

NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING

August 22, 2024

6:30 PM

Large Group Instruction Room at the District Office

AGENDA

1. Call to Order/Pledge of Allegiance

Approval of Agenda

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the agenda of August 22, 2024.

Motion for approval by _____, seconded by _____, all in favor ____-____.

2. Public Access to the Board:

This time is provided for residents of the District to address the Board of Education. Persons wishing to speak must complete the sign in sheet and be recognized by the President. The speaker will be allowed three minutes to address the Board of Education.

3. Consent Agenda:

A motion for approval of items as listed under the CONSENT AGENDA ITEMS is made by _____, and seconded by _____ any discussion- All in favor ____-____.

a. Board of Education Meeting Minutes

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the meeting minutes of August 8, 2024.

b. Recommendations from CSE and CPSE

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the recommendations for the Committee on Special Education dated July 29, August 2, 5, and 16, 2024; and instructs the Superintendent to implement the recommendations on behalf of the following individuals identified by student number:

| | | | | | | | | |
|-----------------|-------|-------|-------|--|--|--|--|--|
| 15095 | 15040 | 15020 | 15108 | | | | | |
| IEP Amendments: | | | | | | | | |
| 14009 | 14349 | 12767 | | | | | | |

c. Substitute Teachers and Substitute Service Personnel

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the individuals named on the substitute lists, which are on file with the District Clerk.

d. Approve District-Wide School Safety Plan and Building-Level Emergency Response Plans

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the comprehensive School Safety Plan and Building Level School Emergency Response Plans for the 2024-2025 school year.

e. Approve Code of Conduct

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Code of Conduct for the 2024-25 school year.

f. Award Bid for Surplus Equipment

It is the recommendation to award the NRWCS D Surplus Equipment Bid to the following Auction International bidders:

RESOLUTION

Be it Resolved, the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, authorizes awarding a bid to the bidder deemed to be the highest bidder.

| Items | Amount |
|--|---------------|
| Assorted Gym Vinyl Wall Matt Pads | \$25.00 |
| Lifting Weights & Benches | \$310.00 |
| York Barbell Weight Rack with Barbells | \$210.00 |
| Little Prince Tennis Ball Laucher | \$100.00 |
| Total Auction Amount: | \$645.00 |

g. Personnel Items:

1. Letter of Resignation Nena Barnes

Nena Barnes, Cleaner has submitted a letter of resignation to accept another position with the District.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Nena Barnes as Cleaner, contingent upon her appointment as School Monitor, effective August 27, 2024.

2. Appoint Food Service Helper – Emma Chavez Trejo

Rita Lopez recommends Emma Chavez Trejo as a Food Service Helper.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 52-week probationary appointment of Emma Chavez Trejo as a Food Service Helper, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-August 27, 2025

Salary: \$16.07/per hour

3. Appoint School Monitor – Nena Barnes

Todd Henry recommends Nena Barnes as a School Monitor.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 26-week probationary appointment of Nena Barnes as a School Monitor, conditional upon a criminal history record check according to Commissioners

Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-February27, 2025
Salary: \$19.77/per hour

4. Creation of Non-Instructional Positions

RESOLUTION

Whereas, the North Rose-Wolcott Central School District has determined that it is necessary establish other positions according to Wayne County Civil Service Rules, and therefore;
Be it resolved, that the Board of Education hereby establishes the following classified civil service positions effective August 28, 2024:

| <u>Position</u> | <u>Classification</u> |
|----------------------|-----------------------|
| 1 – 1.0 Teacher Aide | non-competitive |

5. Appoint Teacher Aide – Darlene Wilson

Crystal Rupp recommends Darlene Wilson as a Teacher Aide.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 52 week probationary appointment of Darlene Wilson as a Teacher Aide, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-August 27, 2025
Salary: \$15.50 per hour

6. Create and Appoint Coordinator of Student Behavior Standards – Gino Pirozzolo

RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education of the North Rose-Wolcott Central School District creates the following 1.0 FTE position and approves the following appointment:

Position: Coordinator of Student Behavior Standards
Appointment/Name: Gino Pirozzolo
Assign./Loc: District
Civil Service Title and Status: Coordinator of Student Behavior Standards, Provisional
Classification/Hourly Rate: Non-Exempt / \$28.85 per hour (minus applicable deductions)
Effective Date: August 19, 2024

7. Appoint Recreation Assistant – Fitness Center

Marc Blankenberg recommends the following individual to work in the Fitness Center.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the appointment of Christopher Zerniak as a Recreation Assistant – Fitness Center at rate of \$15.00/hour for the 2024-2025 school year.

8. Coaching and Athletic Department Appointments

Marc Blankenberg recommends the following individuals to fill coaching positions.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following coaching appointments for the 2024-25 school year,

conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87, and successful completion of all required First Aid/CPR and Child Abuse courses.

| Position | | Name | Step | Years | Salary |
|---|----------|--------------------|------|-------|-----------|
| Boys Volleyball Coach | Modified | Brian Cole | 1 | 1 | \$2,062 |
| Volunteer Assistant Boys Volleyball Coach | Modified | Kelly Cole | | | Volunteer |
| Girls Volleyball Coach | Modified | Carrie Hoestermann | 1 | 1 | \$2,062 |

9. Co-Curricular Appointments

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, appoints the following individuals to fill co-curricular positions for the 2024-25 school year.

| Name | Bldg. | Title | Step | Year | Salary |
|--------------|-------|-----------------------|------|------|-----------------------|
| Erica Ragan | HS | Class of 2027 Advisor | 1 | 1 | \$670 |
| Eric Simpson | | Athletic Event Staff | | | As per NRWTA contract |

10. Appoint Volunteers

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following individuals to work as a volunteer in the district for the 2024-2025 school year.

Christie Bradford

4. **Policies**

A motion for approval of items as listed under Policies is made by _____, and seconded by _____ any discussion- All in favor ___-___.

a) Approval of Policies

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following new and/or revised policies:

| | | |
|-------------|--|---------|
| 7000 | Students | |
| 7110 | Comprehensive Student Attendance | Revised |
| 7540 | Suicide Prevention | Revised |
| 7611 | Children with Disabilities | Revised |
| 8000 | Instruction | |
| 8310 | Purposes of Instructional Materials and Academic Freedom | Revised |

5. **Items requiring a roll call vote:**

A motion for approval of Items #1 & #2 is made by _____ and seconded by _____ it was adopted and the following votes were cast:

1. Appoint Volunteers

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following individuals to work as a volunteer in the

district for the 2024-2025 school year.

Jennifer Kerr

Travis Kerr

2. Coaching and Athletic Department Appointments

Marc Blankenberg recommends the following individuals to fill coaching positions.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following coaching appointments for the 2024-25 school year, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87, and successful completion of all required First Aid/CPR and Child Abuse courses.

| Position | | Name | Step | Years | Salary |
|---------------------------------------|---------|-------------|------|-------|-----------|
| Volunteer Assistant Boys Soccer Coach | Varsity | Travis Kerr | | | Volunteer |

| | | | |
|-----------------|--------|---------|--------|
| Lucinda Collier | Voting | ___ yes | ___ no |
| Tina Reed | Voting | ___ yes | ___ no |
| John Boogaard | Voting | ___ yes | ___ no |
| Shelly Cahoon | Voting | ___ yes | ___ no |
| Linda Eygnor | Voting | ___ yes | ___ no |
| Lesley Haffner | Voting | ___ yes | ___ no |
| Travis Kerr | Voting | ___ yes | ___ no |

A motion for approval of Item #3 is made by _____ and seconded by _____ it was adopted and the following votes were cast:

3. Appoint Architect- SEI Design Group

WHEREAS, the Board of Education of the North Rose-Wolcott Central School District is familiar with the personnel, work, and professional services of the architectural firm SEI Design Group, and believes this firm to provide quality work and services and to be knowledgeable in their field, particularly in regard to New York State public school districts; and

WHEREAS, the voters of the North Rose-Wolcott Central School District (“School District”) authorized by referendum a capital project entailing the improvement and renovation of the District’s buildings, and known as the 2023 *Capital Improvement Project: Renovations And Improvements of the District High School, Elementary School and Leavenworth Middle School* (“2023 Capital Project”);

WHEREAS, the Board of Education believes that it is in the best interests of the North Rose-Wolcott Central School District to appoint the Architectural Firm as the School District’s architect for the 2023 Capital Project, to perform such duties, work and assignments as the Superintendent of Schools or his designee believes the firm to be best suited and consistent with the School District’s best interests;

THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT that it hereby appoints SEI Design Group, D.P.C., as the architect for the North Rose-Wolcott Central School District for the 2023 Capital Improvement Project and charges its Superintendent of Schools or his designee(s) to specify to the firm the projects and assignments for which the Architectural Firm shall provide professional services, as the Superintendent of Schools deems advisable and in the best interests of the North Rose-Wolcott Central School District for the 2023 Capital Project.

BE IT IS FURTHER RESOLVED, and the Board hereby authorizes the Superintendent of Schools and his designee(s) to negotiate such terms and agreements as are necessary to give effect to this resolution with the above-specified firm, for review and approval of the Board of Education.

BE IT FURTHER RESOLVED, that this resolution takes effect immediately upon its adoption.

| | | | |
|-----------------|--------|---------|--------|
| Lucinda Collier | Voting | ___ yes | ___ no |
| Tina Reed | Voting | ___ yes | ___ no |

| | | | |
|----------------|--------|---------|--------|
| John Boogaard | Voting | ___ yes | ___ no |
| Shelly Cahoon | Voting | ___ yes | ___ no |
| Linda Eygnor | Voting | ___ yes | ___ no |
| Lesley Haffner | Voting | ___ yes | ___ no |
| Travis Kerr | Voting | ___ yes | ___ no |

A motion for approval of Item #4 is made by _____ and seconded by _____ it was adopted and the following votes were cast:

4. Appoint Construction Management – DGA Builders, LLC

WHEREAS, the Board of Education of the North Rose-Wolcott Central School District is familiar with the personnel, work, and professional services of the Construction Management Contractor, DGA Builders, LLC and believes this contractor to provide quality work and services and to be knowledgeable in their field, particularly in regard to New York State public school districts; and

WHEREAS, the voters of the North Rose-Wolcott Central School District (“School District”) authorized by referendum a capital project entailing the improvement and renovation of the District’s buildings, and known as the 2021 Capital Improvement Project: Renovations And Improvements of the District High School, Elementary School and Leavenworth Middle School (“2023 Capital Project”);

WHEREAS, the Board of Education believes that it is in the best interests of the North Rose-Wolcott Central School District to appoint the Construction Management Contractor as the School District’s construction contractor for the 2023 Capital Project, to perform such duties, work and assignments as the Superintendent of Schools or his designee believes the firm to be best suited and consistent with the School District’s best interests;

THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT that it hereby appoints DGA Builders, LLC, as the Construction Management Contractor for the North Rose-Wolcott Central School District for the 2023 Capital Improvement Project and charges its Superintendent of Schools or his designee(s) to specify to the firm the projects and assignments for which the Construction Management Contractor shall provide professional services, as the Superintendent of Schools deems advisable and in the best interests of the North Rose-Wolcott Central School District for the 2023 Capital Project.

BE IT IS FURTHER RESOLVED, and the Board hereby authorizes the Superintendent of Schools and his designee(s) to negotiate such terms and agreements as are necessary to give effect to this resolution with each above-specified firm, for review and approval of the Board of Education.

BE IT FURTHER RESOLVED, that this resolution takes effect immediately upon its adoption.

| | | | |
|-----------------|--------|---------|--------|
| Lucinda Collier | Voting | ___ yes | ___ no |
| Tina Reed | Voting | ___ yes | ___ no |
| John Boogaard | Voting | ___ yes | ___ no |
| Shelly Cahoon | Voting | ___ yes | ___ no |
| Linda Eygnor | Voting | ___ yes | ___ no |
| Lesley Haffner | Voting | ___ yes | ___ no |
| Travis Kerr | Voting | ___ yes | ___ no |

Board Member Requests/Comments/Discussion:

Good News:

Informational Items:

- Claims Auditor Reports

Motion for Adjournment:

There being no further business or discussion, a motion is requested adjourn the regular meeting.

Motion for approval by _____, seconded by _____, with motion approved ____-____. Time adjourned: ____:____ p.m.

**NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION REGULAR MEETING**

AUGUST 8, 2024 6:00 PM LARGE GROUP INSTRUCTION ROOM @ DISTRICT OFFICE

PRESENT:

BOE Members: Tina Reed, John Boogaard [via video-conferencing], Shelly Cahoon, Linda Eygnor, Lesley Haffner, Travis Kerr

Absent: Lucinda Collier

Superintendent: Michael Pullen

District Clerk: Tina St. John

Approximately 13 students, staff and guests

1. Call to Order/Pledge of Allegiance

Vice President, Tina Reed called the meeting to order at 6:00p.m.

Approval of the Agenda:

Motion for approval was made by Shelly Cahoon and seconded by Linda Eygnor with the motion approved 6-0.

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the agenda of August 8, 2024.

2. Presentations:

- Special Education Plan – Chelsea Eaton
 - Ms. Eaton presented the Special Education Plan and answered questions.
- Professional Development Plan – Megan Paliotti
 - Ms. Paliotti presented the Professional Development Plan and answered questions.
- Superintendent Update – Michael Pullen
 - Mr. Pullen presented information and answered questions regarding:
 - Portrait of a Graduate; and
 - The Path to Fleet Electrification

3. Reports and Correspondence:

- Policy Committee:
 - First Reading: The following policies are being submitted for a first reading.

| | | |
|-------------|--|---------|
| 7000 | Students | |
| 7110 | Comprehensive Student Attendance | Revised |
| 7540 | Suicide Prevention | Revised |
| 7611 | Children with Disabilities | Revised |
| 8000 | Instruction | |
| 8310 | Purposes of Instructional Materials and Academic Freedom | Revised |

4. Board Member Requests/Comments/Discussion:

- BOE Committee Appointments: The following people were appointed.
 - Board of Education Building Liaisons
 - Elementary School – Lesley Haffner
 - Middle School - Travis Kerr
 - High School - John Boogaard
 - Cougar Ops – Shelly Cahoon
 - Four County Board of Directors – Linda Eygnor
 - Four County Legislative Committee – Linda Eygnor

- District Safety Committee - Travis Kerr
- Audit Committee – John Boogaard, Chairperson, Shelly Cahoon, Travis Kerr
- Handbook Committee – Lucinda Collier, Chairperson, Linda Eynor, Lesley Haffner
- Building & Grounds/Capital Project/Energy – All BOE Members
- Personnel & Negotiations Committee – Tina Reed, Chairperson, John Boogaard, Lucinda Collier
- Policy Committee – Shelly Cahoon, Chairperson, Tina Reed, Lesley Haffner

5. Public Access to the Board:

- Steve Guthrie addressed the BOE regarding the location of the proposed cell tower.

EXECUTIVE SESSION:

A motion was requested to enter executive session to discuss the employment history of specific employees.

The motion was made by Shelly Cahoon and seconded by Linda Eynor with motion approved 6-0.

Time entered: 7:00 p.m.

Return to regular session at 7:18 p.m.

6. Consent Agenda:

A motion for approval of the following items as listed under the CONSENT AGENDA is made by Shelly Cahoon and seconded by Lesley Haffner with the motion approved 6-0.

a. Board of Education Meeting Minutes

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Meeting Minutes of July 11, 2024.

b. Recommendations from CSE and CPSE

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the recommendations for the Committee on Special Education dated March 12, June 4, 10, 12, July 25, 2024; and instructs the Superintendent to implement the recommendations on behalf of the following individuals identified by student number:

| | | | | | | | | |
|-----------------|-------|-------|-------|-------|-------|--|--|--|
| 15084 | 14920 | 14985 | 14984 | 15036 | 15055 | | | |
| IEP Amendments: | | | | | | | | |
| 13292 | | | | | | | | |

c. Substitute Teachers and Substitute Service Personnel

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the individuals named on the substitute lists, which are on file with the District Clerk.

d. 2024 School Tax Warrant

RESOLUTION

Whereas the Board of Education has been authorized by the voters of North Rose – Wolcott CSD to collect School Taxes at the sum not to exceed \$11,235,105 (General Fund) and \$236,100 (Wolcott Public Library and Rose Free Library).

