

Code of Conduct for Students, Employees
and Visitors on School Property

2026-2027



Schroon Lake Central School
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I. INTRODUCTION

The Schroon Lake Central School Board of Education ("board") is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and visitors is essential to achieving this goal. Furthermore, a positive attitude is one of the most important attributes each student can bring to class every day. Students with positive attitudes will find school to be exciting, challenging, and rewarding.

The District believes that a child best succeeds when there is a strong partnership between home and school. This partnership thrives on open communication between parents and the school, parental involvement in their child's education, and parental responsibility for all aspects of their child's education.

Parents can become partners in their child's education by:

1. Becoming familiar with their child's school activities and academic program, including special programs offered by the district.
2. Discussing with counselors, teachers and the superintendent the options and opportunities available to their child.
3. Monitoring their child's academic progress and contacting teachers when necessary.
4. Attending scheduled teacher/school conferences.
5. Monitoring their child's attendance at school. Regular school attendance is important if a child is to achieve his/her full potential. Parents are urged to make an extra effort to ensure their child establishes a regular attendance pattern.

Learning does not end when the school day is over. Schroon Lake Central School encourages parents to set aside time for reading, informal learning activities, and assisting their child with homework assignments.

Parents can also become involved in their child's education on a broader scale by joining the Parent Teacher Student Organization. The PTSO is the strongest link between home and school. By joining the PTSO, parents will become partners in advancing the educational goals of the school district while enhancing the welfare of their child.

Parents and students are encouraged to visit the Schroon Lake Central School District website at www.slwildcats.org or the school's [Facebook Page](#) for information relating to the District and student related activities.

Parents with disabilities will be afforded an equal opportunity to participate in the services, programs and activities of the district, particularly those which are designed for parental involvement and directly related to their child's academic and/or disciplinary progress (e.g., parent/teacher conferences, and/or meetings with other school personnel).

Requests for accommodations should be directed to the Special Education Director at least 10 business days prior to the scheduled activity or program. Such requests should include descriptions of the parent's needs and the specific accommodation they are requesting.

The Board of Education

The Board of Education consists of District residents who are unpaid officials elected by the voters of this school district. They take formal legal action and assume the major responsibilities for the operations of the schools. They are citizens who have been elected to take on the

additional tasks of Board membership in order to provide leadership for the welfare of district students.

The members of the SLCS Board of Education are:

President	Valerie LeBlanc
Vice President	Jenny Pitkin
Member	Bruce Murdock
Member	Jared Whitley
Member	Codie Aiken

In order to perform its duties in an open and public manner, and in accordance with state law, the SLCS Board of Education holds regular business meetings on the fourth Thursday of each month in the SLCS auditorium or library at 7:00 p.m. Parents, students and other members of the community are encouraged to attend and demonstrate their interest in the education of district students.

Behavioral Expectations

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that when discipline is necessary it 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 visitors when on school property or attending a school function.

See [Schroon Lake PBIS Matrix](#).

Statement of Non-discrimination

The Schroon Lake Central School District does not discriminate on the basis of race, creed, color, sex, national origin, religion, age, economic status, marital status, sexual orientation, or disability in the District's educational programs. For a comprehensive review of the District's non-discrimination policy and practices, readers are referred to Policy 0100 of the Schroon Lake Central School District Policy Manual.

II. CONTACTS

Parents are encouraged to contact Schroon Lake Central School whenever they have a question or concern with their child's education. Below is a list of staff, their area of responsibility and telephone extensions and email addresses.

Schroon Lake Central School	(518) 532-7164
Superintendent-Principal - Mrs. Kemm Pemrick	(ext 3304)
Special Education Director- Ms. Michele Crandall	(ext. 3491)
Guidance Counselor –Ms. Mattalyn Reale	(ext 3494)
Social Worker - Gina Gaudio	(ext 3210)
Nurse - Mrs. Shaela Schmidt	(ext 3495)
School Secretary - Mrs. Sharon Smith	(ext 3385)

Superintendent Secretary - Mrs. Chelsie Kasuba	(ext. 3493)
Athletic Director - Lee Silvernail	(ext. 3289)
Director Pupil Personnel Services Secretary - Cindy Gero	(ext 3491)
Business Office/District Treasurer - Ms. Miranda Sheffer	(ext 3398)

Who do I contact about:

Busing – Mr. Rick Dumoulin	(ext 3490)
Cafeteria/Meal Information -Ms. Julie Holbrook	(ext 3496)
Discipline/ DASA Coordinator –Mrs. Kemm Pemrick	(ext 3494)
Special Education – Ms. Michele Crandall	(ext 3491)
Athletic Director- Mr. Lee Silvernail	(ext 3289)

All staff members can be reached by email using their first initial and their last name

@slwildcats.org Example: kpemrick@slwildcats.org

Parents can also get school information by visiting the SLCS website at www.slwildcats.org

III. DEFINITIONS

For purposes of this code, the following definitions apply.

1. "Harassment" and "bullying" shall mean the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying, 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 creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purpose of this definition, the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.
2. "Cyberbullying" means harassment/bullying, where such harassment or bullying occurs through any form of electronic communication.
3. Dignity for All Students (DASA) Coordinator: A staff member in each school who is trained in human relations in the area of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.
4. "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 (Education Law §11 [4] and Executive Law §292[21]).
5. "Discrimination" is the act against any student by employees or students; on school property, or at a school function, that creates a hostile environment by conduct, with or

without physical contact and/or by verbal threats, intimidation or abuse of such a severe nature 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. 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 or sex; provided nothing in this subdivision shall be construed to prohibit denial of admission into, or exclusion from, a course of instruction based on a persons' gender that would be permissible under Education Law Sections 3201-a or 2854(2)(a) and Title DC of the Education Amendments of 1972 (20 U.S.C. Sec 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under Section 504 of the Rehabilitation Act of 1973.

6. "Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, building or anywhere on school property or during an extra-curricular event.
7. "Employee" means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11 [4] and 1125[3]).
8. "Gender" means a person's actual or perceived sex and includes a person's gender identity or expression (Education Law §11 [6]).
9. "Gender Identity"- is one's self conception as being male, female, neither or both, as distinguished from actual biological sex or sex as assigned at birth.
10. "Parent" means parent, guardian or person in parental relation to a student.
11. "School Property" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in Vehicle and Traffic Law, Section 142 (Education Law §11 [1]).
12. "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 for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law § 11 [1] and Vehicle and Traffic Law §142).
13. "School Function" means a school-sponsored extra-curricular event or activity on or off school property as defined in Education §11 [2], including any event or activity that may take place in another state or country.
14. "Sexual Orientation" means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11 [5]).
15. "Protective Hairstyles"- includes, but is not limited to , such hairstyles as braids, locks and twists.

16. "Race"- refers to a group sharing some outward physical characteristics and ancestry.
17. "Violent Student" means a student who:
 - a. Commits or attempts to commit, 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.
 - b. Possesses, while on school property or at a school function, a weapon.
 - c. Displays, while on school property or at a school function, what appears to be a weapon.
 - d. Threatens, while on school property or at a school function, to use a weapon.
 - e. 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.
 - f. Knowingly and intentionally damages or destroys school district property.
18. "Weapon(s)" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, 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, potentially cause, or are used with intent to cause physical injury or death. The term weapon shall also mean 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."

