

**SIDNEY CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SCHOOL SAFETY PLAN
PROJECT SAVE
(Safe Schools Against Violence in Education)
Commissioner's Regulation 155.17**

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safety Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Sidney School District ("District") supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Sidney District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Sidney District Board of Education, the Superintendent appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

The District has created a District-wide School Safety Team including the following persons:

| Position | Name |
|------------------------------------|---|
| Board of Education Representative | Eric Brandl |
| Administration Representative | William Christensen, Kathryn Bailey, Rob Hansen, Christopher Haynes, Eben Bullock, |
| Teacher Representative | Richard Townsend, Melissa Williams, Susan Smith, Laura Slesinsky, Lynne Dionne, Susan Smith |
| Parent Organization Representative | Jeanmarie Innes |
| Student Representative | Student Council President |
| School Safety Personnel | Corey Green, Donald Alger |
| Other School Personnel | Michael Blincoe, Diane Whitten |
| Other Members | Jeffrey Mirabito (Mang Insurance), Lew Ford, (DCMO BOCES), Peter Grunder (NYS Police), Rick Shaw, DCMO BOCES) |

C. Concept of Operations

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-wide School Safety Plan, Building level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

SECTION II General Emergency Response Planning

A. Identification of sites of potential emergency

Sidney has established the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies. Appendix 4 of this Plan lists sites and the potential emergencies at each site.

B. Actions in response to an emergency.

Sidney has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

| | |
|---|-----------------------|
| Threats of Violence | Intruder |
| Hostage/Kidnapping | Explosive/Bomb Threat |
| Natural/Weather Related | Hazardous Material |
| Civil Disturbance | Biological |
| School Bus Accident | Radiological |
| Gas Leak | Epidemic |
| Others as determined by the Building-level School Safety Team | |

Specific response protocols for Hostage/Kidnapping, Intruder, and Bomb Threats are included in this plan in Appendix 6.

C. District resources and personnel available for use during an emergency.

Sidney has committed the full inventory of its resources to be available for use during an emergency. Utilization of these resources will be in line with the Building Level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources available are identified in the Building Level Emergency Response Plans.

D. Procedures to coordinate the use of school district resources during emergencies.

Sidney utilizes the Incident Command System model for emergency actions. For district-wide emergencies the Incident Commander will be William Christensen, Ed.D, Superintendent of Schools or his designee. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-level Incident Command staff are identified in the Building Level Emergency Response Plans.

E. Annual multi-hazard school training for staff and students.

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the Building Level School Safety Teams, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills or other appropriate actions to increase the awareness and preparedness of staff and students.

Building level training will be coordinated by the Building Level Emergency Response Teams.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing Plans may be revised as a result of these drills.

Appendix 3 includes specific training modules at the various District sites.

F. Hall Monitors and other school safety personnel

The Sidney Central School District has staff members monitor the halls in between classes. Administration and staff also monitor the halls as needed.

G. Implementation of School Security

The following building security measures are taken at Sidney:

- Signs are posted indicating that parents and visitors must report to the main office/desk to sign in
- Staff are trained to challenge suspicious persons encountered in buildings
- Building entrance security is maintained throughout the day
- The services of canines to randomly search for drugs and/or weapons is available as needed.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 2 of this document and further detailed in the Sidney Central School District Code of Conduct. During development of the Code of Conduct, the committee considered adoption of a zero tolerance policy toward acts of school violence and decided that such a policy was not appropriate at this time.

B. Response protocols.

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plans detail the appropriate response to such emergencies. These plans were developed with, but not restricted to, the following protocols:

- Identification of decision makers
- Plans to safeguard students and staff
- Procedures for transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

C. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

The District recognizes the importance of law enforcement involvement as quickly as possible at the outset of violent incidents. Law enforcement officials will be contacted at the direction of the Incident Commander in line with the Building Level Emergency Response Plan, and will be requested based upon the “closest responsible agency” concept to ensure that the response to the incident is as timely as possible. Law enforcement agencies are contacted by dialing 911.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

In the event of a violent incident or early dismissal, the District will contact appropriate adjacent school districts, parents, guardians or persons in parental relation to the students via telephone contact, media release, or other appropriate means. Conditions requiring such notification are outlined in the Building-level Emergency Response Plans.

E. Protective Action Options

The District recognizes that appropriate response to emergencies varies greatly. School cancellation, early dismissal, evacuation and sheltering are the protective action options that the Building-Level School Safety Teams, in cooperation with local emergency responders, have included in the Building-Level Emergency Response Plans. Appendix 5 describes the Protective Action Options.

SECTION IV: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies.