Be it resolved that the tax warrant of the Board, duly signed, shall be affixed to the tax rolls authorizing the collection of said taxes to begin September 1, 2024, and end October 31, 2024, giving the tax warrant an effective period of 61 days, at the expiration of which time the tax collector shall make an accounting, in writing, to the Board of Education.

Be it further resolved that the delinquent tax penalties shall be fixed as follows: September 1, 2024 – October 3, 2024 – No Penalty; October 4, 2024 – October 31, 2024 - 2% Penalty; After October 31, 2024, unpaid taxes turned over to the County will incur additional penalties to be retained by the County.

e. Approval of Special Education Plan

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 2024-2025 North Rose-Wolcott Special Education Plan.

f. Approval of Professional Development Plan

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 2024-2025 Professional Development Plan.

g. Personnel Items:

1. Letter of Resignation – Jessica Countryman

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Jessica Countryman as School Monitor, effective July 31, 2024.

2. Letter of Resignation – Charlotte Breese

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation from Charlotte Breese as Food Service Helper, effective August 1, 2024.

3. Appoint Teacher Aide – Casey Wendt

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 52 week probationary appointment of Casey Wendt as a Teacher Aide, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-August 27, 2025

Salary: \$15.50/per hour

4. Appoint Teacher Aide – Christy Grimsley

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 26 week probationary appointment of Christy Grimsley as a Teacher Aide, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 28, 2024-February 27, 2025

Salary: \$17.86/per hour

5. Provisionally Appoint Clerk/Typist – Amanda Paylor

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the provisional appointment of Amanda Paylor as a Clerk/Typist, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 effective July 22, 2024 at the rate of \$16.12/hr.

6. Provisionally Appoint Clerk/Typist – Allison Walton

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the provisional appointment of Allison Walton as a Clerk/Typist, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 effective July 29, 2024 at the rate of \$16.12/hr.

7. Appoint Long Term Substitute Teacher – Rebecca Thacker

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the appointment of Rebecca Thacker as a Long-Term Substitute Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Appointment Dates: August 28, 2024-June 30, 2025

Salary: \$247.27/day

8. Appoint Special Education Teacher – Patricia Gommenginger

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Patricia Gommenginger as Special Education Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Students with Disabilities, Grades 7-12, Initial

Tenure Area: Special Education, Generalist

Probationary Period: August 28, 2024-August 27, 2028

Salary: Step B, \$50,455

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

9. Appoint Social Studies Teacher – Jake Hill

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Jake Hill as a Social Studies Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Social Studies, Grades 7-12, Initial

Tenure Area: Social Studies

Probationary Period: August 28, 2024-August 27, 2028

Salary: Step A, \$49,014

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

10. Permanent Appointment – Kayla Byler

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the permanent appointment of Kayla Byler as Teacher Aide effective September 6, 2024.

11. Approve Amended Terms & Conditions of Employment

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the Amended Terms and Conditions of Employment for the Director of Human Resources for the 2024-2025 school year. The contract is on file with the District Clerk.

12. Written Agreement between the Superintendent and North Rose-Wolcott Service Employees Association

RESOLUTION

Resolved, that the Board of Education of the North Rose-Wolcott Central School District approves the written agreement between the Superintendent of Schools and the North Rose-Wolcott Service Employees Association, executed on August 5, 2024.

13. Summer Curriculum Writing/Professional Development

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following individuals to participate in curriculum writing workshops in July-August 2024 at \$35.00/hr.

Rebecca Thacker Patricia Gommenginger Jake Hill

14. Appoint K-12 Home/School Liaison – Irene Interlichia

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of Irene Interlichia as Home/School Liaison at \$45.00/hr. for the 2024-25 school year to be funded from the McKinney-Vento Homeless Education Assistance Grant.

15. Appoint Parent Liaisons

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of the following Parent Liaisons at \$16.00/hr. for the 2024-2025 school year.

| | | | |
|------------------|--------------|---------------|----------------|
| Samantha Gardner | Allison Denk | Yvonne Bishop | Meghan Fremouw |
|------------------|--------------|---------------|----------------|

16. Coaching and Athletic Department Appointments

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following coaching appointments for the 2024-25 school year, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87, and successful completion of all required First Aid/CPR and Child Abuse courses.

| Position | | Name | Step | Years | Salary |
|--|----------|--------------------|------|-------|-------------|
| Swim Program Director | | Autumn Davenport | | | \$26.00/hr. |
| Girls Soccer Coach | Varsity | Kala Caster | 1 | 1 | \$3,808 |
| Girls Soccer Coach | JV | Joy Fields | 1 | 3 | \$2,660 |
| Girls Soccer Coach | Modified | Patricia Jackson | 4 | 24 | \$3,403 |
| Boys Soccer Coach | JV | Ethan Durocher | 3 | 7 | 3,990 |
| Wrestling Coach | Varsity | Jerry DeCausemaker | 4 | 43 | \$9,430 |
| Boys Swim Coach | Varsity | Brian Cole | 4 | 18 | \$9,430 |
| Volunteer Boys Swim Coach | Varsity | Kelly Cole | | | Volunteer |
| Swim Coach | Modified | Kelly Cole | 3 | 8 | 4,643 |
| Volunteer Swim Coach | Modified | Brian Cole | | | Volunteer |
| Girls Basketball Coach | Varsity | Michelle Lancaster | 1 | 3 | \$5,715 |
| Girls Basketball Coach | Modified | Patricia Jackson | 4 | 26 | \$4,683 |
| Boys Basketball Coach | Varsity | Brad LeFevre | 3 | 7 | \$8,573 |
| Boys Basketball Coach | JV | Ethan Durocher | 3 | 7 | \$5,984 |
| Girls Volleyball Coach | Varsity | Kurt Laird | 4 | 24 | \$6,284 |
| Girls Volleyball Coach | JV | Caroline Strub | 1 | 3 | \$2,660 |
| Boys Volleyball Coach | Varsity | David Hahn | 2 | 5 | \$5,142 |
| Boys Volleyball Coach | JV | Ron Colon | 1 | 3 | \$2,660 |
| Boys Tennis Coach | Varsity | Zachary Norris | 2 | 5 | \$4,297 |
| Boys Tennis Coach | Modified | Brian Cole | 3 | 7 | \$3,990 |
| Girls Tennis Coach | Varsity | Michael Grasso | 4 | 20 | \$5,253 |
| Girls Tennis Coach | Modified | Zachary Norris | 2 | 4 | \$3,591 |
| Cross Country Coach | Modified | Nick Wojieck | 4 | 17 | \$3,403 |
| Golf Coach | Varsity | Brad LeFevre | 1 | 1 | \$3,183 |
| Girls Track & Field Coach | Varsity | George Mitchell | 4 | 35 | \$6,284 |
| Boys Track & Field Coach | Modified | Alex Richwalder | 4 | 13 | \$4,253 |
| Cross Country Coach | Varsity | Alex Richwalder | 4 | 13 | \$5,253 |
| Indoor Track Coach | Varsity | Alex Richwalder | 4 | 13 | \$9,430 |
| Volunteer Assistant Indoor Track Coach | Varsity | George Mitchell | | | Volunteer |
| Bowling Coach | Varsity | Adam Bishop | 1 | 2 | \$3,183 |

17. Co-Curricular Appointments

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, appoints the following individuals to fill co-curricular positions for the 2024-25 school year.

| Name | Bldg. | Title | Step | Year | Salary |
|---------------------|-------|----------------------|------|------|--------------------|
| Joe Slaski | | Athletic Event Staff | | | Per NRWTA contract |
| Gary Lockwood | | Athletic Event Staff | | | Per NRWTA contract |
| Michael Virts | | Athletic Event Staff | | | Per NRWTA contract |
| Michael Lockwood | | Athletic Event Staff | | | Per NRWTA contract |
| Christopher Zerniak | | Athletic Event Staff | | | Per NRWTA contract |
| Melanie Geil | | Athletic Event Staff | | | Per NRWTA contract |
| Jerry DeCausemaker | | Athletic Event Staff | | | Per NRWTA contract |
| Julie Norris | | Athletic Event Staff | | | Per NRWTA contract |
| Lisa Olmstead | | Athletic Event Staff | | | Per NRWTA contract |

| | | | | | |
|----------------------|----|------------------------------------|---|----|--------------------------------|
| Kelly Cole | | Athletic Event Staff | | | Per NRWTA contract |
| Heather Dennis | | Athletic Event Staff | | | Per NRWTA contract |
| Amy Chmielecki | | Athletic Event Staff | | | Per NRWTA contract |
| Ethan Durocher | | Athletic Event Staff | | | Per NRWTA contract |
| David Hahn | | Athletic Event Staff | | | Per NRWTA contract |
| Alex Richwalder | | Athletic Event Staff | | | Per NRWTA contract |
| Jennifer Judge | HS | FBLA Advisor | 4 | 17 | \$2,329 |
| Jennifer Judge | HS | Yearbook Advisor | 3 | 7 | \$1,835 |
| Caroline Strub | HS | Band – All State Advisor | 1 | 3 | \$485 |
| Caroline Strub | HS | Band – All County Advisor | 1 | 3 | \$485 |
| Caroline Strub | HS | Musical Pit Band Director | 1 | 3 | \$1,224 |
| Caroline Strub | HS | Band – Solo Fest Advisor | | | \$32.50/hr. 8 hrs. max |
| Caroline Strub | HS | Marching Band Director | | | \$32.50/hr. min \$65 per event |
| Amy Johnson | HS | Musical-Set Construction Advisor | 1 | 1 | \$928 |
| Michelle Bartholomew | HS | Musical -Costume Designer/Costumer | 3 | 8 | \$1,448 |
| Amy Johnson | HS | Musical Director | 2 | 4 | \$4,247 |
| Kelley Allen | HS | Art Club Advisor | 4 | 13 | \$2,329 |
| Kristin Gardner | HS | Class of 2025 Advisor | 1 | 1 | \$1,774 |
| Brittany Wright | HS | Class of 2025 Advisor | 1 | 3 | \$1,774 |
| Michelle Bartholomew | HS | Class of 2026 Advisor | 3 | 9 | \$1,385 |
| Maureen Mahoney | HS | Class of 2026 Advisor | 2 | 5 | \$1,199 |
| Lori Purcell | HS | Class of 2027 Advisor | 1 | 1 | \$670 |
| Christine Schwind | HS | Chorus All-State Advisor | 4 | 17 | \$784 |
| Christine Schwind | HS | Chorus All-County Advisor | 4 | 16 | \$784 |
| Nick Wojciek | HS | Interact Club Advisor | 2 | 6 | \$1,905 |
| Nick Wojciek | HS | Master Minds Advisor | 1 | 1 | \$1,411 |
| Nick Wojciek | HS | Science Club Advisor | 3 | 8 | \$2,202 |
| Amy Wiktorowicz | HS | Speak-Out Advisor | 3 | 9 | \$2,202 |
| Maureen Mahoney | HS | Student Council Advisor | 1 | 3 | \$739.50 |
| Kelley Allen | HS | Student Council Advisor | 4 | 17 | \$1,220 |
| Kelley Allen | HS | Coordinator Spring Art Festival | 4 | 13 | \$1,162 |
| Christine Schwind | HS | Chorus Solo-Fest Advisor | | | \$32.50/hr. 8 hrs. max |
| Christine Schwind | HS | Solo Fest Accompanist | | | \$62.00 per student |
| Christine Schwind | HS | All-State Accompanist | | | \$62.00 per student |
| Christine Schwind | HS | Graduation Accompanist | | | \$189 |
| Erica Ragan | HS | Creative Writing Club Advisor | | | Volunteer |
| Jackie Nelson | HS | Creative Writing Club Advisor | | | Volunteer |
| Amy Suss | HS | GSA Advisor | 1 | 3 | \$691.50 |
| Amanda Johnson | HS | GSA Advisor | 1 | 3 | \$691.50 |
| Jennifer Renzi | HS | Ski Club Advisor | 1 | 1 | \$1,411 |
| Brian LaValley | HS | Cougar Cupboard | | | Volunteer |
| Kate Nash | ES | AV Club Advisor | 2 | 4 | \$1,905 |
| Jordan Camp | ES | Student Council Advisor | 2 | 6 | \$1,199 |
| Joanna Samar | ES | Student Council Advisor | 2 | 6 | \$1,199 |
| Lindsay Wiegand | MS | Class of 2030 Advisor | 1 | 1 | \$670 |
| Adam Bishop | MS | Bus Loader | 1 | 2 | \$1,180 |
| Lindsay Wiegand | MS | Bus Loader | 1 | 1 | \$1,180 |
| Alex Richwalder | MS | Musical Pit Band Director | 4 | 10 | \$2,020 |

| | | | | | |
|-----------------------|----|-----------------------|---|---|------------------------|
| Alex Richwalder | MS | Solo Fest – Band | | | \$32.50/hr. 8 hrs. max |
| Alex Richwalder | MS | Band – All County | 2 | 4 | \$654 |
| Alex Richwalder | MS | Band – All State | 1 | 3 | \$485 |
| Kathleen Vona Winters | MS | Yearbook Advisor | 1 | 2 | \$1,176 |
| Ethan Durocher | MS | AV Club | 1 | 2 | \$1,411 |
| Tony Tubolino | MS | NJHS Advisor | 1 | 2 | \$1,411 |
| Bethany Bemis | MS | Solo Fest Advisor | | | \$32.50/hr. 8 hrs. max |
| Bethany Bemis | MS | Class of 2029 Advisor | 1 | 1 | \$670 |
| Bethany Bemis | MS | Musical Director | 1 | 3 | \$3,146 |
| Bethany Bemis | MS | Chorus – All County | 1 | 3 | \$475 |
| Bethany Bemis | MS | Chorus – All State | 1 | 3 | \$475 |
| Caitlyn Bishop | MS | Student Council | 2 | 4 | \$1,997 |
| Caitlyn Bishop | MS | Musical Director | 2 | 4 | \$4,247 |
| David Hahn | MS | Student Council | 1 | 2 | \$1,479 |
| Crystal Weigand | MS | Yearbook Advisor | 3 | 7 | \$1,835 |
| Margaret Macaluso | MS | Art Club | 1 | 1 | \$1,411 |

18. Academic and Enrichment Summer Program Appointments

The following individuals are being recommended to work in the summer academic and enrichment programs that are funded by grants.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals to work various summer academic and enrichment programs from July 1, 2024 through August 27, 2024 conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87.

| Staff | Position | \$/Hr. |
|---------------------|---------------------------------|-------------|
| Austin Baker | Grant Program Student Worker | \$15.00/hr. |
| Sandy Motyka | Grant Program Teacher Assistant | \$19.86/hr. |
| Darcy Guerra | Grant Program Teacher Aide | \$17.91/hr. |
| Jessica Hadcock | Grant Program Teacher Aide | \$15.86/hr. |
| Jackie Nelson | Grant Program Teacher | \$41.37/hr. |
| Jennifer Judge | Grant Program Teacher | \$41.37/hr. |
| Sarah Maring | Grant Program Teacher | \$41.37/hr. |
| Amy Chmielewski | Grant Program Teacher | \$41.37/hr. |
| Michele Bartholomew | Grant Program Teacher | \$41.37/hr. |
| Sara Walworth | Grant Program Teacher | \$41.37/hr. |
| Whitney Markwica | Grant Program Teacher | \$41.37/hr. |
| Adam Hawley | Grant Program Teacher | \$41.37/hr. |
| Charles Furletti | Grant Program Teacher | \$41.37/hr. |
| Michael Grasso | Grant Program Teacher | \$41.37/hr. |
| Amy Musengo | Grant Program Teacher | \$41.37/hr. |
| Brian Cole | Grant Program Teacher | \$41.37/hr. |
| Chris Ackley | Grant Program Teacher | \$41.37/hr. |
| Kailea Nelson | Grant Program Teacher | \$41.37/hr. |

19. Certify Lead Evaluators

WHEREAS, the following administrators have completed trainings which meet the requirements of 8 NYCRR 30-2.9 and the North Rose-Wolcott Annual Professional performance Review Plan (APPR) for certification as a Lead Evaluator of teachers:

- a) Karen Haak, Principal
- b) Crystal Rupp, Principal
- c) Nicole Sinclair, Principal
- d) Chelsea Eaton, Director of Special Education
- e) Scott Hassall, Assistant Principal
- f) Lisa Visalli, Assistant Principal
- g) Marc Blankenberg, Director of Health, PE & Athletics
- h) Benjamin Stopka, Assistant Principal
- i) Laurie Elliott, Community Schools Administrator
- j) Mark Mathews, Principal
- k) Megan Paliotti, Assistant Superintendent for Instruction

WHEREAS, the following administrators have completed trainings which meet the requirements of 8 NYCRR 30-2.9 and the North Rose-Wolcott Annual Professional Performance Review Plan (APPR) for certification as a Lead Evaluator of principals:

- A. Michael Pullen, Superintendent of Schools
- B. Megan Paliotti, Assistant Superintendent for Instruction and School Improvement

BE IT RESOLVED, that, upon recommendation of the District Superintendent, that the above listed administrators (a- k) be certified as a Lead Evaluators of teachers and that the above listed administrators (A -B) be certified as Lead Evaluators of principals.