IV. STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

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

1. Take part in all district activities on an equal basis regardless of family income, race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Be protected from intimidation, harassment or discrimination based on an actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, sex, gender, including gender identity, sexual orientation or disability, by employees or students on school property or at a school sponsored event, function or activity.

Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.

3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of possible achievement.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. 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.
12. Respect one another and treat each other fairly and civilly in accordance with the District Code of Conduct and provisions of the Dignity for All Students Act, including the responsibility to conduct themselves in a manner that fosters an environment free from intimidation, harassment, or discrimination. Report and encourage others to report any incidents of intimidation, harassment or discrimination. Reports can be made to the Dignity Act Coordinator.

Student Use of Electronic Devices

Rationale:

To support a focused and healthy learning environment and in compliance with state law, the Schroon Lake Central School District has implemented a policy (#5695) restricting the use of internet-enabled devices, such as smartphones, wireless earbuds, and other wearables, during school hours. This decision addresses two critical concerns: the detrimental impact of social media on students' mental health and the significant distractions these devices pose in the classroom. Social media can exacerbate stress, anxiety, and cyberbullying, negatively affecting students' well-being and academic performance. Additionally, the constant temptation to check notifications and engage in online activities detracts from learning and disrupts the classroom environment. By limiting internet-enabled device usage, we aim to enhance students' concentration on their studies and promote a healthier, more supportive and productive educational setting.

Definitions:

Internet-enabled devices: Also referred to as wireless communication devices and electronic communication devices, internet-enabled devices include any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling access to content on the internet, including social media applications. Internet-enabled devices do not include the following:

- Non-internet enabled devices such as cellular phones or other communication devices not capable of connecting to the internet or enabling the individual to access content on the internet.

- Internet-enabled devices supplied by the school district, charter school, or board of cooperative educational services (BOCES) that are used for an educational purpose.

School Day: The school day shall mean the entirety of every instructional day during all instructional and non-instructional time. This includes homeroom periods, lunch, recess, study halls, and passing time.

School Grounds: The school grounds shall mean in or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of a district elementary, intermediate, junior high, vocational, or high school, a charter school, or a BOCES facility.

Guidelines for implementation:

The possession, display and/or use by students of cellular phones or any internet-enabled devices, including wearables, shall be prohibited throughout the regular school day.

It is the District's recommendation that students do not bring any internet-enabled devices to school. If a student does bring an internet-enabled device to school, they must follow the directives below:

- Regular School Day: If a student does bring an internet-enabled device to school they must turn their internet-enabled device off and place it in the “internet-enabled device Lock Box” located in their Guideroom. Any internet-enabled device placed in the “internet-enabled device Lock Box” will remain locked in place until the end of the school day. Students can retrieve their internet-enabled devices after the dismissal bell has rung.
- Early Dismissal: This applies to any student who is being dismissed before the end of the school day. If a student does bring an internet-enabled device to school and they are being dismissed early, they must turn their internet-enabled device off and place it in the “internet-enabled device Lock Box” located in the main office prior to the start of the school day. At their designated dismissal time, they can retrieve their internet-enabled device from the office.
- Late or Tardy: This applies to any student coming to school after the start of the school day. If a student does bring an internet-enabled device to school and they have arrived at school after the start of the school day, they must turn their internet-enabled device off and turn it into the internet-enabled device Lock Box located in the main office. Students can retrieve their internet-enabled devices after the dismissal bell has rung.

Special Circumstances:

1. Students in National Honor Society and seniors are permitted to retrieve their device for use while off school property during the time in which they are authorized. These students must return their device to the designated secure location upon re-entry.
2. Students who leave school early for the purpose of participating in school sanctioned

activities, such as sporting or musical events, which cause them to return to school after the regular school day, may retrieve their device before leaving.

3. Students who leave school for the purpose of participating in school sanctioned activities which involve extensive travel and/or extended periods of time, such as senior trips and long field trips, may be permitted to retrieve or maintain possession of their internet-enabled devices. The supervising Schroon Lake employee(s) must submit a request in writing to the superintendent for approval. The District reserves the right to restrict access to internet-enabled devices during field trips if it is determined that possession of the device would negatively impact the educational experience of the students.
4. The District retains the right to allow students with specific needs, as documented in an individualized education plan (IEP) or 504, to use a device to access apps or other means only accessible via internet-enabled devices, that are required for the student's health and to access the general education curriculum.

Infractions:

While the provision of consequences for infractions associated with this policy are in the purview of the school superintendent, principal or designee, all school staff are charged with the enforcement of this portion of the district's code of conduct. It is expected that all infractions are addressed immediately by the direct witness in accordance with the consequences listed below.

Consequences:

If a student is found to be in violation of the Cell Phone/Internet-Enabled Device Policy, the following protocol will be followed:

1. 1st Violation: The internet-enabled device will be placed in a secure location for the remainder of the day. Administration will be promptly notified and a parent will be contacted and required to pick up the device. A warning will be given to the student.
2. 2nd Violation: The internet-enabled device will be placed in a secure location for the remainder of the day. Administration will be promptly notified and a parent will be contacted and required to pick up the device. A detention will be assigned.
3. 3rd Violation: The internet-enabled device will be placed in a secure location for the remainder of the day. Administration will be promptly notified and a parent will be contacted and required to pick up the device. Two detentions will be assigned. Additional consequences may be as assigned at the discretion of the principal or superintendent. A student will not be suspended for the violation of this specific policy alone.

*As with the imposition of all consequences at Schroon Lake Central School, disciplinary actions are intended to teach the student, not punish the student. In addition, the age, special circumstances, special needs, disciplinary history, and other factors may be considered in the imposition at the discretion of the principal or superintendent. Restorative practices are to be implemented as part of the disciplinary procedure.

V. ESSENTIAL PARTNERS' RIGHTS AND RESPONSIBILITIES

Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences and tardies are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Attend Open House and Parent Teacher Conferences.
7. Help their children understand that appropriate rules are required to maintain a safe, orderly environment
8. Know school rules and help their children understand them.
9. Convey to their children a supportive attitude toward education and the district
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Educate and supervise children in the misuse of electronic devices that may be used to bully, harass and/or sexually offend others.
15. Teach their children respect and dignity for themselves and for other students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, disability, sexual orientation, gender or gender identity or sex, which will strengthen their child's confidence and help promote learning in accordance with the Dignity for All Students Act

Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach and/or work with students.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom discipline plan.
6. Communicate regularly with students, parents and other teachers concerning student growth and achievement.
7. Educate and supervise students in the misuse of electronic devices that may be used to bully, harass or sexually offend other students.

8. Educate students to help create a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, disability, sexual orientation, gender (including gender identity or expression, actual or perceived) or sex which will help strengthen student's confidence and promote learning.
9. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
11. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
12. Deal with all students and staff in a positive and professional manner.
13. Dress professionally
14. Participate in school wide efforts to provide adequate supervision in all spaces. This includes remaining with your class during special events during the school day

Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with college and career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.