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. Both public agencies are contacted by dialing "911". The Incident Commander will authorize the procurement of these agencies.

B. Procedures for obtaining advice and assistance from local government officials

The Incident Commander will contact the Delaware County Emergency Services Office in accordance with Article 2-B of the Executive Law-Disaster Preparedness for advice and assistance as required during an emergency.

C. A system for informing all educational agencies within a school district of a disaster

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. Notification will be made via FAX, email or telephone. Appendix 7 lists names and contact numbers of educational agencies within the Sidney Central School District.

D. The Sidney Central School will maintain certain information about each educational agency located in the school district

At a minimum, each Building-Level Emergency Response Plan will include the following information:

- School population
- Number of staff,
- Transportation needs, and
- Telephone numbers of key officials of each such educational agency

This information is included in the individual Building-Level Emergency Response Plans.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures for the dissemination of informative materials

The District is committed to the use of the interpersonal violence prevention education package for grades pre-kindergarten through twelve, when available and where applicable.

Pamphlets and violence prevention information is distributed to staff members through email, interschool mail, and payroll stuffers at various times during the year. Violence prevention brochures are made available to parents during open houses. Students are offered materials in interpersonal violence prevention as a part of the regular course of study in various curricular areas and at assemblies during the school year.

B. Prevention and intervention strategies.

The Sidney Central School continues to develop and investigate various strategies regarding violence prevention and intervention as addressed in our Professional Development Plan. Such strategies include annual training in violence prevention, intervention, and identification techniques at Superintendent Conference Days, Project SAVE training for all staff members, and other topics as may be defined during the year.

C. Strategies for improving communication among students, between students and staff and reporting of potentially violent incidents.

We recognize that communication is a vital key in violence prevention and intervention in schools. As such, Sidney continues to develop and investigate various strategies regarding violence prevention and intervention. To this end, the District maintains or is exploring programs in the following areas:

- Non-violent conflict resolution training programs
- Peer mediation and youth courts
- Creating a forum or designating a mentor for students concerned with bullying or violence
- Youth run programs
- Establishing anonymous reporting mechanisms for school violence
- Others based on identified need

SECTION VI: RECOVERY

A. District support for buildings

All the district's manpower and resources will be available to one of our sites that have endured an emergency. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a District goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation and continuation of the educational process. A post-incident crisis response critique, the notes from the Incident Command Team, and lessons learned, will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

B. Disaster Mental Health Services

The Sidney Central School District understands how an emergency can have a major, traumatic effect on the well-being of students, staff, and the community at large. The district will coordinate resources with Delaware County Mental Health Services and the Post-Incident Crisis Response Team to help mitigate this impact.

APPENDICES

APPENDICES

Appendix 1:

Listing of all school buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephone numbers for building staff.

Sidney Campus

| Building Name | Address | Contact Name | Telephone Number |
|--------------------------|--|---|------------------|
| Sidney Elementary | 15 Pearl Street East Sidney, NY 13838 | Ms. Kathryn Bailey Principal | (607)561-7701 |
| Sidney Middle School | 13 Pearl Street East Sidney, NY 13838 | Mr. Robert Hansen Principal | (607)561-7702 |
| Sidney High School | 95 West Main Street Sidney, NY 13838 | Mr. Eben Bullock Principal | (607)561-7703 |
| Press Box | 990 Circle Drive Sidney, NY 13838 | Mr. Christopher Haynes Athletic/Aquatics Director/HS Asst. Princ. | (607)561-7712 |
| Concession Stand | 990 Circle Drive Sidney, NY 13838 | Mr. Christopher Haynes Athletic/Aquatics Director/HS Asst. Princ. | (607)561-7712 |
| Bus Maintenance Facility | 990 Circle Drive Sidney, NY 13838 | Mr. Michael Blincoe Transportation Supv. | (607)561-7710 |

Appendix 2:

Policies Dealing with Violence on School Property

| Policy | Name |
|--------|---|
| 3410 | Code of Conduct on School Property |
| 3411 | Unlawful Possession of a Weapon Upon School Grounds |
| 3420 | Anti-Harassment in the School District |
| 5680 | Safety & Security |
| 5681 | School Safety Plans |
| 5683 | Fire Drills, Bomb Threats, Bus Emergency Drills |
| 5750 | School Bus Safety Program |
| 5751 | Use of Surveillance Cameras |
| 6410 | Maintaining Discipline & Conduct |
| 7310 | School Conduct & Discipline |
| 7552 | Bullying: Peer in the School |
| 7553 | Hazing of Students |
| 8210 | Safety Conditions & Programs |
| | Superintendent of Schools Position Guide |
| | Business Administrator Position Guide |
| | Safety Coordinator Position Guide |
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3000: Community Relations
Title: CODE OF CONDUCT ON SCHOOL PROPERTY
Number: 3410

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

The District has developed and will amend, as appropriate, a written Code of Conduct for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors and/or vendors. The Board of Education shall further provide for the enforcement of such Code of Conduct.