**20. Appoint Administrative Intern- Director of Business Operations and Finance– Carrie Petrie
RESOLUTION**

BE IT RESOLVED, that the Board of Education of the North Rose-Wolcott Central School District hereby appoints Carrie Petrie as an Administrative Intern, Director of Business Operations and Finance for the period of July 1, 2024 through June 30, 2025; and

BE IT FURTHER RESOLVED, that Carrie Petrie shall be supervised by the Superintendent or his Designee; and

BE IT FURTHER RESOLVED, that the Board of Education approves the compensation and conditions of employment agreement of Carrie Petrie effective July 1, 2024 and ending June 30, 2025. Contract is on file with the District Clerk

7. *Items requiring a roll call vote:*

A motion for approval of Items #1 is made by Travis Kerr and seconded by Linda Eygnor, it was adopted and the following votes were cast:

1. Coaching and Athletic Department Appointments

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following coaching appointments for the 2024-25 school year, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87, and successful completion of all required First Aid/CPR and Child Abuse courses.

| Position | | Name | Step | Years | Salary |
|-------------------|---------|----------------------|------|-------|---------|
| Boys Soccer Coach | Varsity | Michael DeWispelaere | 1 | 1 | \$3,808 |

| | | | |
|-----------------|--------|------------------|--------|
| Lucinda Collier | Voting | <u>absent</u> | |
| Tina Reed | Voting | <u>X</u> yes | ___ no |
| John Boogaard | Voting | <u>X</u> yes | ___ no |
| Shelly Cahoon | Voting | <u>abstained</u> | |
| Linda Eygnor | Voting | <u>X</u> yes | ___ no |
| Lesley Haffner | Voting | <u>X</u> yes | ___ no |
| Travis Kerr | Voting | <u>X</u> yes | ___ no |

Good News:

- Linda Eygnor attended the Rural Schools Association Summer Conference

Board Member Requests/Comments/Discussion:

- BOE Goals workshop will be held on August 22nd after the regular meeting

Informational Items:

- Claims Auditor Reports

Adjournment:

A motion was requested to adjourn the regular meeting.

Motion for approval was made by Shelly Cahoon and seconded by Linda Eygnor with motion approved 6-0.

Time adjourned: 7:23p.m.

Tina St. John, Clerk of the Board of Education

NORTH ROSE WOLCOTT CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SAFETY PLAN

North Rose-Wolcott Central School District
District-Wide
School Safety Plan
(S.A.V.E. Legislation)

2024-2025

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Introduction

This District-wide safety plan has been developed to comply with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(e)(1). The Board of Education appointed a District-wide School Safety Committee, comprised of representatives of the administrators, faculty, staff, parents, and school safety personnel to develop the plan. It is a general overview of the Building-Level Emergency Response Plan (ERP) which is in place to guide staff and students of the North Rose-Wolcott Central School District when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures.

Building-Level ERPs have been developed to comply with Project Save to establish specific emergency response plans for each school building. These Building-Level ERPs provide detailed response procedures for each school building within the North Rose-Wolcott Central School District. In contrast to this plan, which is accessible to the public, the Building-Level ERPs are confidential and not subject to disclosure under Article 6 of the Public Officers Law, the Freedom of Information Act, or any other provision of law, in accordance with Education Law, Section 2801-a. Therefore, the Building-Level ERPs provide a confidential means to outline sensitive emergency procedures not included herein. Such plans comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(e)(2).

Emergency situations can range from man-made problems such as power outages, fires and bomb threats to natural disasters like blizzards and floods and may present highly dangerous situations or mere inconveniences. In an emergency situation, NRWCS D priorities are first the protection of life, then preservation of property, and restoration to normal activities. This plan and the Building-Level ERPs describe procedures for a variety of emergencies. Obviously, no plan can cover all possible emergencies. Therefore, District Officials are to use their judgment and discretion in responding to an emergency in a manner consistent with the provisions of this plan and the applicable school Building-Level ERP in a manner that will minimize loss of life, personal injury and property damage.

The Superintendent is the individual in charge (Chief Emergency Officer). In his absence, the responsibility will go to the Director of Business Operations and Finance. When the individual-in-charge has been notified that an emergency exists, he will serve as “Incident Commander”, activate the appropriate procedures, direct the emergency response actions and serve as part of a unified command system with emergency responders, as applicable. If the Superintendent is not available, the Director of Business Operations and Finance would serve in this role. The Building Principal will assume this role until the Superintendent or Director of Business Operations and Finance is notified and arrives on the scene.

Section I-Planning

1. Purpose

As stated in the introduction, the North Rose-Wolcott District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the North Rose-Wolcott School District Board of Education, the Superintendent of North Rose-Wolcott School District charged the Board Appointed District-wide School Safety Team with the development and maintenance of the District-wide School Safety Plan.

2. Identification of the District Safety Team

The North Rose-Wolcott School District's Board of Education has appointed a District-wide School Safety Team consisting of, but not limited to teachers, administrators, parents, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are included in the chart on the following page:

District Safety Team

| Name | Affiliation |
|-------------------|--|
| Bryan Morse | School Resource Officer |
| Rachel Carr | Wayne County Sheriff's Office |
| Michael Pullen | Superintendent of Schools |
| Megan Paliotti | Assistant Superintendent of Instruction and School Improvement |
| Carrie Petrie | Business Operations and Finance Intern |
| Amanda Hogan | District Public Relations |
| Jeremy Sebastiano | Director of Maintenance and Operations |
| Marc Blankenberg | Director of Health, Physical Education & Athletics |
| Chelsea Eaton | Director of Special Education/ Pupil Personnel Services |

| | |
|-----------------|--|
| Lisa Brower | Coordinator of Network and Technology Services |
| Rita Lopez | School Lunch Manager |
| Todd Henry | Transportation Supervisor |
| Nicole Sinclair | HS Principal |
| Lisa Visalli | HS Assistant Principal |
| Rebecca Kandt | HS Staff Member |
| Crystal Rupp | MS Principal |
| Scott Hassall | MS Assistant Principal |
| Colleen Barron | MS Staff Member |
| Karen Haak | Elementary Principal |
| Ben Stopka | Elementary Assistant Principal |
| Kathryn Nash | NRWE Staff Member |
| Travis Kerr | Board of Education Member |
| Ken VanFleet | Parent |
| Marcie Stiner | BOCES-Health & Safety |
| Rob Anderson | Insurance Agent |
| Luann Romanelli | Utica National |
| David Hahn | MS After School |
| Patricia Weber | ES After School |
| Brad Steve | Child & Youth Single Point of Access Coordinator |

3. Operations

The District-wide School Safety Plan is directly linked to the individual Building-Level ERPs for each school building. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of individual Building-Level ERPs.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team, and what processes are in place to notify the district.

Upon activation of the School Emergency Response Team, the Superintendent of Schools or his designee will be notified and, where appropriate, local emergency officials will also be notified. County and State resources could supplement the districts efforts through existing protocols.

4. Plan Review

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available in the District Office.

Section II-Risk Prevention and Intervention

1. Strategies

The North Rose-Wolcott School District has policies and procedures in place for reducing the risk of violence. The district has implemented programs and activities for prevention of violence and training and drills (response to) in the event of a violent incident or other school emergency.

The policies and procedures are outlined in the North Rose-Wolcott School District Policy Manual.

The programs and activities the school district has in place include but are not limited to Peer-Mentor Programming, Conflict Resolution Peer Groups, Restorative Practices, Reporting System for Harassment and Bullying (DASA) and the Safe Schools Helpline.

Live drills (training) are executed within each building and include: Go-home-early, Lockdown, Lockout, Shelter-in-Place, Hold-in-Place, and Evacuation.

2. Early Detection of Potentially Violent Behaviors

Dissemination of informative materials regarding early detection of potentially violent behaviors will be shared as part of the building response to both District-Level and Building-Level Multi-tiered System of Support (MTSS) meetings. The District will provide programs and staff training in identifying early warning signs, intervention/prevention strategies and development of violence prevention instruction in an on-going manner.

3. Suspicious Individual Protocol

It shall be the policy of the district that the reporting of any and all activities or individuals which raise suspicion shall be encouraged and sought after. The District will provide readily available processes for reporting such behaviors including but not limited to ease of access to the School Resource Officer, a reporting form, and open lines of communication to Building and District Administrators.

4. Hazard Identification

Potential sites of emergency within the District have been identified as; High School building and grounds and/or adjacent properties to, Middle School building and grounds (including Building and Grounds physical structure) and/or adjacent properties to, and Elementary School building and grounds (including Transportation building) and/or adjacent properties to, inclusive of the building grounds would be athletic fields, playgrounds, parking lots etc.

Section III-Response

1. Notification and Activation

The appropriate emergency response agency will be contacted in the event of a violent incident/emergency. Local law enforcement and emergency agencies and contact information are listed in each Building-Level ERP. The School Incident Command System is in place to provide effective direction, control and coordination during an incident.

Notification of district personnel in the event of a violent incident/emergency could take place in any of the following forms of communication: Telephone, Email, Intercom or alternate as appropriate.

Notification of district students will be situational and will take place via Intercom.

Notification of parents will be via an automated notification system.

2. Situational Responses

The Building-Level ERP is created to best prepare each building for any potential violent incident/emergency. The district uses five emergency response procedures in responding to various situations. The five procedures are; Lockdown, Lockout, Shelter-In-Place, Hold-In-Place, and Evacuation. These procedures are outlined in the Building-Level ERP and could be used in any of the following situations: Threats of Violence, Intruder, Hostage, Bomb Threat, Weather Related, Hazardous Material, Biological, Gas Leak, Epidemic.

Using the Incident Command System, the Incident Commander would make a decision on which of the district emergency procedure(s) would be used in any given situation. The steps of each procedure are also listed in the Building-Level ERP.

Emergency assistance from the Local Government is a critical part of the Building-Level ERP. Emergency contacts are listed in the Building-Level ERP.

3. Reporting School Closures

Whenever a school building must close due to the activation of its Emergency Response Plan or building – Level school safety plan a report of school closure, and a corresponding report of school re-opening, must be submitted to the Commissioner of Education.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence.

A copy of Emergency Remote Instruction Plan can be found on the link below:

[Emergency Remote Instruction Plan](#)

Section IV-Recovery

1. District Support for Buildings

The district will use its resources to support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s). Access to community resources will also be relied upon in the recovery phase.

2. Disaster Mental Health Services

The district will assist in the coordination of disaster mental health resources, in support of the Post-Incident Response Teams, in the affected school(s). This would include securing services for both the victim(s) and those responsible for an incident.

The district will evaluate the current plan as a result of post-incident (or drilling) debriefs. Development of additional strategies, such as school safety team training in crisis management and development of post-crisis procedures to restore safe school environments will be continuous.

Building Emergency Response Plan Elements

A-Concept of Operations

Included in the Building-Level ERP is a Concept of Operations section which makes clear the overall strategy of a School ERP is to: Execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

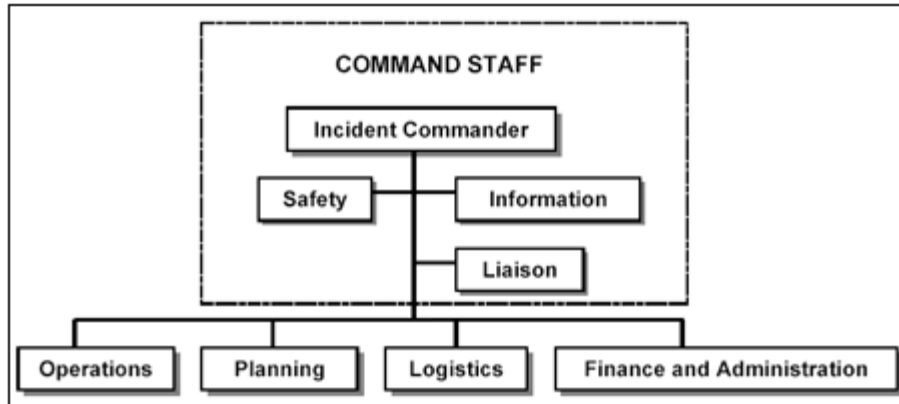
B-Organization and Assignment of Responsibilities

Included in the Building-Level ERP is an Organization and Assignment of Responsibilities section which describes how the Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles are pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

C-Direction, Control, and Coordination

Included in the Building-Level ERP is a Direction, Control and Coordination section which provides for effective direction, control and coordination during an incident, and where the School Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

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



Roles of each position:

The **Incident Commander** (IC) is responsible for all aspects of the response, including developing incident objectives and managing all incident operations.

The IC is faced with many responsibilities when he/she arrives on scene. Unless specifically assigned to another member of the Command or General Staff, these responsibilities remain with the IC. Some of the more complex responsibilities include:

- Establish immediate priorities especially the safety of responders, other emergency workers, bystanders, and people involved in the incident.
- Stabilize the incident by ensuring life safety and managing resources efficiently and cost effectively.
- Determine incident objectives and strategy to achieve the objectives.
- Establish and monitor incident organization.
- Approve the implementation of the written or oral Incident Action Plan.
- Ensure adequate health and safety measures are in place.

The Command Staff is responsible for public affairs, health and safety, and liaison activities within the incident command structure. The IC/UC remains responsible for these activities or may assign individuals to carry out these responsibilities and report directly to the IC/UC.

- The **Information Officer's** role is to develop and release information about the incident to the news media, incident personnel, and other appropriate agencies and organizations.
- The **Liaison Officer's** role is to serve as the point of contact for assisting and coordinating activities between the IC/UC and various agencies and groups. This may include local government officials, and criminal investigation organizations and investigators arriving on the scene.
- The **Safety Officer's** role is to develop and recommend measures to the IC/UC for assuring personnel health and safety and to assess and/or anticipate hazardous and unsafe situations. The Safety Officer also develops the Site Safety Plan, reviews the Incident Action

Plan for safety implications, and provides timely, complete, specific, and accurate assessment of hazards and required controls.