The Dignity Act Coordinator or designee

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Oversee and coordinate the work of the building-level bullying prevention committees.
3. Identify curricular resources that support infusing civility in classroom instruction and provide guidance to staff as to how to access and implement those resources.
4. Coordinate training in support of the prevention of bullying.
5. Be responsible for monitoring and reporting on the effectiveness of Schroon Lake's bullying prevention policy.
6. Address personal biases that may prevent equal treatment of all students and staff.

Superintendent and District Administration

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review the policies of the board of education and state and federal laws relating to school operations and management.

3. Inform the board about trends relating to student discipline and school operations.
4. Evaluate all instructional programs on a regular basis.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Enforce the code of conduct and ensure that all cases are resolved promptly and fairly.
7. Ensure that students, parents, staff, and community have the opportunity to communicate regularly with the Superintendent and to approach him/her for redress of grievances.
8. Support the development of and student participation in appropriate extracurricular activities.
9. Educate and supervise students in the misuse of electronic devices that may be used to bully, harass or sexually offend other students.
10. Educate students and staff to help create a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practice, disability, sexual orientation, gender (including gender identity or expression, actual or perceived) or sex which will help strengthen student's confidence and promote learning.
11. Be thoroughly trained to handle human relations in areas of actual or perceived race, color, weight, national origin, ethnic group, religion or religious practices, disability, sexual orientation, gender and gender identity and sex.
12. Be accessible to students and other staff members for consultation and advice as needed on the Dignity Act

Board of Education

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

VI. 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 should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. Dress code is the same for all genders.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt, distract, or interfere with the educational process.
2. Provide coverage from armpit to hips throughout a full range of postures and movements. See-through garments are not appropriate. Straps must be at least one and a half inches

wide.

3. Ensure that undergarments are completely covered with outer clothing.
4. Not include garments that have holes in inappropriate places that violate the above guidelines.
5. Include footwear at all times.
6. Not include the wearing of hats except for a medical or religious purpose approved by the Superintendent. Students may wear hats upon entering and exiting the building. Middle and high school students' hats must be removed and placed in lockers for the remainder of the school day. Hats are not to be worn in the auditorium.
7. Not include items that are vulgar, obscene, libelous or denigrate others.
8. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
9. Not cause injury to themselves or others.

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. Students, who are required to change for physical education classes, are expected to dress as directed by their P.E. teacher.

VII. PROHIBITED STUDENT CONDUCT

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below 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.

Disruptive or Disorderly Behavior

Students may be subject to disciplinary action, up to and including suspension from school, when they

engage in conduct that is disruptive or disorderly. Examples of disruptive or disorderly conduct include:

1. Failing to comply with the reasonable directions of teachers, administrators or other staff in charge of students or otherwise demonstrating disrespect.
2. Running in hallways.
3. Making unreasonable noise.
4. Using language or gestures that are profane, lewd, vulgar or abusive including epithets or slurs involving actual or perceived race, ethnicity, national origin, religion, religious

- practices, gender, gender identity and expression, sexual orientation, age or disability.'
5. Obstructing vehicular or pedestrian traffic.
 6. Engaging in any willful act that disrupts the normal operation of the school.

Trespassing

Students are not permitted in the school building after normal school hours or after the activities they are involved in have ended, unless accompanied by a school official.

Misuse of Technology

Misuse of technology includes computer/electronic communications misuse, personal devices including any unauthorized use of computers, software, or computer account; accessing or attempting to access inappropriate websites; or any other violation of the district's acceptable use policy.

Harassment

Harassment includes the creation of a hostile environment by conduct, intimidation, verbal threats or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or fear for his or her physical safety. Harassing behavior may be based on any characteristic including but not limited to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender and gender identity. Taking pictures and videos and/or engaging in live feeds without expressed authorized permission from all parties is forbidden.

Insubordination

Examples of insubordinate conduct include:

1. Failing to comply with the reasonable directions of teachers, administrators or other staff in charge of students or otherwise demonstrating disrespect.
2. Failing to comply with reasonable directives in a timely manner.
3. Lying to school personnel.
4. Arriving, leaving or missing school without permission.
5. Skipping detention.
6. Posting unapproved materials on lockers.

Violent Behaviors

Examples of violent conduct include:

1. Committing or attempting to commit an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee.
2. Committing or attempting to commit an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person on school property.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher,

administrator, other district employee or any person on school property, including graffiti or arson.

7. Intentionally damaging or destroying school district property.

Academic Misconduct

Examples of academic misconduct include:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Computer misuse.
6. Vandalizing Educational Materials.
7. Unauthorized use of AI.

School Bus Behavior

Students must observe the following rules while riding district buses:

1. Observe the same conduct as in the classroom.
2. Be courteous.
3. Refrain from profane language.
4. Do not eat or drink on the bus.
5. Keep the bus clean.
6. Follow the direction of the driver.
7. Do not use any drug or be in possession of any drug related paraphernalia.
8. Do not be destructive.
9. Stay in your seat and face forward.
10. Keep head, hands and feet inside the bus.
11. Be safe, be respectful, be responsible.

Bus drivers are authorized to assign seats.

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

When Schroon Lake Central provides transportation to students for a school-sponsored activity or event, it will also provide return transportation unless the parent or legal guardian of a participating student has given the district written notice that they will provide return transportation for their student. If intervening circumstances make return transportation impractical, a chaperone or other representative of the district will remain with the student until the student's parent or guardian has been contacted and informed of the intervening circumstances, and the student has been delivered to his/her parent or guardian.

VIII LATE BUS RUN

Students participating in a supervised school event are eligible to ride the late bus at 4:00, when available. Students must sign up for the bus in the school office by 2:30 that day and provide the late bus driver with a late bus pass from the staff member supervising the event. Students who

sign up for the late bus must remain with the school event supervisor from 3:10 until they get on the late bus.

IX. REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, counselor, the superintendent, or another staff member. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the superintendent, or another staff member. Any student observing a student being harassed or discriminated against by another student or staff member shall report this information immediately to a teacher, the Superintendent of schools, the Principal or the Dignity Act Coordinator.

Staff who know of possible harassment or discrimination must take immediate and appropriate action including student conference, parent notification and reporting the incident to the principal, the principal's designee, the Superintendent of Schools or the Dignity Act Coordinator. Following the report, the District shall investigate or otherwise determine what occurred and should take prompt and effective steps reasonably calculated to end the harassment or discrimination, eliminate any hostile environment and prevent the conduct from reoccurring.

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

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

The superintendent may notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day they learned of the violation. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

Reporting Discrimination, Harassment and Bullying

School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of such acts shall promptly orally notify the principal, superintendent, or their designee no later than one school day after such employee witnesses or receives a report of such acts, and shall also file a written report with the principal, superintendent, or their designee no later than two school days after making an oral report.

The principal, superintendent or the principal's or superintendent's designee shall lead or supervise the thorough investigation of all reports of harassment, bullying and/or discrimination, and ensure that such investigation is completed promptly after receipt of any written reports. When an investigation verifies a material incident of harassment, bullying, and/or discrimination,

the superintendent, principal, or designee shall take prompt action, reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such behavior was directed.

