://ocfs.ny.gov/programs/cps/definition.php.

III. Procedures (Student Under Eighteen (18) Years of Age)

A. When a school official has reasonable cause to suspect child abuse or maltreatment, that person is required to take the following steps:

1. Make an oral report to the Statewide Central Register of Child Abuse and Maltreatment, commonly known as the Child Abuse Hotline, at 1-800-342-3720.

2. Immediately after making the report to the central child abuse registry, notify the building principal that a report has been made, providing the building principal with the name of each District employee who is believed to have direct knowledge of the allegations in the initial oral report.

B. Upon being notified that an initial report of suspected child abuse or maltreatment has been made to the Central Registry, the building principal shall:

1. Notify the Superintendent;

2. If the situation involves possible physical injury;

a. arrange for the child to be examined by the school nurse, and a record of the examination made; and

b. take, or cause to be taken, color photographs of the affected area, and, if medically indicated, arrange to have a radiological examination (x-ray) of the child performed; and

3. File a written report with the County Department of Social Services, within forty-eight (48) hours of the initial report, using Form LDSS 2221A or such other form as may be required by the Department of Social Services. A copy of Form LDSS 2221A is accessible on the New York State Office of Children and Family Services website ocfs.ny.gov › forms › ldss › LDSS-2221.

a. The District's copy of this form shall be maintained separately from the child's other educational records.

C. If the investigation by the Child Protective Services (CPS) includes interviewing the child, or other students, at school, the interview shall be attended by the Building Principal or other designated administrator.

D. The District's investigation of the suspected child abuse or maltreatment shall be conducted so as to minimize the number of times the child is asked to provide information.

IV. Reporting Procedures (Student Over Eighteen (18) Years of Age)

For reports of abuse and/or maltreatment of students over the age of eighteen, the respective Principal shall make an oral report to the appropriate Adult Protective Services (APS) Department.

V. Consequences of Failure to Report

A. By law, a school official who fails to report suspected child abuse or maltreatment may be subject to criminal action, as well as civil liability for any further harm that comes to the child.

B. A failure to report to the Central Register and follow the procedures described in this Policy and the law, when a school official has reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child, will be considered unsatisfactory performance of the school official's duties and subject to discipline, up to and including termination.

Sauquoit Valley Central School District
Legal Ref: NYS Social Services Law §§411-413, 415-420; NYS Education Law §§ 3003 and 3036; Family Court Act § 1012; 8 NYCRR 80-1.4; 18 NYSRR 432.1; 20 USC §1232g; 34 CFR § 99.36
Cross Ref: 7201, Child Abuse in an Educational Setting.
Adopted: 04/12/05
Readopted: 11/13/07
Revised: 11/10/26

Sauquoit Valley Central School District
Extraclassroom Activity Funds
Management Letter Comments and Corrective Action Plan
2025-26 Audit Report

Observation #1: In multiple instances at the high school and middle school, supporting documentation for cash receipts was not provided by the students or club advisors to the Extraclassroom Activity Fund Treasurer.

Recommendation: We recommend that students and club advisors provide the Extraclassroom Activity Fund Treasurer with documentation identifying the amount and date of each collection to ensure the funds were collected and deposited in a timely manner.

Response: The ECA Treasurers make every effort to ensure that proper supporting documentation is secured for each transaction. We will highlight this requirement and others referenced below with the advisors and again in an annual training of the advisors, to be coordinated by the ECA Treasurers, at the start of next school year. Implementation Dates: November 1, 2026 and Opening Days of 2027-2028 school year.

Observation #2: In multiple instances at the high school, more than three business days elapsed between the date the funds were collected and the date they were deposited.

Recommendation: We recommend that all cash receipts be deposited within three business days of collection.

Response: Procedures have been reviewed with the ECA Treasurers including the requirement that all deposits should be made within 3 days of receipt to the extent possible. Funds held overnight are secured in a locked filing cabinet. On a similar note, the district recently updated its fundraising policy to read, “All proceeds from fundraising activities must be deposited in a student activity account in the appropriate school office as soon as possible.” Implementation date: November 1, 2026.

Observation #3: In multiple instances at the middle school, a second signature of either the Central Treasurer or Activity Treasurer was not obtained on the payment order form. Similarly, in multiple instances at the middle school, only one signature was present on signed checks, and only one signature was present on deposit receipt forms.

Recommendation: We recommend that all required signatures be obtained on each payment order form, check, and deposit receipt form.

Response: Procedures have been reviewed with the ECA Treasurers including the requirement that each payment order form, check, and deposit receipt form have 2 signatures (Central Treasurer and Activity Treasurer). Proper documentation will be retained to ensure compliance. Implementation date: November 1, 2026.

Observation #4: In multiple instances at the middle school, supporting documentation was not provided for cash disbursements.

Recommendation: We recommend that adequate supporting documentation – including disbursement order forms, invoices, receipts, etc. – be obtained and retained for every cash disbursement. This will ensure that the all club expenditures are properly authorized and accounted for.

Response: These requirements have been reviewed with the ECA Treasurers and will be emphasized in future meetings and trainings. Implementation date: November 1, 2026.

11/06/26 11:19 AM
Non State-Owned Lands Only
Zero, Partial Paid Only

Sauquoit Valley Central School District
COLLECTOR'S SUMMARY REPORT
All SWIS Codes

Year = 2027
School Tax
Posting Date on or before 11/06/26

SWIS	Municipality	Taxable Value	Amount of Tax Levy	Total Taxes Collected	Inst Fees Received	Late Fees Received	Taxes Returned to County	Late Fee Added	County Fee Added	Tax, Fee, and County Fee
212689	FRANKFORT	1,150,729	38,659.63	0.00	0.00	0.00	38,659.63	773.19	0.00	39,432.82
213200	LITCHFIELD	178,880	5,260.79	0.00	0.00	0.00	5,260.79	105.22	0.00	5,366.01
304089	KIRKLAND	26,910	1,142.76	0.00	0.00	0.00	1,142.76	22.86	0.00	1,165.62
304689	MARSHALL	58,000	2,740.38	0.00	0.00	0.00	2,740.38	54.80	0.00	2,795.18
304889	NEW HARTFORD	4,112,400	126,874.08	0.00	0.00	0.00	126,874.08	2,537.45	0.00	129,411.53
305001	CLAYVILLE	1,340,100	34,548.96	0.00	0.00	0.00	34,548.96	690.99	0.00	35,239.95
305089	PARIS	8,961,303	230,994.84	0.00	0.00	0.00	230,994.84	4,619.88	0.00	235,614.72
	Report Totals	15,828,322	440,221.44	0.00	0.00	0.00	440,221.44	8,804.39	0.00	449,025.83