The **General Staff** includes Operations, Planning, Logistics, and Finance/Administrative responsibilities. These responsibilities remain with the IC until they are assigned to another individual. When the Operations, Planning, Logistics or Finance/Administrative responsibilities are established as separate functions under the IC, they are managed by a section chief and can be supported by other functional units.

- The **Operations** Staff is responsible for all operations directly applicable to the primary mission of the response.
- The **Planning** Staff is responsible for collecting, evaluating, and disseminating the tactical information related to the incident, and for preparing and documenting Incident Action Plans (IAP's).
- The **Logistics** Staff is responsible for providing facilities, services, and materials for the incident response.
- The **Finance and Administrative** Staff is responsible for all financial, administrative, and cost analysis aspects of the incident.

D-Information Collection, Analysis, and Dissemination

Included in the Building-Level ERP is an Information, Analysis, and Dissemination section which outlines how the school will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school may assign administrative staff to monitor the incident and collect information to pass along to emergency personnel. This information will be analyzed and shared with the Incident Commander as well.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

E-Training and Exercise

Included in the Building-Level ERP is a Training and Exercise section which outlines the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur;

Trainings

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

- Roles and Responsibilities – delivered at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov, or by contacting your local emergency management agency.
- Annual training
- Review ERP with staff
- Conduct full staff briefings on roles to perform during an emergency
- Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
- Conduct student briefings on roles they perform during an emergency

Drills & Exercises

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

- [Section 807](#) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction shall be in the form of drills or rapid dismissals. The District shall conduct a minimum of 12 drills each school year, 4 of which must be lockdown drills.
- [8 NYCRR Section 155.17 \(e\)\(3\)](#) - each Building-Level ERP shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

F-Administration, Finance, and Logistics

Included in the Building-Level ERP is an Administration, Finance and Logistics section which if school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of

Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials.

Documentation

The Incident Commander will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be maintained and protected.

G-Authorities and References

Included in the Building-Level ERP is an Authorities and References section which outlines State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS).
- New York State Executive Order 26.1 (2006) established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

H- Crime Scene Management

Included in the Building-Level ERP is a Crime Scene Management section which outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in [8 NYCRR Section 155.17 \(e\)\(2\)\(viii\)](#).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

RESPOND steps in the management of a crime scene are Respond, Evaluate, Secure, Protect, Observe, Notify, and Document.

I-Communications

Included in the Building-Level ERP is a Communications section which discusses communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under [8 NYCRR Section 155.17 \(e\)\(2\) \(iv\)](#), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation ([8 NYCRR Section 155.17 \(e\)\(2\)\(i\)](#)).

The School ERP includes procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, are developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by Superintendent and located in the District Office (unless the incident occurs in the HS building and this building is not available) then the statements would be made in another building as deemed appropriate by the Superintendent.

J- Medical and Mental Health Emergency

Included in the Building-Level ERP is a Medical and Health Emergency section which describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools will coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. [8 NYCRR Section 155.17 \(e\)\(2\)\(vi\)](#) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished is documented in the Building-Level ERP.

K-Accounting for all Persons

Included in the Building-Level ERP is an Accounting for all Persons section, which focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

L-Reunification

Included in the Building-Level ERP is the Reunification section, which details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

M-Continuity of Operations Plan

Included in the Building-Level ERP is a Continuity of Operations section, which describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

**NORTH ROSE-WOLCOTT
CENTRAL SCHOOL
DISTRICT**

CODE OF CONDUCT

2024 - 2025

ADOPTED BY BOARD:

Revisions: 8/19/2013; 8/8/2017; 9/22/2020; 9/23/2021; 8/25/2022, 8/24/2023, **TBD 8/8/22024**

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I. POLICIES AND REGULATIONS REFERENCED IN THIS DOCUMENT

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- 4.1 Maintenance of Public Order on School Property – included in 3410
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- 1.1 Comprehensive Student Attendance 7110

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- 3.1.1 Loss or Destruction of District Property 7311
- 3.1.3 Suspension of Students 7313
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- 3.2 Alcohol, Tobacco, Drugs, Vaping and Other Substances (Students) 7320
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- 4.1 Extracurricular Activities 7410
- 4.2 Sports and Athletic Program 7420

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- 6.1 Special Education: District Plan 7610
- 6.1.5 Students Presumed to have a Disability for Discipline Purposes 7314
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Development Guidelines for Codes of Conduct on School Property 3410R

NON-INSTRUCTIONAL/BUSINESS OPERATIONS Guidelines for
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- 2. Superintendent’s Hearing 7000R.1
- 3. Community Relations “Development Guidelines for Code of Conduct on School Property” 3410

II. INTRODUCTION:

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

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. The environment should be free from discrimination and harassment, as well as foster civility. A focus on the prevention of these behaviors through the promotion of educational measures will positively impact school culture and climate.

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

Students may be disciplined for conduct that occurs outside of school property that may endanger the health or safety of pupils within the educational system or adversely affect the educational process. The District reserves all rights to limit access to any individual who violates the Code of Conduct.

III. DEFINITIONS

For purposes of this code, the following definitions apply.

“ABSENTEEISM” A student who meets the following criteria is defined as being chronically absent from school: The student is enrolled in school for at least 10 days and attends school at least one of those days. The student is absent at least 10 percent of the days they were enrolled.

“ALCOHOL, MARIJUANA and ILLEGAL SUBSTANCE USE/ABUSE” means possession, distribution, consumption, being under the influence, or sale of anything defined below as Illegal Substances.

“ALTERNATIVE INSTRUCTION” language revised to specify that continued educational programming needs to be appropriate based on the individual needs of the student. Significant changes from State Mandates with respect to tutoring.

“CYBERBULLYING” means Harassment/Bullying through any form of electronic communication. Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website postings (including blogs, social media, and apps).

Cyberbullying can involve, but is not limited to: sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person; pretending to be someone else in order to make that person look bad. Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District internet system or student use of personal digital devices including but not limited to cell phones, digital cameras, personal computers, electronic tools.

“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.

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

“DISRUPTIVE STUDENT” An elementary or secondary student who is substantially disruptive to the educational process or substantially interferes with the teacher’s authority within the classroom.

“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” shall mean any person: (i) who is receiving compensation from a school district or (ii) whose duties involve direct student contact and (a) who is receiving compensation from any person or entity that contracts with a school to provide transportation services to children, or (b) who is an employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine- B of article five of the social services law, and consistent with the provisions of such title for the provision of services to such school, its students or employees, directly or through contract.

“GENDER” means a person’s actual or perceived sex and includes a person’s gender identity or expression.

“HARASSMENT/BULLYING” means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyber-bullying and DASA violations as defined in this Code that:

- a) Has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or

- b) Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- c) Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d) Occurs off school property and created or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

For purposes of this definition, the terms “threats, intimidation, or abuse” shall include verbal and non-verbal actions.

Acts of harassment and bullying that are prohibited include those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender (including gender identity and expression) or any other legally protected status.

Bullying may be premeditated or a sudden activity. Bullying may be subtle or easy to identify. Bullying may be done by one person or a group. Bullying may be a single act or a series of occurrences. Bullying may also be based on any characteristic including but not limited to a person’s actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression) or any other legally protected status.

Bullying includes, but is not limited to, the following types:

Verbal bullying: includes but is not limited to name calling, insulting remarks, verbal teasing, frightening phone calls, violent threats, extortion, taunting, gossip, spreading rumors, racist slurs, anonymous notes, etc.

Physical bullying: includes but is not limited to poking, slapping, hitting, tripping, or causing a fall, choking, kicking, punching, biting, pinching, scratching, spitting, twisting arms or legs, damaging clothes and personal property, taking personal belongings without permission, or threatening gestures.

Social or relational bullying: includes but is not limited to excluding someone from a group, isolating, shunning, spreading rumors or gossiping, arranging public humiliation, undermining relationships, teasing about clothing, blatant or subtle offensive body language, extortion, intimidation, coercion, etc.

“HAZING” means a form of harassment among students defined as any humiliating or dangerous activity expected of a student to join a group or be accepted by a formal or informal group, regardless of their willingness to participate. Hazing produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

Hazing behaviors include, but are not limited to, the following general categories:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors
- b) Substance abuse: abuse of tobacco, alcohol or illegal/legal drugs
- c) Dangerous hazing: hurtful, aggressive, destructive, and disruptive behaviors

“ILLEGAL SUBSTANCES” include, but are not limited to, alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs, and look-alikes (including but not limited to synthetic cannabinoids), prescription or over-the-counter drugs and other related paraphernalia when possession is unauthorized or such are inappropriately used or shared with others, and any product which, when misused, will result in an impaired or altered state.

“INFORMAL CONFERENCE” is an informal meeting of the parents, guardians or individual(s) in parental relation to a student, a student and a School District administrator relative to a disciplinary incident involving the student without the requirements of tape recording or transcription and examination of witnesses associated with a Superintendent’s hearing.

“INTERVENTIONS” Specific programs, strategies, restorative conferencing protocols, skill building sessions, and individual and group counseling activities that enable students to reflect on their behavior, attitudes, needs and feelings; learn replacement behaviors and habits; work through personal obstacles; resolve conflicts; and develop goals and plans to get back on track for school success.

“MATERIAL INCIDENT OF HARASSMENT, BULLYING and/or DISCRIMINATION” Material incident of Harassment, Bullying and/or Discrimination means a single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee on school property or at a school function. In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property and is the subject of a written or oral complaint to the Superintendent, Principal, or their designee, or other school employee. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status.

“PRINCIPAL” means either the Principal of the building or any other administrator in the district acting in the Principal’s absence or at the Principal’s direction.

“PARENT” means the biological, adoptive or foster parent, legal guardian or a person in parental relation to a student.

“PUBLIC” means exposed to general view.

“RESTORATIVE PRACTICES” are a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved.

“RETALIATION” means the actions of an employee, student, or visitor that mistreats any person because he/she has reported, testified about, or otherwise assisted in an investigation, proceeding or hearing concerning alleged harassment or bullying or a student disciplinary matter. An individual may be found to have engaged in prohibited retaliation even if the underlying complaint is determined to be unfounded. Retaliation includes, but is not limited to any form of intimidation, reprisal or harassment or inducing a third party to take such actions and may be redressed through application of the same reporting, investigation, and enforcement procedures as for harassment.

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

“SCHOOL FUNCTION” Any school-sponsored extracurricular event or activity. This includes any event, occurring on or off school property, sanctioned or approved by the District, including, but not limited to, off-site athletic events, school dances, plays, musical productions, field trips or other District-sponsored trips. Education Law § 11(2).

“SCHOOL PROPERTY” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus.

“SEXUAL HARASSMENT” means unwanted and inappropriate verbal, written, or physical conduct of a sexual nature directed toward another person.

“SEXUAL ORIENTATION” means an individual’s actual or perceived heterosexuality, homosexuality, or bisexuality.

“SUSPENSION OF TRANSPORTATION” The temporary or permanent withholding of bus transportation. During the period of denial of school bus transportation, parents or legal guardians are responsible for transporting the student to and from school.

“TARDINESS” Arriving late to school or class.

“TOBACCO PRODUCT” means any vaping or nicotine-containing devices and accessories to such devices and any other tobacco-containing product in any form, as well as matches, lighters and other related paraphernalia. This also includes any simulated tobacco products that imitate or mimic tobacco products.

“TWENTY-FOUR HOURS” within the context of teacher removal of a student from class, is equal to one school day. Weekends, holidays, and vacation days are not counted as part of a twenty-four-hour period.

“UNDER THE INFLUENCE” a student shall be considered “under the influence” if he or she has used any quantity of an Illegal Substance, marijuana, or alcohol within a time period

reasonably proximate to his/her presence on School Property, on a School Bus, in a school vehicle, or at a school-sponsored School Function and/or exhibits symptoms of such use as to lead to the reasonable conclusion of such consumption.

“WEAPON” a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also includes, but is 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, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

“VIOLENT PUPIL” means a student who:

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

“WORKPLACE VIOLENCE” means any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the worksite. It ranges from threats and verbal abuse to physical assaults. It can affect and involve anyone on school property or at a school event.

IV. STUDENT RIGHTS AND RESPONSIBILITIES

A. STUDENT RIGHTS

The district is committed to safeguarding the rights given to all students under state and federal law. In addition to those rights, all district students have the right to:

1. An education that offers opportunity for inquiry and for development to their fullest potential
2. Constructive discipline for the development of good character, conduct, and habits
3. Security in the school community against influences detrimental to proper development
4. An educational climate where the well-being of students is of primary

concern.

5. An educational staff that exhibits a positive role model
6. The opportunity to develop and express opinions, beliefs and values, provided such expression is not disruptive, slanderous or insubordinate.
7. A variety of extra-curricular activities
8. Health and psychological services to assist in physical, mental and social development.
9. An appropriate education and/or remediation to serve special needs.
10. Consideration as an individual within the educational environment
11. The opportunity to approach teachers and administrators with reasonable requests and questions concerning education.
12. An educational environment that is free from bullying, discrimination, harassment and retaliation including threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression) or any other legally protected status.

B. STUDENT RESPONSIBILITIES

All district students have the responsibility to:

1. Contribute to maintaining a safe and supportive school environment that is conducive to learning.
2. Show respect to all students, adults, and property.
3. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
4. Attend school every day unless they are legally excused and be in class, on time and prepared to learn.
5. Accept direction given by teachers, administrators, and other school personnel in a respectful manner.
6. Work to develop mechanisms to control their anger.
7. Seek help in solving problems that might lead to discipline.
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 violations of the Code of Conduct to school personnel to help maintain a safe school environment.

V. THE DIGNITY FOR ALL STUDENTS ACT

New York State's Dignity for All Students Act (DASA) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.

The intent of DASA is to provide public school students with an environment that is free from discrimination and harassment and to foster civility in public schools. It focuses on the prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. DASA prohibits students from being subjected to harassment or discrimination by employees or students on school property or at school functions based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, whether such harassment occurs in a cyber-form or otherwise.

To comply with the DASA, each school building Principal shall designate the DASA Coordinator for that building who shall receive training in the handling of human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, and gender (including gender identity and expression). (Education Law §13[3]). Each DASA Coordinator may be assisted by other staff members trained in human relations concerning the above-stated areas, including guidance counselors. The DASA coordinator shall also assist the Superintendent of Schools in providing School District personnel with training regarding the requirements of DASA, the District's DASA policy, and the handling of reports of such prohibited discrimination or harassment.

The principal of each building shall provide a regular report to the superintendent, at least once during each school year, on data and trends relating to harassment, bullying, and/or discrimination.

Retaliation by any school employee or student shall be prohibited against any individual who, in good faith, reports or assists in the investigation of harassment, bullying, and/or discrimination. Under DASA, any retaliation for a reported violation also constitutes a violation requiring its own reporting and investigation.