The principal, superintendent, or their designee shall promptly notify the appropriate local law enforcement agency when it is believed that any harassment, bullying or discrimination constitutes criminal conduct.

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

Retaliation Prohibited

Any act of retaliation against any person who reports or has filed a complaint of harassing or discriminatory behavior, is strictly prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a harassment or discrimination complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination, as applicable.

Where incidents involve violations of civil rights, the victim and the alleged perpetrator have the right to be represented by a person of their choice, at their own expense, during investigations and hearings. In addition, victims have the right to register complaints with the U.S. Department of Education's Office for Civil Rights.

Employee victims also have the right to register complaints with the Federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

X. DISCIPLINARY PENALTIES, PROCEDURES & REFERRALS

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

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will

usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability the discipline, if warranted, will follow state and federal guidelines to address a pattern of discipline issues potentially related to their disability.

Remedial Responses

The Dignity Against all Students Act emphasizes the creation and maintenance of a positive learning environment for all students. In addition, the amended Dignity Against all Students Act requires the development of measured, balanced, progressive, and age-appropriate responses to discrimination, harassment, and bullying of students by students and/or employees. Remedial responses should place the focus of discipline on discerning and correcting the reasons why discrimination, harassment, and bullying occurred. The remedial responses should also be designed to correct the problem behavior, prevent another occurrence of the behavior, and protect the target of the act.

Appropriate remedial measures may include, but are not limited to: peer support groups; assignment of an adult mentor at school that the student checks in with at the beginning and end of each school day; corrective instruction that reemphasizes behavioral expectations or other relevant learning or service experience; engagement of student in a reflective activity, such as writing an essay about the misbehavior and its impact on others and how the student might handle the situation differently in the future and/or make amends to those who have been harmed; supportive intervention and/or mediation where constructive conflict resolution is modeled; behavioral assessment or evaluation; behavioral management plans or behavior contracts, with benchmarks that are closely monitored; student counseling and parent conferences that focus on involving persons in parental relation in discipline issues.

Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, alone or in combination, consistent with the student's right to due process. Additional information on these penalties can be found below.

- Oral warning
- Pass Restriction
- Written warning
- Written notification to parent
- Detention
- Suspension from transportation
- Suspension from athletics (athletes and/or spectators)
- Suspension from social or extracurricular activities
- Suspension of other privileges
- Loss of Driving Privileges
- Removal from classroom by teacher
- Short-term (five days or less) suspension from school
- Long-term (more than five days) suspension from school
- In School Suspension
- Expulsion
- Other restorative practices aimed to teach new preferred behaviors

Procedures

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

Penalty Details

Detention: School faculty members may assign after school time under their supervision as a penalty for any misconduct. After school time with the teacher will only be imposed after the student's parent/guardian has been notified by the faculty member. Detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate will only be assigned by the principal or superintendent. Detention will be imposed as a penalty only after the student's parent has been notified by administration or the classroom teacher and that the student has appropriate transportation home following detention. The detention must be served within 5 school days of infraction.

Suspension from transportation: If a student does not conduct themselves properly on a bus, the bus driver is expected to bring such misconduct to the administrator's attention. Students who become a serious disciplinary problem or repetitive misconduct on the bus may have their riding privileges suspended by the superintendent or their designee. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation be detrimental to attendance, the district will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the superintendent or his designee to discuss the conduct and the penalty involved.

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

In-school suspension: The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the superintendent or designee to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214.

However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

Teacher disciplinary removal of disruptive students: A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a

student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent or severe unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A classroom teacher may request to remove a disruptive student from class for up to five days. The removal from class applies to the class of the removing teacher only. If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why they are being removed and an opportunity to explain their version of the relevant events before the student is removed. Only after the informal discussion may a teacher request to have the student removed from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why they were removed from the classroom and give the student a chance to present their version of the relevant events within 24 hours (or the next school day if 24 hours falls on non-school day). The teacher must meet with the superintendent prior to the beginning of classes on the next school day. The Superintendent will have final say of the removal of a student.

Within 24 hours after the student's removal (or the next school day if 24 hours falls on a non-school day,) the superintendent must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that they have the right, upon request, to meet informally with the superintendent or the superintendent's designee to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number for the purpose of contacting parents. The superintendent may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the superintendent must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal (or the next school day if the 48 hours occurs on a non-school day.) The timing of the informal meeting may be extended by mutual agreement of the parent and superintendent. The superintendent may decline the teacher's request for removal of the student from class if the superintendent finds any one of the following:

- The charges against the student are not supported by substantial evidence or the behavior does not warrant the removal from class.
- The teacher did not engage in sufficient corrective efforts such as restorative practices and parent involvement
- The removal is otherwise in violation of law, including the district's code of conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

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

removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until they are permitted to return to the classroom. Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his or her class. The superintendent must keep a log of all removals of students from class. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until they have verified with the superintendent that the removal will not violate the student's rights under state or federal law or regulation.

Suspension from school: Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent. Any staff member may recommend to the superintendent or principal that a student be suspended. All staff members must immediately report and refer a violent student to the superintendent or designee for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The superintendent or designee, 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.

1. Short-term (5 days or less) suspension from school
 - a. When the superintendent (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension.
 - b. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number for the purpose of contacting the parents.
 - c. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the superintendent. Both the notice and informal conference shall be in the dominant language or mode of communication used by parents.
 - d. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the superintendent may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice

- and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.
- e. After the conference, the superintendent shall promptly advise the parents in writing of his or her decision. The superintendent shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the superintendent's decision, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.
2. Long-term (more than 5 days) suspension from school
- a. When the superintendent determines that a suspension for more than five days may be warranted, they shall give reasonable notice to the student and the student's parents of their right to a fair hearing.
 - b. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf. The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.
 - c. An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.
3. Permanent suspension
- a. 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.

Weapons

Prohibition of weapons on school property is strictly prohibited and bears a penalty of a one year suspension. Before being suspended from school for weapons possession, the student will have

an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis by deciding whether to modify the penalty, the superintendent may consider the following:

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

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

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 five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon. A student with a disability may be suspended only in accordance with the requirements of state and federal law.

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days.

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

Student Referrals

Counseling: The School Psychologist, school counselor or social worker shall handle all referrals of students to counseling.

PINS Petitions: The district may initiate PINS Diversion Services. in Family Court on any

student under the age of 18 who demonstrates that they requires supervision and treatment by:

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

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

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

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

XI. ALTERNATE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

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 behavior. The Board also recognizes that students with disabilities are entitled to certain procedural protections pursuant to the state and federal law and regulations if a suspension or removal involves a disciplinary change of placement.

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

Authorized Suspensions or Removals of Students with Disabilities

For Purposes of this section of the Code of Conduct, the Following Definitions Apply:

- Suspension means a suspension pursuant to Education Law §3214.
- Removal means a removal for disciplinary reasons from the student's current educational placement other than a suspension to an interim alternative educational setting (IAES).
- IAES means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. A student who is placed in an IAES shall continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, to progress toward meeting the goals set out in the student's IEP; and to receive, where appropriate, a functional behavioral assessment and behavioral

intervention services and modifications that are designed to address the behavior violation so that it does not recur.

- 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 pocket knife with a blade of less than 2 1/2 inches in length." The term weapon shall also mean a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death.
- 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.
- Illegal Drug means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
- Serious Bodily Injury means the same as "serious bodily injury" under 18 U.S.C. § 1365(h) (3) which includes "a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty."
- Student Presumed to Have a Disability for Discipline Purposes means a student who the school district is deemed to have knowledge was a student with a disability before the behavior that precipitated disciplinary action because, prior to the behavior occurred:
 - The student's parent expressed concern in writing to administrative or supervisory personnel of the appropriate educational agency or to the student's teacher that the student is in need of special education (exception: may be oral if parent cannot write or has a disability that prevents a written statement);
 - The parent requested an evaluation of the student to determine whether he/she is a child/preschool child with a disability; or
 - The student's teacher or other school district personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education or to other school district supervisory personnel.

Suspension of Students with Disabilities up to 10 Days in the Course of a School Year

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

1. The Superintendent may direct the placement of a student with a disability to an IAES, another setting, or suspension for a period not to exceed five consecutive school days to the same extent applicable to nondisabled students. Upon any suspension and/or request for a superintendent's hearing regarding a student with disabilities, the superintendent shall notify the CSE chairperson immediately.
2. The Superintendent may order the placement of a student with a disability into IAES,

another setting, or suspension not to exceed a total of 10 school days to the same extent applicable to non-disabled students.

Suspensions of Students with Disabilities over 10 Days in the Course of a School Year

No student with disabilities shall be suspended for more than 10 school days, cumulatively or consecutively, over the course of a school year without provisions for the continuation of an appropriate public education ("FAPE").

Prior to any suspension by the superintendent which cumulatively is more than 10 school days in the course of a school year, the superintendent shall, in consultation with a Special Education Teacher and the CSE chairperson, determine whether the imposition of further suspension constitutes a change in placement. To determine whether a cumulative suspension of more than ten days constitutes a pattern of suspensions which constitute a change of placement, the superintendent, in consultation with the Special Education Director or his/her designee, shall consider the following:

- Whether the student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals over ten days during the course of the school year;
- 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.

Except in cases involving weapons, drugs, or serious bodily injury, as defined herein, if the superintendent determines that a proposed additional short term suspension that brings the total number of days of suspension over ten school days during the course of a school year constitutes a change in placement, the superintendent shall refer the student to the Committee on Special Education to determine whether the student's behavior is a manifestation of the student's disability prior to imposing any further suspension.

If the superintendent, after consultation with the CSE chairperson, determines that any proposed short term suspension that brings the total number of days a student with a disability has been suspended to a total of more than ten days in the course of a school year, determines that the suspension does not constitute a change of placement, the superintendent shall, in consultation with at least one of the student's teachers and the CSE chairperson determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress in meeting the goals on the student's IEP and shall arrange for such services.

The Superintendent may order additional removals of more than 10 consecutive School days in the same school year for separate incidents of misconduct, in accordance with the following procedures:

1. The Superintendent shall convene a hearing in accordance with Education Law §3214 which shall include a guilt and penalty phase. Following the fact finding phase of the hearing upon a finding of guilt, the matter shall be referred to the Manifestation Team.
2. The Manifestation Team shall determine whether the student's behavior leading to the discipline was a manifestation of the student's disability.
3. If the Manifestation Team determines that the student's behavior was not a manifestation of the Student's disability, the hearing shall proceed to the Penalty Phase, where the Superintendent may order the removal of a student with a disability from his current educational program for the same amount of time a student without a disability would be

subject to discipline for the same offense.

4. For any period of suspension that constitutes a disciplinary change of placement, the student shall be referred to the Committee on Special Education to recommend an IAES which shall be available to the student during such periods of suspension.

Exception for drugs, serious bodily injury or possession or sale, solicitation of illegal drugs and controlled substances and upon the order of a hearing officer.

The Superintendent may remove a student with a disability for up to 45 school days or longer if extended by a hearing officer, where the Superintendent, or his designee, finds, after a hearing convened pursuant to Education Law §3214, that the student possessed a weapon in school or at a school function, knowingly possessed an illegal drug or controlled substance, was involved in its sale or solicitation, or caused someone serious bodily injury.

Expedited Hearings on Request of the District

If the Superintendent concludes upon a finding of guilt that maintaining the student in his or her current educational placement is likely to cause injury to the student/others, the Superintendent shall refer the matter to the Committee on Special Education to determine whether any additional steps can be reasonably taken to minimize the potential for harm and to conduct a manifestation determination. If the Committee is unable to identify any additional supports or services to eliminate the risk, and the Committee is unable to reach a mutually agreeable alternative plan with the Parent(s) of the student to continue the provision of FAPE in another location, the CSE chairperson, shall, after consultation with the Superintendent, initiate an expedited hearing as defined in Commissioner's regulations or petition a court to seek permission to invoke a unilateral removal of the student to address the risk of harm that the student's continued attendance in his or her present educational placement presents to the student or to others. All references to Commissioner's regulations herein refer to 8 NYCRR 201 unless otherwise indicated.

In the event the 45 school day IAES placement is expiring, the student is still considered at risk, and the parents and district have not reached a mutually agreeable alternative for the student's placement, the CSE chairperson, upon consultation with the Superintendent, may initiate another expedited impartial hearing or seek the courts assistance to obtain an order to extend the student's IAES placement to the extent deemed necessary to provide a safe school environment

Special Rules Regarding the Suspension or Removal of Students with Disabilities

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 ten 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.
- Subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his/her current educational placement for more than ten school days in a school year is subject 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.

Manifestation Determination

A review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability must be made by a manifestation team immediately, if possible, but in no case later than ten school days after a decision is made:

- By the superintendent to change the placement to an interim alternative educational setting (IAES)
- By an Impartial Hearing Officer (IHO) to place the student in an IAES
- By the Board of Education, district (BOCES) superintendent, superintendent, or building principal to impose a suspension that constitutes a disciplinary change of placement

The manifestation team shall include a representative of the district knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the CSE as determined by the parent and the district. The parent must receive written notice prior to the meeting to ensure that the parent has an opportunity to attend. This notice must include the purpose of the meeting, the names of those expected to attend and notice of the parent's right to have relevant members of the CSE participate at the parent's request.

The manifestation team shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by or had a direct and substantial relationship to the student's disability, or the conduct in question was the direct result of the district's failure to implement the IEP.

Finding of Manifestation

If it is determined, as a result of this review, that the student's behavior is a manifestation of his/her disability, the CSE shall conduct a functional behavioral assessment and implement or modify a behavioral intervention plan. Unless the change in placement was due to behavior involving serious bodily injury, weapons, illegal drugs or controlled substances, the student must be returned to the placement as part of the modification of the behavioral intervention plan.

No Finding of Manifestation

If it is determined that the student's behavior is not a manifestation of his/her disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, subject to the right to the parent/person in parental relation to request a hearing objecting to the manifestation determination and the district's obligation to provide a free, appropriate public education to such student.