VI. ESSENTIAL PARTNERS

A. PARENTS

All parents are expected to:

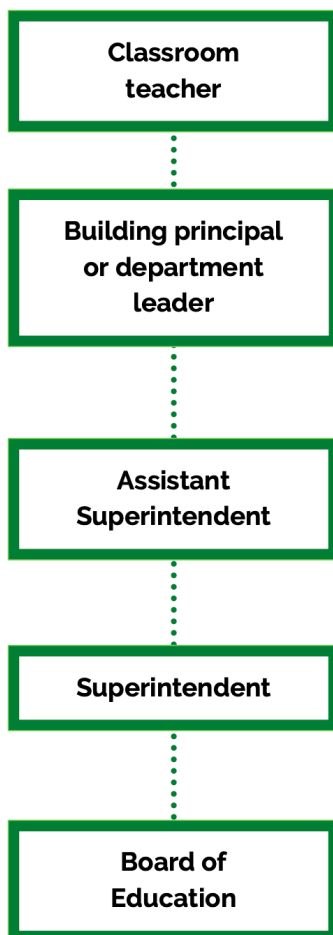
1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Ensure their children attend school regularly and on time.
3. Ensure their children are absent only for legal reasons.
4. Support their child to be dressed in a manner consistent with the student dress code.
5. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Help their children deal effectively with peer pressure.
7. Inform school officials of changes in the home situation that may affect student conduct or performance.
8. Participate in conferences between parents, students, teachers, counselors, and/or psychologist, conferences, as necessary, as a way to resolve problems.
9. Use communication protocol when contacting the school with concerns:

COMMUNICATION PROTOCOL



North Rose-Wolcott
CENTRAL SCHOOL DISTRICT

Communication Protocol



The North Rose-Wolcott Central School District is committed to fostering effective communication between schools, families and the community. Please use the following protocol to work through questions and concerns so that we may come to solutions quickly and effectively.

If you do not hear back from someone within three business days or are unsatisfied with the communication, please proceed to the next step in the chain of command.

Contact information can be found in the Staff Directory section of our district website, www.nrwcs.org.

B. TEACHERS

All district teachers are expected to:

1. Promote and maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn
2. Be prepared to teach.
3. Plan and conduct a program of instruction that will make learning rigorous and engaging.
4. Demonstrate interest in teaching and concern for the whole child.
5. Know, teach, and reinforce school rules 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. Be respectful and courteous to students, families, colleagues, and community partners.
 8. Communicate regularly with students, parents, mental health team, and other school staff concerning student growth and achievement. This includes initiating conferences when necessary.
 9. Confront and respond, as well as immediately address and report instances of bullying, 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 in compliance with the School District's DASA policy.
 10. Acknowledge and reflect on personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. SCHOOL MENTAL HEALTH PROVIDERS (counselors, psychologists, social workers)

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate conferences with necessary parties, as a way to address education and/or social emotional needs.
3. Review educational progress and career plans with each student.
4. Report information to a school administrator which might impact a safe, orderly school environment.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Participate in crisis management.
7. Refer students and/or parents to appropriate human service agencies outside the school.
8. Access student social and emotional behaviors
9. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn
10. Confront issues of bullying, 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.
11. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
12. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a counselor's/psychologist's attention in a timely manner.
13. Maintain appropriate boundaries with students, staff, and all others on

District property and/or District events.

D. ADMINISTRATORS

1. Investigate, confront and respond to instances of bullying, 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 in compliance with the School District's DASA policy in a timely manner.
2. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
3. Be prepared to lead staff in providing a welcoming and affirming learning environment.
4. Ensure that students, staff, mental health team and parents have the opportunity to communicate regularly with the Principal and Assistant Principal.
5. Evaluate all instructional programs on a regular basis.
6. Support the development of, and student participation in, appropriate extracurricular activities.
7. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
8. Ensure regular communication with law enforcement agencies.
9. Initiate conferences with parents, students, teachers, mental health team, and other staff members, as necessary, in order to resolve problems.
10. Promote and maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
11. Acknowledge and reflect on personal biases that may prevent equal treatment of all students in the school or classroom setting.

E. SUPERINTENDENT

1. Promote a safe, supportive and stimulating school environment, fostering active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management, including DASA and Workplace Violence Prevention.
3. Inform the Board of Education about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn
7. Confront and respond to instances of bullying, 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.
8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
 9. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention in a timely manner.
 10. Report out to the District Wide Safety Team the following: trends across the district in regard to behavior, discipline, workplace violence, and threat assessments

F. BOARD OF EDUCATION

1. Adopt and review at least once every year the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
2. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
3. Confront issues of bullying, 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.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to a board member's attention in a timely manner.

G. ALL OTHER SCHOOL EMPLOYEES (instructional and non-instructional)

1. Promote a safe, orderly and stimulating school environment, supporting teaching and learning.
2. Maintain a climate of mutual respect and dignity, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status, which will strengthen each student's self-concept and promote confidence to learn.
3. Confront issues of bullying, 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.
4. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
5. Address and report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention in a timely manner.

VII. STUDENT DRESS CODE

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel are expected to exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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

1. Be safe, appropriate for school and neither distracting from nor disruptive of the educational process.
2. Not include garments that are unduly revealing and see-through garments or lewd clothing.
3. Completely cover the student's underwear regardless of the student's posture or position.
4. Always include footwear that does not pose a safety hazard.
5. Not include hoods, sunglasses, or blankets in school, unless required for a verified medical or religious reason, or special school function such as spirit days.
6. Not include any item that is vulgar, obscene, libelous, or denigrate others on account of race, color, religion, ancestry, national origin, sex, or disability (criteria covered under DASA)
7. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
8. Shirts, shorts and skirts must be a length that covers undergarments.
9. Not include jewelry that is disruptive to the educational process (e.g., spiked jewelry, chains hanging from clothing, etc.
10. All physical education clothing MUST fulfill the dress code requirements.

Each Building Principal shall be responsible for informing students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline.

VIII. PROHIBITED STUDENT CONDUCT

The Board of Education expects 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 District is committed to the use of Restorative Practices which proactively build relationships and a sense of community to prevent conflict. Restorative Practices have many benefits to individuals and our community, such as:

1. Building and strengthening relationships
2. Repair harm to individuals and relationships
3. Restore peace to one another within the school community and reduce violence

Therefore, we are committed to taking a holistic approach to student development by fostering restorative interventions to student conflict and misbehavior that causes harm to others. When a student is allowed space and opportunity to reflect upon their actions, there is the possibility of becoming responsible, wanting to make things right, and learning from their mistakes. While the offender chooses to apologize to those who were directly impacted by their negative choices, the victim is empowered to regain a sense of dignity and control by letting the offender know how their actions affected them. Students are able to repair their relationships with the guidance of a supportive and caring adult who also models for students the problem-solving process that they will one day utilize independently.

Current research strongly supports the position that punitive discipline alone is unlikely to improve behavior, and is in fact more likely to escalate it. Neither does this approach serve to hold a student accountable or provide opportunity for growth. Indeed, some students prefer consequences to a restorative approach in order to avoid being held accountable for their actions. Nonetheless, based on the nature of the misbehavior, restorative approaches may be combined with other school responses to allow for time and space to create a safe environment for all. Successfully integrating restorative practices creates a school community where harm is repaired, relationships are restored, social-emotional skills are built, productivity increases, and mutual respect fosters a truly welcoming and affirming environment.

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.

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.
6. Other extenuating circumstances, such as cultural differences.

As a general rule, discipline will be progressive. This means that a student's first violation will often merit a lighter penalty than subsequent violations. However, the district may 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 building administrator and, if warranted, discipline shall be administered consistent with Part 201 of the Commissioner’s Regulations.

This discipline code will be used by the District to consistently and fairly assign consequences for violating school rules or committing prohibited acts. All staff will enforce school rules, and teachers may establish additional rules within their classrooms. Administrative action will occur via referral when a staff member has exhausted the strategies identified in his/her classroom management plan. Interventions and/or consequences may include, but are not limited to, the following:

1. Restorative Practices
2. Warning/verbal reprimand
3. Referral
4. Parent/guardian notification
 - a. Conference
 - b. Parent/guardian
 - c. Advisor/coach
 - d. Service provider, e.g., social services, mental health, and probation
5. Behavioral contract
6. Assigned seating
7. Pass restriction (i.e., movement around the building is supervised, reduced, or eliminated)
8. Loss of privilege(s) (i.e. early release/late arrival, parking on campus, courtyard access, etc.)
9. Removal from class
10. Detention
11. Extended detention
12. Suspension (e.g., in school suspension or out of school suspension)
13. Removal from school property
14. Expulsion or permanent suspension
15. Police notification
16. Hold a consequence in abeyance (i.e., probation in lieu of a consequence)

RANGE OF INTERVENTIONS/CONSEQUENCES FOR BEHAVIOR RELATED OFFENSES

| <u>I OPTIONS</u> | <u>II OPTIONS</u> | <u>III OPTIONS</u> |
|--|--|--|
| Restorative Meeting Oral Warning Written Warning/Referral Parent notification Detention Loss of Privilege Re-teaching/Education related to offense Classroom Consequences | Removal from class Extended Detention Suspension from Transportation Suspension from Athletics Suspension from Social/Extra-curricular In School Suspension Short-term Suspension Police notification | Long-Term suspension Permanent Suspension Referral to Outside Agency |

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| | Referral to Outside Agency | |
|--|----------------------------|--|

Although not all-inclusive, the following list of offenses may result in disciplinary action, the range of which is further described below.

OFFENSES AND CONSEQUENCES

| <u>Offense</u> | <u>Definition</u> | <u>Range of Consequences</u> |
|--|--|------------------------------|
| Absence (Unexcused) | An absence for a day or any portion of a day for any reason other than those cited as lawful and/or failure to bring a note by a parent/guardian to verify a lawful absence. | I – II |
| Alcohol/Drug Violation | Possession, distribution, consumption, being under the influence, or sale of illegal substances, alcoholic beverages, marijuana, drug paraphernalia or prohibited over-the-counter medications. | II – III |
| Arson/fire | Attempting to, aiding in, or setting fire to a building or other property. | II – III |
| Bus Misbehavior | Any violation of bus behavior rules. | I – III |
| Cheating/Academic Dishonesty | Copying, plagiarizing, altering records, forging records or assisting another in such actions. | I – III |
| Conduct Endangering Self of Others | A behavior that intentionally or unintentionally causes a risk to the physical, mental, or emotional well-being of self or others. | I – III |
| Computer/Electronic Communication Misuse | Any unauthorized use of computers, software, or internet/intranet account to access internet/intranet; accessing another's e-mail or an inappropriate website; misuse of a website, including transmission of inappropriate language or images via electronic/digital devices, social media, apps, etc.. | I – III |
| Cutting class | Illegal absence from a class or school activity. | I – II |

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| Cyberbullying | See description in Article III, Definitions, <i>supra</i> . | I – III |
| Defamation | False or unprivileged statement or representation about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group. | I – II |
| Destruction of Property/Vandalism | Damage, destruction, or defacement (graffiti) of property belonging to another or the school. | II – III |
| Dishonesty | Misleading, concealing or failing to tell the truth. | I – II |
| Discrimination | Discrimination against any person by a student or employee on school property or at a school function, including, but not limited to the harassment, discrimination or bullying described in Article III, Definitions, <i>supra</i> . | I – III |
| Disrespect Toward Others | Inappropriate comment or physical gesture to a student, teacher, staff member, or other adult. | I – II |
| Disorderly Conduct | Behavior disturbing the atmosphere or order, to include obstructing or restraining the authorized or lawful movement or participation of another. | I – II |
| Disruption-Classroom | Behavior that is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. | I – III |
| Disruption-School | Behavior that interferes with the safe and orderly environment of the school or school activity. | I – III |
| Driving/Parking Violations | Failure to obey all state, district, and campus traffic and parking signs and rules. | I – II |
| Failure to Serve Assigned Consequences | Failure to serve detention, suspension, or other assigned consequences. | I – II |
| False Alarms/Bomb Threats | Initiating a report or warning of fire, or catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher. | II – III |
| Fighting | A hostile confrontation with physical contact involving two or more students. | II – III |
| Fireworks or Explosives | Possession, use, and/or threat to use a firework, smoke bomb, flare, or combustible or explosive substance. | II – III |

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| Gambling | Wagering money or property. | I – II |
| Harassment and/or Bullying | See description above in Article III, Definitions. | I – III |
| Hazing | See description above in Article III, | |
| Horseplay | Student engaging in physical contact without the intent to injure, however it could result or does result in injury. | I-II |
| Inappropriate Attire | Dressing in a manner that violates the Dress Code, as described in Article III. Dress Code, above. | I – II |
| Indecent Exposure | Purposely exposing the private parts of the body of oneself or another. | I – II |
| Insubordination | Refusing to follow reasonable requests of teachers, staff, or administration, including failure to identify self or knowingly providing false information. | I – III |
| Leaving school grounds without permission | Leaving school grounds during regular school hours without written or verbal permission from parent/guardian, administrator or someone listed on the emergency contact list. | I – II |
| Littering | Failure to clean up after oneself after intentionally or carelessly discarding refuse. | I – II |
| Loitering | Idle presence in an area without authorization. | I – II |
| Non-sanctioned Sale of Goods | The sale of goods for personal gain, not through a school approved fundraising activity. | I – II |
| Physical Attack on Staff, Students/Others | Assault, or aggressive physical action, directed at students, staff, or others, including a situation where a staff member is intervening in a fight or other disruptive activity. | II – III |
| Possession of Disruptive Items | Unauthorized possession of a sound box/speaker, laser pointer, squirt gun, water balloon, blankets, personal audio device, or any other item deemed disruptive by administration. | I – II |
| Possession of Skateboards, Roller blades/Scooters | Unauthorized use or unauthorized possession of a skateboard, scooter, or roller blades on school property. | I – II |

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| Profanity/Vulgarity | Use of language and gestures or other forms of expression that are inappropriate for school and have the effect of disrupting the educational environment. | I – III |
| Public Displays of Affection | Physical demonstrations of affection beyond short hugs and hand holding. | I – II |
| Sexting | Explicit and offensive or lewd communications exchanged with another by electronic means, including text messages, e-mail, or smartphone or computer applications, or any other electronic device, application or means. | I – III |
| Sexual Harassment | See definition above in Article III, Definitions. | I – III |
| Tardy to Class | A student’s late arrival to class. | I – II |
| Tardy to School | A student’s late arrival to school/first period/homeroom. | I – II |
| Theft | Taking or obtaining another person’s property without the owner’s permission. | II – III |
| Threat to Staff, Student or Other Person | Any written, verbal or nonverbal expression that a reasonable person would consider communicating a threat of any harm or type of injury, abusive, intimidating, or being intended to coerce or injure another. | I – III |
| Tobacco Violation | Possession or use of any Tobacco Product, including e-cigs and vapes as defined in Article III, definitions. This prohibition extends to on school property, at a school function, on a school bus, or in a school vehicle. | I – III |
| Trespassing | Unauthorized presence on school property, including while on suspension. | I – II |
| Truancy | Unlawful absence without parental knowledge and/or permission. | I – II |
| Violation of Another Student’s Civil Rights | Pursuant to 8 NYCRR § 100.2(l)(2)(ii)(f) | II-III |
| Unacceptable Language | Using vulgar or abusive language, cursing, or swearing. | I – II |
| Weapon Possession | See definition in Article III, Definitions. | II – III |

IX. REPORTING VIOLATIONS OF THE CODE OF CONDUCT

Any student or visitor who observes a violation of the Code should report it immediately to a School District employee. Any School District employee who observes or is made aware of such a violation should address the violation directly or report it to an administrator, as appropriate.

Certain acts of misconduct which occur may require the exercise of reasonable judgment by School District personnel in consultation with the building administrator, Superintendent of Schools, or his/her designee to determine whether the misconduct should be referred to law enforcement or other governmental agencies. The School District's administrators and teachers are responsible for administering the School District's policies, rules and regulations governing student conduct in a reasonable manner, considering the age level, maturity and/or disability of the student(s) involved, as well as the gravity of the offense.

Reporting Discrimination, Harassment and Bullying

The school building administrator is the school employee charged with receiving all reports of harassment, bullying and discrimination; however, students and parents may make an oral or written complaint of harassment, bullying or discrimination to any teacher, administrator, or school employee, and upon receipt of such a report, these employees shall notify the building administrator as soon as is practical. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, and bullying, and will promptly take appropriate action to protect individuals from further discrimination, harassment and bullying.