Provision of Services Regardless of the Manifestation Determination

Regardless of the manifestation determination for subsequent suspensions or removals for ten consecutive school days or less that in the aggregate total more than ten school days in a school year but do not constitute a disciplinary change of placement, and for suspensions or other

disciplinary removals in excess of ten school days in a school year which do not constitute a disciplinary change.

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 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. 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.

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:

- Conducted an individual evaluation and determined that the student is not a student with a disability; or
- Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

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 shall accompany the notice of disciplinary removal. 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.

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

The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than ten consecutive days or for a period that would result in a disciplinary change in placement,

unless the Committee on Special Education has determined that the behavior is not a manifestation of the student's disability.

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

Rules Regarding the Suspension or Removal of Students with Disabilities Involving a Change of Placement

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

- For more than ten consecutive days; or
- For a period often consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten 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.

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.

Upon referral of a student with a disability to the CSE who is facing a disciplinary change of placement, the District's Committee on Special Education shall immediately contact the parent by telephone, where possible, and upon written notice shall schedule an expedited meeting of the Manifestation Team and the CSE to conduct and review the following:

1. A Manifestation Determination by the Manifestation Team which shall include a representative of the district knowledgeable about the student and the interpretation of information about child behavior, the parent and relevant members of the committee as determined by the parent and the district.
2. If the Manifestation Team determines that the student's behavior leading to the suspension is not a manifestation of the student's disability or regardless of the manifestation determination, the superintendent has ordered the removal of the student for up to 45 school days for possession, use, sale or solicitation of illegal drugs or controlled substances, for causing serious bodily injury or for the possession of a weapon, the Committee shall convene to arrange for the student's placement in an IAES for the period of the student's suspension or removal as determined by the superintendent
3. Notwithstanding any provision to the contrary, where the Committee finds deficiencies in the IEP, the committee shall recommend changes to the student's program, and where the Committee determines that the placement of the student is not appropriate, the District shall work with the parent to conduct further evaluations to the extent necessary and to recommend and implement a change of placement, as soon as possible.
4. A functional behavioral assessment and a behavioral intervention plan, where applicable. The CSE shall arrange for or review a FBA and BIP previously developed, to determine if modifications are necessary, whenever the Manifestation Team concludes that the

student's behavior leading to the disciplinary action is a manifestation of the student's disability.

Expedited Hearings Challenging a Removal of Disciplinary Change of Placement of a Student with a Disability

When a parent requests an impartial hearing to challenge any aspect of a disciplinary removal or suspension, the District shall arrange for an expedited hearing and the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the time of removal whichever occurs first, unless the parents and district agree otherwise.

Where the parent or district requests an expedited hearing to address a disciplinary removal of suspension, the District shall arrange for a resolution session within seven days of receipt of a complaint and the hearing shall proceed within 15 days of receipt of such request. The hearing shall occur within 20 school days of the date of receipt of a request for such hearing and the hearing officer shall issue a ruling within 10 days after completion of the hearing. No extensions of these timelines are permitted.

Students Presumed to be Disabled and Expedited Evaluations

The superintendent, in consultation with the CSE chairperson, shall determine whether a student subject to discipline is a child presumed to have a disability as defined above, upon a claim by the Parent or school district personnel. If the superintendent in consultation with the CSE chairperson concludes that such student is presumed to be disabled, such student shall be afforded the same protections as a student with a disability and shall receive an expedited evaluation, upon receipt of parental consent, to determine whether the student is a child with a disability.

If the superintendent determines that a student subject to a suspension is not a student presumed to have a disability as defined herein, the student shall be subject to the same disciplinary measures as a non-disabled student who engaged in comparable behaviors.

If a person, properly authorized, initiates a referral of a student to the Committee on Special Education for an individual evaluation after the behavior which led to the suspension occurred, the child shall be entitled to an expedited evaluation with the consent of the parent, except where:

- The Committee determines, upon evaluation and review that the student is not disabled;
- The parents deny consent to enable the District to conduct an evaluation; or
- The parent has refused consent for special education services.

An expedited evaluation under this policy shall be completed no later than 15 school days after receipt of the parent's consent for evaluation. A determination of eligibility shall be made at a meeting of the appropriate committee, no later than 5 days after the completion of the expedited evaluation.

Students Placement Pending Expedited Evaluation

Until the committee completes the expedited evaluation and the CSE has convened, such student shall be subject to the same disciplinary measures as a non-disabled student who engaged in comparable behaviors.

Notice of Proposed Disciplinary Change of Placement or Removal

The District shall provide parent of a student with a disability with written notice of a

disciplinary removal no later than the date on which a decision is made to change the student's placement to an IAES or to invoke a disciplinary change of placement

Procedural Safeguards

Nothing in this policy governing the extra procedural safeguards applicable to students with disability, shall excuse compliance with the procedural safeguards governing the suspension of a student

Referral to Law Enforcement and Judicial Authorities

In accordance with the provisions of the IDEA its implementing regulations, state law and regulation and District policy, the District shall report alleged crimes committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement

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 in a manner consistent with state and federal law governing confidentiality.

XIII. CORPORAL PUNISHMENT

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

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

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

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

XIV. STUDENT SEARCHES AND INTERROGATIONS

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

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

An authorized school official may search a student or the student's belongings that is minimally

intrusive, such as examining the contents of a book bag with reasonable suspicion, as long as the authorized school official has a legitimate reason for the very limited search.

An authorized school official may search a student, their vehicle or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate. Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that they possess physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought. Whenever practicable, searches will be conducted in the privacy of administrative offices. The Administrator will conduct the search with a witness and students will be present when their possessions are being searched.

Student Lockers, Desks and other School Storage Places

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

Documentation of Searches

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

- Name, age and grade of student searched.
- Reasons for the search.
- Name of any informants.
- Purpose of search (that is, what item(s) were being sought).
- Type and scope of search.
- Person conducting search and his or her title and position.
- Witnesses to the search.
- Time and location of search.
- Results of search (that is, what items(s) were found).
- Disposition of items found.
- Time, manner and results of parental notification.

The superintendent or his designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The superintendent or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item(s) is turned over to the police. The superintendent or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities. Students are reminded that Students and/or parents are responsible for the cost of locker damage and locks that are not

returned.

Police Involvement in Searches and Interrogations of Students

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

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

Before police officials are permitted to question or search any student, the superintendent or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The superintendent or designee will also be present during any police questioning or search of a student on school property or at a school function. Notably, this requirement does not apply to a School Resource Officer acting to assist the school administration in any school investigation. Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- They must be informed of their legal rights.
- They may remain silent if they so desire.
- They may request the presence of an attorney.

Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. All requests by child protective services to interview a student on school property shall be made directly to the superintendent or his or her designee. The superintendent or his or her designee shall set the time and place of the interview. The superintendent or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school district official of the opposite sex.

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

student without a court order and without the parent's consent.

XV. STUDENT ISSUES AND COMMUNICATION

Parent Conferences

Parent-teacher conferences are an important element in reporting student progress to parents. Parents will be notified in advance of the available dates and times so a convenient appointment may be arranged. Parents should feel free to request a conference with their child's teacher at any time. Teachers are expected to communicate with parents of struggling students.