It is essential that any student who believes he/she has been subjected to discrimination, harassment, bullying or retaliatory behavior, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member/administrator who witnesses or suspects bullying/cyberbullying behavior) shall document and take appropriate action to address the immediacy of the situation and shall promptly report in accordance with the following paragraphs.

Upon receipt of a complaint (even an anonymous complaint), or if a School District official otherwise learns of any occurrence of possible conduct prohibited by this policy, the employee shall notify the school building administrator as soon as is practical, and, in any event, within one school day after witnessing or learning of such conduct. Such a School District employee shall also file a written report with the school building administrator within two school days after making an oral report.

After receipt of a complaint, the school building administrator shall lead or supervise a thorough and reasonable investigation of the alleged harassing, bullying and/or retaliatory conduct. The building administrator or the building administrator's designee shall ensure that such an investigation is completed within a reasonably prompt time, in accordance with the School District's DASA policy and/or any other applicable policy. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

Based upon the results of such an investigation, if the School District determines that one of its officials, employees, volunteers, vendors, visitors and/or students has violated the Code, the District’s DASA policy or that engaged in a material incident of harassment, bullying and/or discrimination, the School District shall take such immediate corrective action that is reasonably calculated to stop any future instances of such misconduct, eliminate any hostile environment, create a more positive school culture and climate, and ensure the safety of every student or students against whom such violation was directed and who reported or cooperated in any investigation or proceeding regarding such violation.

As a general rule, responses to acts of harassment, bullying, and/or discrimination against students by students shall incorporate a progressive model of student discipline that includes measured, balanced and age-appropriate remedies and procedures that make appropriate use of prevention, education, intervention and discipline, and considers among other things, the nature and severity of the offending student’s behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student’s behaviors had on the individual(s) who was physically injured and/or emotionally harmed. Responses shall be reasonably calculated to end the harassment, bullying, and/or discrimination, prevent recurrence, and eliminate the hostile environment.

If the Principal is the alleged offender, the report may be directed to the Superintendent of Schools, the Assistant Superintendent for Instruction & School Improvement, or another building Principal. All complaints of alleged harassing, bullying and/or retaliatory conduct shall be:

- i. Promptly investigated in accordance with the School District’s policy.
- ii. Forwarded to the Dignity Act Coordinator for monitoring; and
- iii. treated as confidential and private to the extent possible within legal constraints.

The building administrator must promptly notify the Superintendent of Schools or his/her designee and, if appropriate, an appropriate local law enforcement agency an incident of bullying, harassment, or discrimination that the building principal believes may constitute a crime.

Prevention is the cornerstone of the School District’s effort to address bullying and harassment. In order to implement its anti-bullying prevention program, the Board will designate, at its annual organizational meeting, the building administrator at each school to act as the DASA Coordinator for that building. The District’s designated Dignity Act Coordinators are:

| <i>Name</i> | <i>School</i> | <i>Phone</i> | <i>Email</i> |
|---|------------------------------|--------------|--|
| Primary-Ben Stopka Secondary-John Bittner | Elementary | 315-587-4005 | bstopka@nrwcs.org jbittner@nrwcs.org |
| Primary- Scott Hassall Secondary-Mary Finn | Leavenworth Middle School | 315-594-3144 | shassall@nrwcs.org mfinn@nrwcs.org |
| Primary- Lisa Visalli | High School | 315-594-3144 | lvisalli@nrwcs.org |

| | | | |
|-------------------------|----------|--------------|---------------------|
| Secondary- Lori Purcell | | | lpurcell@nrwcs.org |
| Megan Paliotti | District | 315-594-3144 | mpaliotti@nrwcs.org |

Each additional DASA Coordinator shall be employed by the District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor or Superintendent of Schools. These individuals shall be trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status as well as provided with training which addresses the social patterns of harassment, bullying and discrimination; the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings.

X. DISCIPLINARY PROCEDURES AND PENALTIES

The amount of due process to which a student is entitled before a student disciplinary penalty may be imposed depends on the type of penalty being considered. In all cases, regardless of the penalty being considered, School District personnel authorized to impose such a penalty must notify the student in reasonable detail of the misconduct the student is alleged to have committed, conduct an investigation regarding the alleged misconduct and provide the student’s parents with any notice required by Education Law § 3214. Prior to the imposition of any penalty, a student must be provided an opportunity to state their version of the facts to school personnel considering the imposition of a disciplinary penalty, which must be commensurate with Education Law § 3214.

Students who are to be given a penalty that exceeds a verbal warning, written warning, written notification to their parents or detention, may be entitled to additional rights, as listed below, before the penalty is imposed.

1. Detention

Teachers, building administrators and the Superintendent may use after- school detention as a penalty for student misconduct for which removal from the classroom or an out-of-school suspension would be inappropriate.

2. Suspension from transportation

If a student fails to conduct himself/herself properly on a bus, the bus driver shall notify the building administrator of the student’s conduct and the building administrator shall address the matter with the student and the student’s parents as the building administrator deems appropriate. Students who become a serious disciplinary problem or safety risk while on the bus may have their riding privileges suspended by the building administrator or the Superintendent. In such cases, the student’s parent shall be responsible for arranging for the student’s safe and timely transport to school. However, in any case in which a student’s suspension from transportation would amount to a suspension from attendance of school, the School District shall make appropriate arrangements to provide for the student’s education.

A student who is being considered for a suspension from transportation

is only entitled to an informal conference with the building administrator to discuss the conduct and an appropriate penalty.

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

Students are expected to adhere to the Athletic Code of Conduct. A student being considered for a suspension from athletic participation, extra-curricular activities or other privileges is only entitled to an informal conference with the School District official responsible to consider and determine the propriety of imposing such a penalty during which they may discuss the student's alleged conduct and an appropriate penalty.

4. In-school Suspension

The Board recognizes that its schools must balance the need of students to attend school and the need to maintain good discipline and order in the classroom and school buildings and an environment conducive to learning. Therefore, the Board authorizes its Superintendent and its building administrators to impose an in-school suspension on students who are found to have engaged in misconduct that warrants an out-of-school suspension. An in-school suspension is the temporary removal of a student from his/her regularly assigned classroom and his/her placement in another area of the school building designated for such a suspension and where the student will receive a substantially alternative education that is appropriate with the student's needs.

A student subjected to an in-school suspension shall only be entitled to an informal conference with his/her parents and the School District official considering the imposition of an in-school suspension, during which they may discuss the student's conduct and an appropriate penalty.

5. Teacher Removal of Disruptive Students

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

A disruptive student can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In many instances the classroom teacher can control disruptive student behavior by using good classroom management techniques. Occasionally, it may be necessary for a teacher to remove a disruptive student from the classroom to ensure an appropriate learning environment for the other students in a class.

A classroom teacher may remove a student from class for up to two days if the teacher determines that the student is disruptive. The removal shall only apply to the particular class from which the student was removed.

If the teacher finds that the student's continued presence in the classroom does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption of the academic process, the teacher shall, before removing the student from the classroom, provide the student with an explanation of the reasons for such removal and allow the student to informally state his/her version of the relevant events. In cases in which the teacher believes the student's continued presence in the classroom poses a continuing danger to persons or property and does not present an ongoing threat of disruption of the academic process, the teacher shall provide the

student with an explanation of the basis for the student's removal and an informal opportunity to be heard within the school day following the student's removal.

A teacher who has removed a student from his/her class shall complete the School District's established referral form for such cases and inform with the building administrator of the removal and the reasons for it before the end of the school day on which the removal occurred or as soon thereafter as is possible.

The building administrator shall inform the person in parental relation to the student of the removal and the reasons for it within the school day following the student's removal. The parent(s) and student shall be given, upon request, an opportunity for an informal conference with the building administrator to discuss the reasons for the removal. If the student denies the charges at the informal conference, the building administrator shall provide an explanation of the reasons for the student's removal and provide the student and/or person in parental relation with an informal hearing at which the student and/or person in parental relation may state the student's version of relevant facts. Such an informal hearing shall be held within two school days of the student's removal.

Such and, on request, provide the student and the student's parents with an opportunity for an informal conference with the building administrator or the building administrator's designee to discuss the reasons for the removal. If the student denies the grounds for his/her removal during the informal conference, the building administrator or the building administrator's designee shall provide the parent with an explanation of the basis for the student's removal and provide the student and/or the student's parents with an opportunity to present the student's version of events at an informal hearing to be held within 48 hours of the student's removal.

The building administrator may set aside the removal imposed by the teacher if the building administrator finds that the charges against the student are not supported by substantial evidence or the student's removal was otherwise in violation of law or the conduct warrants an out-of-school suspension. The building administrator shall make such a determination by the end of the business day following the second school day on which the informal hearing was held.

Removal of a student with a disability may, under certain circumstances, constitute a change in the student's placement. Accordingly, a teacher may not remove a student with a disability from his or her class unless and until the teacher has verified with the Building Principal and/or Director of Special Education that the removal will not violate the student's rights under Article 89 of the Education Law or 8 N.Y.C.R.R. § 201.1, et seq.

Nothing in this section of the Code abridges the customary right or responsibility of a Principal to suspend a student. Further, nothing in this code abridges the customary right and responsibility of a teacher to manage student behavior in the classroom. Short-term, time-honored classroom management techniques such as "time out" in an elementary classroom or in an administrator's office or sending students briefly into the hallway are not considered removals from class.

6. Out-of-School Suspension:

Students who engage in misconduct that is insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others may be assessed an out-of-school suspension pursuant to Education Law § 3214. 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 a student's suspension to the Superintendent or the Principal. All student disciplinary referrals and recommendations shall be made in writing on the School District's form for such purposes unless the circumstances require 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. Out-of-School Suspension Not Exceeding Five Days:

An out-of-school suspension for five days or less may be imposed by a student's Building Principal, the Superintendent, or the Board of Education (the "suspending authority"). When the suspending authority determines that such a suspension may be appropriate, the suspending authority shall provide the student with an explanation of the basis for the suspension. The Principal shall make reasonable efforts to provide the person in parental relation to the student with telephonic notice of the proposed suspension and the reasons for it. The Principal shall provide the person in parental relation to the student with written notice of the suspension, the reasons therefore, and that the student and person in parental relation may, upon request, have an informal conference with the Principal at which they may state the student's version of events and the parent may have questions asked of complaining witnesses. Such notice and opportunity for an informal conference shall take place before the student's suspension, unless the student's continued presence in the school shall pose a danger to persons or property or is an ongoing threat or disruption to the academic.

If the suspending authority determines that the student's continued presence in the school shall pose a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the pupil's notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the opportunity for the informal conference, the Principal shall notify the parents in writing of the discipline to be imposed.

A student or person in parental relation to the student may appeal the Principal's decision to the Superintendent by filing a written appeal with the District Clerk within 5 business days of the date of the notice of the Principal's decision, absent any extraordinary circumstances. Final decisions of the Superintendent may be appealed to the Board of Education within 15 days of the date of notice of the Superintendent's decision.

b. Out-of-School Suspensions Exceeding Five Days:

When the Superintendent determines that student misconduct may warrant an out-of-school suspension exceeding five days, the School District shall provide the person in parental relation to the student with reasonable notice of their right to a fair hearing at which the student may be represented by counsel, question witnesses against the student, present witnesses on the student's behalf and present other evidence in defense of the charges.

The Superintendent or the Superintendent's designee shall conduct such hearing and shall be authorized to administer oaths and to issue subpoenas in for that purpose. An audio recording of the hearing shall be maintained. The Superintendent shall determine the charges and an appropriate penalty to be assessed, if any, or the Superintendent's designee shall provide the Superintendent with a report stating findings of fact and a recommended penalty, if any, which shall be advisory only.

A student or person in parental relation to the student may appeal the Superintendent's decision to the Board of Education by filing a written appeal with the District Clerk within 15 business days of the date of the notice of the Superintendent's decision. The Board shall determine such an appeal based solely upon the record of the Superintendent's hearing. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commission of Education within 30 days of the date of notice of the Board's decision.

c. Permanent Suspension:

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

A. MINIMUM PERIODS OF SUSPENSION

1. Students who bring a weapon to school

Any student found guilty of bringing a weapon onto school property will be subjected to suspension from school for at least one calendar year, following a hearing pursuant to Education Law §3214. The Superintendent has authority to reduce this penalty based on mitigating circumstances on a case-by-case basis. Mitigating circumstances, the Superintendent may consider include the following:

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

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

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

Any student who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least one day, consistent with the requirements of Education Law § 3214 and the provisions regarding out-of-school suspensions stated above. A Building Principal has the authority to modify the minimum one-day suspension based on mitigating circumstances, on a case-by-case basis.

In deciding whether to modify the penalty, the Principal may consider the same factors identified above regarding the Superintendent's consideration of a one-year suspension for possession of a weapon.

A student with a disability may be suspended only in accordance with the requirements of Part 89 of the Education Law and Part 201 of the Commissioner's regulations.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom.

Any student who engages in conduct which results in the student being removed from the classroom by teacher(s) on four or more occasions during a semester, may be suspended from school for at least one day, in compliance with Education Law § 3214 and the above-stated provisions concerning out-of-school suspension. The Principal shall have discretion to modify the minimum one-day suspension based on mitigating circumstances, on a case-by-case basis. In deciding whether to modify the penalty, the Principal may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

A student with a disability may be suspended only in accordance with Part 89 of the Education Law and Part 201 of the Commissioner's regulations.

B. REFERRALS

1. **MTSS Process:** Students who require referrals to outside agencies will be determined through the MTSS process. The Single Point of Access Coordinator will support these students and families in concert with school building staff.
2. **PINS Petitions:** The School District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 - b. Engaging in an ongoing or continual course of conduct, which makes the student ungovernable, or habitually disobedient, and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana or other illegal drugs in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.
3. **Juvenile Delinquents and Juvenile Offenders:** Students who have brought a "weapon" or "firearm" (as defined in 18 U.S.C. §930(g) (2) and 18 U.S.C. §921, respectively) to school may be referred by the Superintendent to either a presentment

agency (the agency or authority responsible for presenting a juvenile delinquency proceeding) or to appropriate law enforcement officials. Such referrals will be made as follows: a student who is under the age of sixteen (16) will be referred to a presentment agency for juvenile delinquency proceedings, unless the student is a fourteen (14) or fifteen (15) year- old who qualified for juvenile offender status under the Criminal Procedure Law §1.20 (42); a student who is sixteen (16) years old or older, or who is fourteen (14) or fifteen (15) and qualified for juvenile offender status will be referred to the appropriate law enforcement authorities.

XI. ALTERNATIVE INSTRUCTION

When a student of any age is removed from a 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 continued educational programming through alternative means of instruction for the student appropriate to their individual needs.

XII. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education 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.

A. Authorized Suspensions or Removals of Students with Disabilities

1. For the 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 himself/herself or others.

An “IAES” means a temporary educational placement for a period of up to 45 days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student’s current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

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

a. The Board, the District (BOCES) Superintendent of Schools or a Building Principal delegated the authority to suspend students may order the placement of a student with a disability into an IAES, another setting or suspension

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

b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines

that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.

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

d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or has inflicted serious bodily injury while at school or at a school activity. For this purpose, the following definitions apply:

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

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

3) “Weapon” means the same as “dangerous weapon” under 18 U.S.C. §930(g)(w) which includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocketknife with a blade of less than 2 ½ inches in length.”

4) “Serious bodily injury” as defined in 18 USCA §1365(h) means a bodily injury that involves:

1. a substantial risk of death; or
2. extreme physical pain; or
3. protracted or obvious disfigurement; or
4. protracted loss or impairment of the function of a bodily member, organ or mental faculty.

An impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school 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.

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

student or others.