Parents may initiate a conference by calling the school office and making an appointment with the teacher, counselor or Superintendent. When a parent requests a conference with a teacher, the teacher will make every effort to arrange a mutually convenient time. Conferences shall be planned around the teacher's schedule so as not to interfere with class time. If a parent cannot attend a scheduled conference, he/she should notify the school as far in advance as possible so that another conference time may be arranged.

Student Progress Reports to Parents

Schroon Lake Central Schools formal reporting system includes report cards and forms developed by the professional staff and issued periodically. Scheduled conferences between parents and teachers, and interim reports will be issued as needed or required. Parents are urged to visit the school and meet with the guidance counselor and teachers whenever necessary.

Student Homework

Homework provides excellent opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student. Parents can assist their children with homework by providing a study area free of distractions and with good lighting, asking questions about the content of the student homework, giving requested assistance, but letting the student do his or her own work, avoiding undue pressure and helping create a "homework habit" at the same time each night. Parents may request homework assignments for students who are absent from school, for excused absences, for several days. Please call the school office at least 24 hours prior to the desired pick up time.

XVI. STUDENT ATTENDANCE

Student Illness

The following reasons for student absences from schools are recognized as valid and excused by the Board of Education:

- Personal illness
- Illness or death in the family
- Impassable roads
- Religious observance
- Attendance at a medical appointment
- Quarantine
- Required court appointment
- School approved obligation such as field trips or band lessons
- College visits, if approved in advance by the guidance office

Any other absence is considered unexcused. Each absence must be accounted for. It is the parent's responsibility to notify the school nurse on the morning of the absence. It is essential that parents also provide a written excuse for each absence. Such an excuse should contain the reason and date of absence, and be presented to the homeroom teacher as soon as a student returns to classes.

FAILURE TO PROVIDE A WRITTEN VERIFICATION OF AN EXCUSED ABSENCE WITHIN FIVE DAYS OF THAT ABSENCE WILL RENDER THE ABSENCE UNEXCUSED, ABSENT EXTENUATING CIRCUMSTANCES.

Tardies shall only be excused for reasons set forth above.

Student Dismissal

Dismissal is 3:05 P.M. (3:00 grades K-5). Students are to leave the building unless they have been assigned detention or are involved with another school sponsored activity including extra help with teachers. The second dismissal is 4:00 P.M. After school buses depart at 4:05

In order to ensure students' safety, the Superintendent maintains a list of emergency contacts and individuals who are authorized to obtain the early release of students in attendance at the school. No student may be released to the custody of any individual who is not the parent or guardian of the student, unless the individual's name appears upon the list.

Parents or guardians may submit a list of individuals authorized to obtain the release of their children from school at the time of the child's enrollment. A parent or guardian may amend a list submitted pursuant to this regulation at any time, in writing, with the signature of the parent or guardian. Certified copies of court orders or divorce decrees provided by the custodial parent, which restrict a parent's ability to seek the release of his or her child, shall be maintained in the district office. If an individual seeks the release from school of a student, he/she must report to the office and present satisfactory identification.

Early dismissal excuses for emergency, medical, or other reasons should be requested in writing by the parent. Students in grades K-5 must be signed out and picked up in the office by the releasing adult. Students in grades 6-12 must sign out in the office before leaving. Please provide written notices of dismissal (via your child) or change of buses by 8:11 A.M. Calls to the office to release children or change buses should be rare—AND only in cases of unforeseen emergencies.

In the event of an emergency, the superintendent may release a student to some individual not appearing on the approved list only if the parent has been contacted by the Superintendent and has approved the release.

Extracurricular Activities

Schroon Lake Central School offers a variety of co-curricular and extra-curricular activities for students. Participation in such activities provides students with experience in building social relationships, developing interests in an academic area, and gaining an understanding of the responsibilities of good citizenship.

Members of school clubs and teams are public representatives of the school clubs and teams are public representatives of the school district. Students who participate in extracurricular activities are expected to conform to standards that meet or exceed those in the school district code of conduct.

XVII. ATHLETICS & EXTRACURRICULAR ACTIVITIES: ACADEMIC STANDARDS, BEHAVIOR STANDARDS & ATTENDANCE

Academic Eligibility Policy

Definition:

A student is considered academically at risk when they are failing two (2) or more classes at the time of a grade check. This policy applies to all extracurricular activities, including but not limited to athletics, clubs, student government, and performance groups.

Grade Checks:

- Grades will be reviewed every 2.5 weeks during each academic quarter.
- Eligibility status is determined based on the number of classes a student is failing at each check.

Consequences:

1. First Grade Check – Probation
 - Trigger: First time failing two (2) classes.
 - May continue to participate fully in practices, rehearsals, meetings, and performances/competitions.
 - Must carry a written academic progress card to be signed daily by teachers of the failing classes and submitted to the Activity Director or Coach. If a card is unsigned by a teacher they may not practice that day.
2. Second Grade Check – Restricted List
 - Trigger: Still failing two (2) classes at the next grade check.
 - May continue to attend practices, rehearsals, and meetings.
 - May not participate in games, competitions, or performances until grades improve at the next check.
3. Third Grade Check – Ineligible
 - Trigger: Still failing two (2) classes at the next grade.
 - May not practice, participate in games, rehearse, meet, compete, or perform until eligibility is regained.

Regaining Eligibility:

- If, at any grade check, the student is failing only one (1) class, they move to Probation status.
- If, at any grade check, the student is not failing any classes, they are removed from all eligibility lists and may fully participate.

Behavior Standards

The student agrees to abide by the district's Student Code of Conduct and understands that a violation of the code may result in suspension from extracurricular and co-curricular activities in addition to any penalty given by the district.

The student agrees to refrain from the use, possession or sale of alcohol, drugs and/or tobacco products, on or off campus, during the time that he/she participates in the above named activities. Confirmed violations will result in loss of extracurricular and co-curricular privileges.

Athletic and Extra Curricular Attendance Policy

Absences, early dismissals, and late arrivals- *this policy is in addition to guidelines regarding tardies and absences outlined in the district code of conduct.*

- Definition:
An unexcused absence,, early dismissal (dismissed before 2:56pm), or late arrival (arrival after 8:20am) occurs when a student-athlete is not present for the full school day without providing an approved legal excuse (see definition of legal excuse below)
- Legal excuses include:
 - Written verification from a doctor, dentist, therapist, or other licensed medical provider
- Non-legal excuses include:
 - Parent/guardian notes without official documentation
 - Oversleeping, transportation issues, or other personal reasons not covered above

*Under extenuating circumstances, exceptions may be made by the administration.

Consequences are accumulative and reset every five weeks in accordance with progress reports and marking periods. For :

1. First Offense: Unexcused early dismissal and/or late arrival will result in being ineligible for participation in after school extracurricular activities for that day.
*Games, performances and activities are excluded.
2. Second Offense: Student will be ineligible for participation in extracurricular activities for two consecutive practice days. *Games, performances and activities excluded.
3. Third Offense: Student will be ineligible for participation in extracurricular activities for that day and the next. This includes any scheduled game, performance, or activity. In addition, the student will be ineligible for participation in the next game, performance, or activity.