B. Change of Placement Rule

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

a. for more than 10 consecutive school days; or

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

2. School personnel may not suspend or remove a student with 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.

C. Special Rules Regarding the Suspension or Removal of Students with Disabilities

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

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 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

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

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 or impose a suspension that constitutes a disciplinary change in placement.

If it is determined that the conduct is not a manifestation of the disability, the student may be disciplined in the same manner and duration as a non-disabled student.

A student may not be suspended or removed from his or her current educational placement following a determination that the behavior in question is a

manifestation of the student's disability except where the student is placed in an IAES for not more than 45 school days, if the student carries or possesses a weapon to school or to a school function, the student knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury while at school or at a school activity.

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

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

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

1. Conducted an individual evaluation and determined that the student is not a student with a disability, or
2. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations, or
3. Was not provided consent for the evaluation by the parent, or
4. Received the parent's refusal of services or revocation of consent for services.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or 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 consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

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

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 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 Regulations of the Commissioner of Education incorporated into this policy.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Regulations of the Commissioner of Education incorporated into this policy, if:

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

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

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

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

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

E. Referral to Law Enforcement and Judicial Authorities

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

1. The School District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.

2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XIII. STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this environment, any administrator or instructional personnel may question a student about an alleged violation of law or the School District policies or rules, including this Code without first providing the person in parental relation with notice of such questioning or seeking that person's consent.

In addition, any School District administrator or instructional personnel may search a student's person or belonging if the administrator or instructional personnel have grounds to reasonably suspect that the student has violated the law or School District policies or rules and the search will result in evidence of such violation.

"Reasonable suspicion" means that whoever is conducting or authorized the search, has a good faith reason to believe that the student violated the law or school rules and that a search will provide evidence of such violation. Such a reasonable belief must be based upon all the circumstances of the situation, including such things as:

- a. The student's age.
- b. The student's school record and past history.
- c. The seriousness of the problem to which the search is directed.
- d. The reliability of the information used to establish the need for the search.
- e. The urgency necessitating an immediate search.

School District administrators and instructional personnel may search a student or the student's belongings based upon information received from a reliable informant – i.e., someone the administrator or teacher knows to be trustworthy or who has made an admission against their own interest, or the same information has also been 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 are presumed to be reliable.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. Under no circumstances will any School District personnel conduct a strip search of a student or require a student to disrobe beyond an outer coat or jacket for purposes of a student search.

By virtue of requesting authorization to park a motor vehicle on school property, a student and/or any owner of such vehicle, agree that the School District may search the vehicle at any time and the student and/or vehicle owner have no reasonable expectation of privacy in a vehicle, or anything contained therein.

A. Student Lockers, Desks and Other School Storage Places

Students have no reasonable expectation of privacy with respect to school lockers, desks, or any other storage place owned by and belonging to the School District. Such items are the School District's property and students have no reasonable expectation of privacy in their regard. The School District's officials retain complete control over them. Therefore, School District personnel may search student lockers, desks and other school storage places provided by the School District, including School District computers and other information technology hardware provided by the School District or accessed through its Internet access provider, servers or other equipment and School District personnel may search such things at any time, without prior notice to, or consent from, students or the person in parental relation to a student.

Student data files and electronic storage areas are the property of the District. Such data and all District equipment shall be subject to District control and inspection. District officials and their designees may access all such files and communications without prior notice, without student consent, and without a search warrant. Students and other individuals with access to District computers and networks should NOT expect that information stored on such equipment or networks will be private.

B. Strip Searches

A strip search is a search that requires a student to remove any clothing, other than an outer coat, jacket, or similar outer garment. School District personnel are prohibited from conducting such a search of a student for any reason. In any case in which School District personnel believe a student may possess contraband that cannot be detected or secured without such a search, authorized school officials should contact either the student's parents and/or law enforcement officials, as appropriate, to have the student removed from the school.

C. Interrogation of Students by Law Enforcement Officials

If law enforcement seeks to interrogate or remove a student, the District is required to immediately contact the student's parents or legal guardians to arrange for their presence, if possible, or obtain their consent unless law enforcement:

1. Has a warrant for the arrest of the student.
2. Has a court order authorizing the removal or interrogation of the student.
3. Is investigating a possible crime and law enforcement determines either:
 - a) exigent circumstances exist.
 - b) there is an immediate threat of serious physical harm; or
 - c) there is an emergency and immediate need for assistance.

If possible, questioning of a student by police should take place in a private area outside the presence of other students but in the presence of the building

principal or designee.

D. Child Protective Services Investigations

Consistent with 18 N.Y.C.R.R. § 432.2(h) (2), the School District shall provide child protective services with such assistance and data that will enable the agency to fulfill its responsibilities properly, including access to records relevant to an investigation of such agency and access to any child named as a victim in a report of suspected abuse or maltreatment or any sibling of such a child residing in the same home. Such access shall be provided upon request to the Building Principal without the necessity of presenting a court order or the consent of the student's parent or other person in parental relation to the student. School District personnel shall only ask child protective services to provide appropriate identification and comply with school visitor policies. In cases where child protective services interviews a student at a school, School District personnel shall observe said interview in the same room.

Representative of the local child protective services agency shall not be permitted to remove a student from school property without a court order authorizing it do so or an order of the Commissioner of the Department of Social Services.

XIV. VISITORS TO THE SCHOOLS

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

1. Anyone who is not a regular staff member or student at the school will be considered a "visitor."
2. All visitors to the school must report to the Main 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 visitor must sign out prior to leaving the building.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are required to provide identification to be run by the Raptor System.
4. Parents or citizens who wish to volunteer in a classroom while school is in session are required to be Board Approved and arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code.

XV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of environment, it is necessary to regulate public conduct on school property and at school functions.

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.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or remove district property.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass, or discriminate against any person on the basis of race, color, nationality, religion, age, sex, or disability (under criteria of the Dignity for All Students Act.)
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use of firearms or other weapons.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any lawful order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Penalties

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

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

Students. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant, including any of the penalties listed in the "Penalties" section of this Code, in accordance with the due process of law requirements.

Tenured faculty members. They shall be subject to immediate ejection and to

disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.

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

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

C. Enforcement

The Superintendent shall be responsible for enforcing the conduct required by this code. The Superintendent may designate the other district staff who is authorized to take action consistent with the code.

When the Superintendent or his/her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the designated school official shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The school official 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 designated school official shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XVI. STANDARDS AND PROCEDURES TO ASSURE THE SECURITY AND SAFETY OF STUDENTS AND SCHOOL PERSONNEL

The District has established a District-level school safety plan and a building-level emergency response plan for each District school, which have been developed in accordance with applicable law and regulation to assure the security and safety of students and school personnel.

XVII. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

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

1. Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2. Mailing a summary of the Code written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon

- request (District's Back to School Newsletter).
3. Providing all current teachers and other staff members access the Code of Conduct and instruction on the Code of Conduct.
 4. Providing all new employees with access to the current Code of Conduct when they are first hired.
 5. Making copies of the Code of Conduct available for review by students, parents, and other community members.

On an annual basis, the Code of Conduct will be publicized and explained to all students and made accessible to parents and guardians of students. A copy of the Code of Conduct will be filed in each school building, where it will be available for review by any individual.

The Board will support an in-service education program(s) for all district staff members to ensure the effective implementation of the Code of Conduct. Such in-service program(s) shall include but not be limited to guidelines on promoting a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and /or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding service programs pertaining to the management and discipline of students. The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

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

The Code of Conduct and any amendments to it will be filed with the Commissioner of Education no later than 30 days after adoption.

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE

Statement of Overall Objectives

School attendance is both a right and a responsibility. The ~~School~~ District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. ~~Because~~ The ~~School~~ District recognizes that consistent school attendance, academic success and school completion have a positive correlation. ~~the School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy~~ This policy has been developed to meet the following objectives:

- a) To increase school completion for all students.
- b) To raise student achievement and close gaps in student performance.
- c) To identify attendance patterns in order to design attendance improvement efforts.
- d) To know the whereabouts of every student for safety and other reason.;
- e) To verify that individual students are complying with education laws relating to compulsory attendance.
- f) To determine the District's average daily attendance for state aid purposes.

Description of Strategies to Meet Objectives

The ~~School~~ District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Develop ~~a Comprehensive Student Attendance Policy~~ procedures based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- e) Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the ~~School~~ District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards. A written excuse, signed by a parent or ~~guardian~~ **person in parental relation**, should be presented by the student when returning to school following each absence. Alternatively, parents or ~~guardians~~ **person in parental relation** may call the school with the reason for the absence.

- a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.
- b) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping).

Student Attendance Record Keeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance shall be taken and recorded in accordance with the following:

- a) For students in non-departmentalized pre-K through grade 6 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.) and for grades pre-K through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students K through 12 must be recorded on a subject by subject basis for Teacher of Record Determinations.
- b) For students in grades 5 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d) In the event that a student at any instructional level from pre-K through 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Student Attendance/Course Credit

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

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

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

However, it is District policy that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

However, where a student earns a passing grade, credit will not be denied for the course(s).

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

For summer school and courses meeting 1/2 year or 1/4 year, the same **policy standards** will apply. ~~and a calculation of the absences will be prorated accordingly.~~

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) Working pursuant to an approved independent study program; or
- c) Receiving approved alternative instruction.

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

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed **prior to the denial of course credit to the student for insufficient attendance**, the following guidelines shall be followed:

- a) Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his or her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- d) A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness, or early departures. Further, appropriate student support services within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Chronic Absenteeism

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the District will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)**Disciplinary Consequences**

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's *Code of Conduct*. Consequences may include, but are not limited to, in-school suspension, detention, and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of **excused absences**, unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of **excused absences**, unexcused absences, tardiness or early departures);
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- g) Monitor and report short and long term effects of intervention.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

Building Review of Attendance Records

The building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to this Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c) Providing copies of the policy to any other member of the community upon request.

Education Law §§ 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213
8 NYCRR §§ 104.1, 109.2 and 175.6

NOTE: Refer also to Policy #7133 -- [Education of Students in Temporary Housing](#)

Adopted: 6/25/02
Revised: 5/5/15;

Students

SUBJECT: SUICIDE PREVENTION

The District is committed to protecting the health and well-being of all students by creating and maintaining policies, procedures, and plans for the prevention, intervention, and post-intervention of suicide.

~~The Board will enact clear guidelines for prevention, intervention, and post-intervention of suicide, reflecting the District's concern for this serious mental health issue. The Board recognizes the need for suicide prevention and~~ instructs the Superintendent to establish a District ~~crisis intervention~~ Threat Assessment Team. Members of the team should include, but are not limited to, a school administrator, school psychologist, school counselor, school social worker, teacher, school nurse and/or District medical director, school safety professional, and any other District staff member who can be of assistance during a crisis. ~~whose responsibility will be to~~ The crisis intervention team will develop a suicide response plan which will be integrated into the existing District-wide School Safety Plan. The suicide response plan will include education and awareness of risk factors for youth suicide, procedures for intervening if a student exhibits risk factors, including referral services, and a post-intervention plan to help the school and community cope with the aftermath of ~~such a tragic event~~ suicide should it occur.

The administration will inform staff of District policies, procedures, and plans for suicide prevention, intervention, and post-intervention. The District will actively respond to any situation where a student verbally or behaviorally indicates intent to attempt suicide or engage in self-harm. When District staff become aware of a student exhibiting potential suicidal behavior, they should immediately escort the student to a member of the District's ~~crisis intervention team~~ Threat Assessment Team and report the behavior to an administrator.

Suicide prevention will also be incorporated into the curriculum, as developmentally appropriate, to educate students and done in a manner so as not to sensationalize the ~~matter~~ topic, but to provide students with information and resources on this important mental-health issue. In addition, the District will foster interagency cooperation that will enable staff to identify and access appropriate community resources to aid students in times of crisis.

The District will inform students, staff, and parents or guardians of the 988 hotline which connects callers to the National Suicide Prevention Lifeline. Individuals can call or text 988 to be connected to the hotline. The 988 hotline is intended for anyone who is: suicidal; experiencing a mental health or substance use-related crisis; or experiencing any kind of emotional distress.

~~The administration is responsible for informing staff of procedures for suicide prevention, intervention, and post-intervention that have been developed by the District. The District will actively respond to any situation where a student verbally or behaviorally indicates intent to attempt suicide or to do physical harm to himself or herself. Staff training and professional development on suicide and crisis intervention will be made available.~~

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SUBJECT: SUICIDE PREVENTION (Cont'd.)

Professional Development/Learning and Training

Staff training and professional development/learning on suicide and crisis intervention ~~should~~ will be offered annually. The training should include: information on how to identify warning signs for suicide, and the protocols to follow when referring a student thought to be at risk for suicide; a description of the roles and responsibilities of the crisis intervention team; and the flow of communication and the tasks each role of the crisis intervention team undertakes.

NOTE: Refer also to Policies: #3420 -- Non-Discrimination and Anti-Harassment in the District

#5681 -- School Safety Plans

#7550 -- Dignity for All Students

#7553 -- Hazing of Students

Adopted: 1992
Revised: 1/9/18;

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE**Statement of Overall Objectives**

School attendance is both a right and a responsibility. The District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. The District recognizes that consistent school attendance, academic success and school completion have a positive correlation. This policy has been developed to meet the following objectives:

- a) To increase school completion for all students;
- b) To raise student achievement and close gaps in student performance;
- c) To identify attendance patterns in order to design attendance improvement efforts;
- d) To know the whereabouts of every student for safety and other reasons;
- e) To verify that individual students are complying with education laws relating to compulsory attendance;
- f) To determine the District's average daily attendance for state aid purposes.

Description of Strategies to Meet Objectives

The District will:

- a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- b) Develop procedures based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.
- c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

(Continued)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- e) Develop early intervention strategies to improve school attendance for all students.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Based upon our District's education and community needs, values and priorities, the District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards. A written excuse, signed by a parent or parental relation should be presented by the student when returning to school following each absence. Alternatively, parents or persons in parental relation may call the school with the reason for the absence.

- a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.
- b) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, haircut, oversleeping).

Student Attendance Record Keeping/Data Collection

The record of each student's presence, absence, tardiness and early departure shall be kept in a register of attendance in a manner consistent with Commissioner's regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance shall be taken and recorded in accordance with the following:

- a) For students in non-departmentalized pre-K through grade 6 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.) and for grades pre-K through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction. For purposes of APPR and Teacher-Student Data Linkages (TSDL), classroom attendance for all students K through 12 must be recorded on a subject by subject basis for Teacher of Record Determinations.
- b) For students in grades 5 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.
- d) In the event that a student at any instructional level from pre-K through 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

Student Attendance/Course Credit

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

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

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

However, it is District policy that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

However, where a student earns a passing grade, credit will not be denied for the course(s).

For summer school and courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly.

Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

Students will be considered in attendance if the student is:

- a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
- b) Working pursuant to an approved independent study program; or
- c) Receiving approved alternative instruction.

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

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed **prior to the denial of course credit to the student for insufficient attendance**, the following guidelines shall be followed:

- a) Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.

(Continued)

Students

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

- c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his or her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.
- d) A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness, or early departures. Further, appropriate student support services within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Chronic Absenteeism

Chronic absenteeism is defined as missing at least 10% of enrolled school days in a year for any reason, excused or unexcused. Chronic absenteeism differs from truancy because it emphasizes missed instructional time rather than unexcused absences. Missed instructional time can increase a student's risk for disengagement, low achievement, and dropping out, among other things.

Students who miss at least 5% of enrolled school days in a year are at risk of becoming chronically absent. In light of this, the District will implement intervention strategies for students who miss 5% or more of the enrolled school days in a year.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)**Disciplinary Consequences**

Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's *Code of Conduct*. Consequences may include, but are not limited to, in-school suspension, detention, and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of excused absences, unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused absences, unexcused absences, tardiness or early departures);
- b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c) Discuss strategies to directly intervene with specific element;
- d) Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
- e) Implement changes, as approved by appropriate administration;
- f) Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- g) Monitor and report short and long term effects of intervention.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record.

(Continued)

SUBJECT: COMPREHENSIVE STUDENT ATTENDANCE (Cont'd.)

Building Review of Attendance Records

The building principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to this Policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a) Providing a plain language summary of this policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of this policy; and
- c) Providing copies of this policy to any other member of the community upon request.

Education Law §§ 3024, 3025, 3202, 3205, 3206, 3210, 3211, and 3213
8 NYCRR §§ 104.1, 109.2 and 175.6

NOTE: Refer also to Policy #7133 -- Education of Students in Temporary Housing

Adopted: 6/25/02
Revised: 5/5/15;

SUBJECT: CHILDREN WITH DISABILITIES

A child with a disability means a student under the age of 22 who is entitled to attend public schools and who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education. A child is not considered as having a disability if their educational needs are due primarily to unfamiliarity with the English language; environmental, cultural or economic factors; or lack of appropriate instruction in reading or mathematics. "Special education" means specially designed instruction which includes special education services or programs, and transportation, provided at no cost to the parents to meet the unique needs of a child with a disability.

If the State Education Department finds that the District has inappropriate policies, procedures or practices resulting in a significant disproportionality by race/ethnicity in the suspension, identification, classification and/or placement of students with disabilities, the District will ensure that it publicly reports on the subsequent revisions to those policies, procedures or practices.

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

- a) Providing the special education needed by the student in order to receive an appropriate education;
- b) Education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a residential setting;
- c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate to meet the needs of the student;
- d) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services;
- e) Recruiting, hiring, training, and retaining highly qualified personnel to provide special education programs and services, and to ensure that teachers and other personnel are appropriately certified for their professional assignments;
- f) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program;

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

- g) Establishing guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of District-wide assessments.
- h) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's regulations.
- i) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.
- j) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

Provision of Special Education Services to Nonpublic School Students with Disabilities who are Parentally Placed

The District will comply with all Child Find responsibilities related to parentally placed nonpublic school students attending nonpublic schools located within the geographic region of the District.

These requirements only pertain to students with disabilities parentally placed in elementary and secondary nonpublic schools, not to parental placements of preschool children with disabilities in private day care or preschool programs; or to CSE placements of students with disabilities in approved private schools, special act districts, state-supported or state-operated schools, or to charter schools.

As the district of location, the District is responsible for Child Find, including individual evaluations, Committee on Special Education (CSE) meetings, provision of special education services, and due process to parentally placed nonpublic school students attending nonpublic schools located in the geographic region of the District.

The actual cost for Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of New York State, but a nonresident to the district of location, may be recovered from the student's school district of residence upon written parental consent to share special education information between the two public school districts has been obtained.

The District will consult with representatives of the nonpublic schools located within the boundaries of the District, including consultation regarding the Child Find process and provision of special education services generally, and use of federal funds. Individual services are determined by the CSE.

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 Sections 612 and 614
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.
20 United States Code (USC) Section 9101(23)
21 United States Code (USC) Section 812(c)
34 Code of Federal Regulations (CFR) Part 300
Education Law Sections 3004(4), 3004(5), 3208, 3242, 3602-c, 4401-4407 and 4410-6
8 New York Code of Rules and Regulations (NYCRR) Sections 52.21, 57-3, 100.5, 100.9, 177.2, 200.2(b),
200.2(c)(2)(v), 200.4(e)(9) and 200.6(a)(1)

NOTE: Refer also to Policy #7615 -- Least Restrictive Environment

Adopted: 1992

Revised: 1/9/07; 10/28/08; 2/12/13;

SUBJECT: CHILDREN WITH DISABILITIES

A child with a disability means a student under the age of ~~21~~²² who is entitled to attend public schools and who, because of mental, physical or emotional reasons can only receive appropriate educational opportunities from a program of special education. A child is not considered as having a disability if ~~his or her~~ their educational needs are due primarily to unfamiliarity with the English language; environmental, cultural or economic factors; or lack of appropriate instruction in reading or mathematics. “Special education” means specially designed instruction which includes special education services or programs, and transportation, provided at no cost to the parents to meet the unique needs of a child with a disability.

Commented [ST1]: Per Mike the age is now 22

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If the State Education Department finds that the District has inappropriate policies, procedures or practices resulting in a significant disproportionality by race/ethnicity in the suspension, identification, classification and/or placement of students with disabilities, the District will ensure that it publicly reports on the subsequent revisions to those policies, procedures or practices.

The Board of Education recognizes the existence of individual differences in the intellectual, social, emotional and physical development of children attending school in the District. In recognizing these differences the Board supports a system of services offered in the least restrictive environment for children with disabilities which includes:

- a) Providing the special education needed by the student in order to receive an appropriate education;
- b) Education in regular classes with or without support services, education in a resource room, education for part of the day in a special class, full time education in a special class, home instruction and education in a residential setting;
- c) Providing for the education of students with disabilities with non-disabled peers to the extent appropriate to meet the needs of the student;
- d) Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services;
- e) Recruiting, hiring, training, and retaining highly qualified personnel to provide special education programs and services, and to ensure that teachers and other personnel are appropriately certified for their professional assignments;

Deleted: Not requiring any student to obtain a prescription for a drug or other substance identified as a controlled substance by the federal Controlled Substances Act as a condition of receiving services.

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Deleted: Taking the following measurable steps to recruit, hire, train and retain

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Deleted: Utilize established procedures for publication of all potential job openings;¶
¶
2. Check credentials and requirements listed on applications;¶
¶
3. Provide guidance/training sessions for interview committee;¶
¶
4. Special Education teachers are required to have subject matter knowledge appropriate to the level of instruction being provided; when teaching two or more core academic subjects exclusively to children with disabilities, the teacher will meet ~~the~~ all requirements imposed by law of "highly-qualified" per the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or demonstrate competence in all the core academic subjects taught per state regulations;¶
(Continued)

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

~~f) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program;~~

~~g) Establishing guidelines for the provision of appropriate accommodations necessary to measure the academic achievement and functional performance of the student in the administration of District-wide assessments.~~

h) Adoption of written policies and procedures ensuring that students with disabilities are provided appropriate opportunities to earn a high school diploma in accordance with Commissioner's regulations.

(Continued)

Deleted: 5. Special education teachers and administrators are required to complete enhanced training in the needs of autistic children.¶

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Deleted: 1. Ensure that necessary accommodations are specified on individualized education program (IEP) and implemented in accordance with the IEP;¶

¶
2. Review the need for accommodations through the Committee on Special Education (CSE).

Deleted: f) To the extent feasible, using universal design principles (defined as a concept or philosophy for designing and delivering products and services that are usable by people with the widest range of functional capabilities, which include products and services that are directly usable without requiring assistive technologies and products and services that are made usable with assistive technologies) in developing and administering District-wide assessment programs by:¶

¶
1. Addressing appropriate universal design principles in IEP;¶

¶
2. Having the Library Media Specialist and/or Curriculum Coordinator keep Committee on Special Education (CSE)/Committee on Preschool Special Education (CPSE) apprised of available products and services utilizing universal design principles; ¶

¶
3. Instructional materials and activities allow learning goals to be achievable by individuals with wide differences in abilities;¶

¶
4. Flexible curricular materials and activities are built into the instructional design and operating systems;¶

¶
5. Instruction is diversified to deliver general education curriculum to every student and diversify ways students may respond to that curriculum.¶

Deleted: g) Consideration of the location of a school program(s) to a student's residence, before placement into an educational program.¶

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

- i) Allocation of appropriate space within the District for special education programs that meet the needs of students with disabilities.
- j) Assurance that appropriate space will be available to meet the needs of resident students with disabilities who attend special education programs provided by BOCES.

Provision of Special Education Services to Nonpublic School Students with Disabilities who are Parentally Placed

The District will comply with all Child Find responsibilities related to parentally placed nonpublic school students attending nonpublic schools located within the geographic region of the District.

These requirements only pertain to students with disabilities parentally placed in elementary and secondary nonpublic schools, not to parental placements of preschool children with disabilities in private day care or preschool programs; or to CSE placements of students with disabilities in approved private schools, ~~Special special Act act School school Districts districts~~, state-supported or state-operated schools, or to charter schools.

As the district of location, the District is responsible for Child Find, including individual evaluations, Committee on Special Education (CSE) meetings, provision of special education services, and due process to parentally placed nonpublic school students attending nonpublic schools located in the geographic region of the District.

The actual cost for Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of New York State, but a nonresident to the district of location, may be recovered from the student's school district of residence upon written parental consent to share special education information between the two public school districts has been obtained.

The District will consult with representatives of the nonpublic schools located within the boundaries of the District, including consultation regarding the Child Find process and provision of special education services generally, and use of federal funds. Individual services are determined by the CSE.

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Deleted: . Because federal regulations require parental consent before any personally identifiable information about the student relating to special education is shared between officials in the public school district of location and officials in the public school district of residence, parent consent to share special education information between the two public school districts is required before billing a district of residence for the cost of special education services provided to the student by the district of location.

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Deleted: school district of location must

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Deleted: and representatives of parents of parentally placed nonpublic school students with disabilities enrolled in nonpublic elementary and secondary

Deleted: school district. The school district must engage in

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Deleted: ; consultation is not specific to individual students.

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¶ a) Child Find;¶

¶ (Continued

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2022

7611
4 of 4

Students

SUBJECT: CHILDREN WITH DISABILITIES (Cont'd.)

Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446 Sections 612 and 614
Individuals with Disabilities Education Act (IDEA), 20 United States Code (USC) Section 1400 et seq.
20 United States Code (USC) Section 9101(23)
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34 Code of Federal Regulations (CFR) Part 300
Education Law Sections 3004(4), 3004(5), 3208, 3242, 3602-c, 4401-4407 and 4410-6
8 New York Code of Rules and Regulations (NYCRR) Sections 52.21, 57-3, 100.5, 100.9, 177.2, 200.2(b),
200.2(c)(2)(v), 200.4(e)(9) and 200.6(a)(1)

NOTE: Refer also to Policy #7615 -- Least Restrictive Environment

Adopted: 1992
Revised: 1/9/07; 10/28/08; 2/12/13;

Deleted: b) Provision of Special Education Services; and¶

¶
c) Use of Federal Funds.¶

¶
The school district of location must provide, as appropriate, special education services to an eligible student who legally resides in another state and who is parentally placed in a nonpublic school located in New York State. The services to be provided to out-of-state students must be documented on a services plan that is developed by the CSE of the district of location. The services plan is the written plan that describes the specific special education and related service that the district of location will provide to the student consistent with the services that the school district of location has determined through the consultation process and in relation to the proportionate shares of federal IDEA Part B dollars, to be provided to the student.¶

¶
Tuition Reimbursement Claims for Disabled Nonpublic School Students¶

¶
The parent must comply with the IDEA's pre-hearing notice requirement for tuition reimbursement claims. Specifically, the IDEA directs that at least ten business days before submitting a request for an impartial due process hearing for tuition reimbursement, the parent must give the district written notice of intent to enroll the child in private school at public expense. The purpose of this requirement is to give the public school district's CSE the opportunity to meet and develop a new IEP for the student that addresses the parent's concerns. *A parent who does not provide such written notice within ten days may have his request for reimbursement reduced or denied. In most cases, a parent's failure to satisfy these notice requirements is a complete bar to recovery.*¶
¶

Instruction

SUBJECT: PURPOSES OF INSTRUCTIONAL MATERIALS AND ACADEMIC FREEDOM

The purpose of instructional materials shall be to implement, enrich, and support the educational program of the school.

Instructional materials should contribute to the development of positive social and intellectual values of the students.

The Board ~~of Education~~ shall provide the faculty and students in the District with such instructional materials as are educationally needed and financially feasible to make the instructional program meaningful to students of all levels of ability. In addition, the Board will ensure that all instructional materials will be made available in a usable alternative format for each student with a disability at the same time as such instructional materials are available to non-disabled students. The alternative format must meet the National Instructional Materials Accessibility Standard (NIMAS) defined in federal law.

Academic Freedom

The Board ~~of Education~~ recognizes the right of the teacher to provide information that will enrich and support the curriculum while, at the same time, taking into consideration the needs of the individual student, especially as it regards the diversity of learning styles, varied interests, abilities and maturity levels of students. Classroom discussion and/or selection of supplemental instructional materials by the teacher must be of educational merit, reflect the appropriate curriculum and/or course of study, and reflect the diverse needs of the students served.

Use of Video Tapes/Films in Classroom Instruction

Teachers who wish to use media in classroom instruction must follow established administrative regulations for the school. Additionally, teachers who wish to utilize such media in their classroom must not use such purchased or rented visual technology resources which are marked "For Home Use Only." Teachers are authorized to use for classroom instruction, and are responsible for securing, those films, videos and other visual technology resources which are designated for public performance, or for which permission for public performance has been obtained. When such resources are not selected from designed curriculum guides utilized by the school, prior to such use, teachers must report to their building principal or his or her designee, of their intention to use such materials in the classroom.

20 USC Section 1474(e)(3)(B)
Education Law Section 701 et seq.
8 NYCRR Parts 155 and 200.2

Revised: 10/28/08; 1/9/18

Claims Audit Report NRW CSD Warrant 0005

8/9/2024

Summary of findings:

I checked all transactions in Warrant 0005 dated 8/9/2024, and there were no findings to report.

August 09, 2024
10:35:44 am

North Rose-Wolcott Central School Dist

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Warrant Report
Fiscal Year: 2025

Warrant: 0005-Payables 8/9/2024

| P.O. Number | Account | Description | Trans/Payment | Invoice Amt. For This Check | Payment Amt. | Check Date |
|---|---------|-------------|---------------|--------------------------------|--------------|------------|
| | | | | | 332,311.88 | |
| Total for assigned computer checks | | | | | 332,311.88 | |
| Total for unassigned payments | | | | | 0.00 | |
| Total for manual checks | | | | | 0.00 | |
| Total for electronic transfers (manual) | | | | | 0.00 | |
| Certified warrant amount | | | | | 332,311.88 | |
| Total of credits associated with cash replacement checks issued | | | | | 0.00 | |
| Total for Warrant Report | | | | | 332,311.88 | |
| Net Disbursement by Fund - All Payments | | | | | | |

| Fund Summary | | | | | | |
|--------------------------------------|---------------------------|------------------|-------|--------------|--|----------------------|
| A | | | | | | \$ 175,626.88 |
| C | | | | | | 3,629.73 |
| F | | | | | | 4,140.95 |
| H | | | | | | 148,914.34 |
| Total for All Funds | | | | | | \$ 332,311.88 |
| Bank Account Summary | | | | | | |
| | Computer Checks | Cash Replacement | EFT's | Transactions | | |
| LYONS BANK GENERAL F | 52 Checks (148971-149022) | 0 | 0 | 58 | | \$ 175,626.88 |
| LYONS BANK SCHOOL LU | 2 Checks (013226-013227) | 0 | 0 | 2 | | 3,629.73 |
| LYONS BANK SPECIAL A | 2 Checks (003286-003287) | 0 | 0 | 3 | | 4,140.95 |
| H- CAPITAL FUND CHEC | 3 Checks (001043-001045) | 0 | 0 | 4 | | 148,914.34 |
| Total for All Computer Checks | | | | | | \$ 332,311.88 |

I hereby certify that I have audited the claims for the 59 checks and 0 electronic disbursements above, in the total amount of \$ 332,311.88 You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

8/12/2024 *Emily Merry*
Date Claims Auditor

Emily Merry,
Claims Auditor