Participation/Training Standards

Certain activities require a minimum level of participation/training, as established by the activity advisor/coach. The student agrees to these conditions (provided by activity advisor/coach) and realizes that failure to maintain this minimum level of participation may result in suspension from the activity.

XVIII. OTHER EXPECTATIONS

School Dances

School dances are an important activity which enable students to socially interact with one another. They provide a positive, enjoyable setting which fosters positive peer relations and social interaction. Students who choose to not comply with the rules and expectations for school dances will be subject to disciplinary actions as outlined in the Student handbook. The discipline will be assigned at the discretion of the building administrators.

Dance Regulations

Enrolled students and one guest may attend. Students must sign up their guest in advance and that guest must sign in at the door and be accompanied by the Schroon Lake student who will be responsible for their conduct

- Those attending the dance that leave the building will not be readmitted.
- All students, dates and guests must pay the admission price.
- All students and guests are expected to behave according to school rules.
- Appropriate lighting to ensure safety will be maintained throughout the dance.
- No one will be admitted to a dance after the dance has been in progress for one hour, unless permission was obtained prior to the dance from the Superintendent.
- The bathrooms by the locker room will be the only ones used.
- Students and guests are expected to remain in the dance or in the halls immediately surrounding the dance and bathrooms.
- Students aged 21 or older are not permitted to attend.

Sports Events

Rules for attending sporting events:

- Sit on the bleachers or in the home team section.
- Refrain from shooting balls and running around on the gym floor/field during half times.
- Leave your seat only at half times and between games.
- Leave the building or field area only if you are NOT going to return to the game.
- Do not bring food or drink inside the gym.
- Cheer for your team while remaining respectful and courteous to players, coaches, officials, and other fans.

Use of Bicycles, Skateboards and Rollerblades on School Property

Students may ride their bicycles to school; however, they must walk their bicycles on school sidewalks. As soon as students arrive at school, they should park and lock their bicycles in the appropriate area. The school is not responsible for stolen or damaged bicycles. Skateboards, roller skates and roller blades may also be ridden to school, but are not to be ridden on school property. If a student rides these items on school property, they will be confiscated and held until a parent comes to school and picks them up.

Food and Beverage During the School Day

Students are permitted to eat in the cafeteria and lunch detention rooms during scheduled breakfast and lunch periods, and at teacher direction when food or beverage is related to course content. The one exception is that students may drink from a bottle of water throughout the day. This does not apply when in the auditorium. No food or beverages are allowed in the auditorium. Students who abuse their water bottle privilege may lose the privilege and face disciplinary consequences. Teachers may deny the use of water bottles or eating snacks in classes where the activity (such as science labs, technology shop and computer classes) makes the use of the water bottle unsanitary or dangerous to students or equipment.

Lunch Room Expectations

Follow directions of cafeteria monitors and abide by behavior expectations similar to those of a classroom.

Student Automobile Use

Students that drive to school must conform to the following regulations:

- Complete the required form with parental approval and signature;

- Return the completed form and register the car in the main office;
- Park only in the designated areas;
- Observe all traffic regulations, driving no more than 10 mph on school property and comply with all one-way directional signs;

BOCES students are required to ride the school bus to the BOCES program;

Cars must not be utilized during the school day.

Abuse of driving privileges may result in revocation of the privilege to park on school grounds.

Employment of Students

Students who are interested in working papers may pick up applications in the school office.

Information the District receives about student employment opportunities is posted on a bulletin board near the main entrance. Despite the attraction of having a part-time job after school hours students should give careful thought to the amount of time and energy a job may demand.

Students should remember that school work always takes precedence over such jobs.

Student Awards and Scholarships

The District maintains a list of available scholarships on the Guidance website.

XIV. EMERGENCY RESPONSES

Emergency Drills

The school district is responsible for conducting fire drills in order to instruct students and staff in exiting the school building in an emergency in the shortest time possible and without confusion and panic. Fire drills shall include instruction on fire drill exits and fire alarm boxes, as well as fire drill procedures.

When a fire alarm sounds, students and all individuals must, in a quiet and orderly fashion, immediately leave the building. If you are in class you are to follow the exit route posted in the classroom and position yourself in the appropriate location where attendance will be taken. If you are in the halls, or not with a staff member, you are to go out the nearest exit in a quick and quiet fashion and stay with the closest supervising adult. In order to hear important directions, the expectation is that there be no talking while exiting the building, while outside, or while returning to the building.

Emergency Closings

When it is necessary to close or delay the opening of school because of snow, ice, or other emergency, an announcement will be made via local television and radio stations.

In the event that it becomes necessary to close school early due to snow, ice, or other emergency, an announcement will be made via local television and radio stations. Phone contact or visual contact, or an adult at the home must be made before children will be released. All other students will be kept at school or another safe location until the usual dismissal time. School closings or delays may be heard on the district's automated call system and television channels 3, 5, 9, and Facebook Page

XV. VISITORS TO THE SCHOOLS

Since schools are a place of work and learning, however, certain limits must be set for such

visits. The superintendent or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- Anyone who is not a staff member or student of the school is considered a visitor. 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 return the identification badge to the office and sign out before leaving the building.
- Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
- Any unauthorized person on school property will be reported to the superintendent or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct
- Parents are requested to visit by appointment in order to avoid disrupting the usual school routine. Student visitors from other schools are not permitted at school unless they have a specific reason and prior approval of the Superintendent.

XVI. 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 an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel. The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- 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.
- Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, national origin, religion, age, gender, sexual orientation or disability on

school grounds or at a school function.

- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles;
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, tobacco products including e-cigarettes and any vaping apparatus or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

Penalties

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

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.

Students.

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

Tenured faculty members.

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

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 3 and 4.

- They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

The Superintendent and all staff members are responsible for enforcing the conduct required by this code. When the building principal or any other staff member sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee

shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the superintendent or his or her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person. The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

XVII. DISSEMINATION, REVIEW AND REVISIONS

Dissemination of Code of Conduct

The board will work to ensure that the community is aware of this code of conduct by.

- Making copies of the code available to all parents at the beginning of the school year.
- Providing a link on the district website to the Code of Conduct document.
- Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
- Providing all new employees with a copy of the current code of conduct when they are first hired.
- Making copies of the code available for review by students, parents and other community members.

The district will provide an education program for all district staff members to ensure the effective implementation of the code of conduct, including but not limited to, guidelines for promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students by students and/or school employees, and including safe and supportive school climate concepts in the curriculum and classroom. Such training shall be designed to raise staff awareness and sensitivity to potential discrimination or harassment and provide strategies and responses to assist staff in responding to reports and incidents of discrimination and harassment and to help discourage their reoccurrence. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

Review of Code of Conduct

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

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

Revision of Code of Conduct

Before adopting any revisions to the code, the board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate. The code of conduct and any amendments to it will be filed with the Commissioner no later than 30

Schroon Lake Central School Code of Conduct

days after adoption.

Reviewed at Public Hearing: August 28, 2025

Adopted by the Schroon Lake Central School District Board of Education: September 25, 2025