For purposes of this policy, and the implemented Code of Conduct, 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 the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

The District Code of Conduct has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The Code of Conduct shall include, at a minimum, the following:

- a. Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the Board of Education and parents/persons in parental relation to the student;
- b. Provisions prohibiting discrimination and harassment 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 verbal threats, intimidation or abuse, of such a severe nature that:
 1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
 2. Reasonably causes or would reasonably be expected to cause a student to fear for his/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 practices, disability, sexual orientation, gender as defined in Education Law Section 11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)

Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973;

- c) Standards and procedures to assure security and safety of students and school personnel;
- d) Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the Code;
- e) Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident, provided that no such student shall return to the classroom until the Principal (or his/her designated School District administrator) makes a final determination pursuant to Education Law Section 3214(3-a)(c) or the period of removal expires, whichever is less;
- f) Disciplinary measures to be taken for incidents on school property or at school functions involving the use of tobacco, the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment and threats of violence;
- g) Provisions for responding to acts of discrimination and harassment against students by employees or students on school property or at a school function pursuant to clause (b) of this subparagraph;
- h) Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law Section 3214 and other applicable federal, state and local laws, including provisions for school authorities to establish procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;
- i) Procedures by which violations are reported and determined, and the disciplinary measures imposed and carried out;
- j) Provisions ensuring the Code of Conduct and its enforcement are in compliance with state and federal laws relating to students with disabilities;
- k) Provisions setting forth the procedures by which local law enforcement agencies shall be notified of Code violations which constitute a crime;
- l) Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations;
- m) Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision ("PINS") petition as defined in Articles 3 and 7 of the Family Court Act will be filed;
- n) Circumstances under and procedures by which referral to appropriate human service agencies shall be made;
- o) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. For purposes of this requirement, as defined in

(Continued)

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)

Commissioner's Regulations, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law Section 3214(3-a) and the provisions set forth in the Code of Conduct on four (4) or more occasions during a semester, or three (3) or more occasions during a trimester, as applicable;

p) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a)(a). However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law;

q) A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior and a safe and supportive school climate, which shall be written in plain-language, publicized and explained in an age-appropriate manner to all students on an annual basis; and

r) Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on 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 management.

The District's Code of Conduct shall be adopted by the Board of Education only after at least one (1) public hearing that provided for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties.

The Code of Conduct shall be reviewed on an annual basis, and updated as necessary in accordance with law. The District may establish a committee pursuant to Education Law Section 2801(5)(a) to facilitate review of its Code of Conduct and the District's response to Code of Conduct violations. The School Board shall reapprove any updated Code of Conduct or adopt revisions only after at least one (1) public hearing that provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

The Board of Education shall ensure community awareness of its Code of Conduct by:

a) Posting the complete Code of Conduct on the Internet website, if any, including any annual updates and other amendments to the Code;

b) Providing copies of a summary of the Code of Conduct to all students in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year;

c) Providing a plain language summary of the Code of Conduct to all parents or persons in parental relation to students before the beginning of each school year and making the summary available thereafter upon request;

d) Providing each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code. New teachers shall be provided a complete copy of the current Code upon their employment; and

(Continued)

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)

- e) Making complete copies available for review by students, parents or persons in parental relation to students, other school staff and other community members.

Privacy Rights

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Education Law Sections 801-a, 2801 and 3214
Family Court Act Articles 3 and 7
Vehicle and Traffic Law Section 142
8 NYCRR Section 100.2(l)(2)

NOTE: Refer also to *District Code of Conduct on School Property*

3000: Community Relations
Title: Unlawful Possession of a Weapon Upon School Grounds
Number: 3411

It shall be unlawful for any person to knowingly possess any air-gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston or CO2 cartridge upon school grounds or in any District building without the express written authorization of the Superintendent of Schools or his/her designee.

Additionally, the possession of any weapon, as defined in the New York State Penal Code, on school property or in school buildings is prohibited, except by law enforcement personnel or upon written authorization of the Superintendent of Schools/designee.

Unlawful possession of a weapon upon school grounds may be a violation of the New York State Penal Law, and is a violation of Sidney Central School District policy and the Code of Conduct.

NOTE: Refer also to [Policy #7360 -- Weapons in School and the Gun-Free Schools Act](#)

3000: Community Relations
Title: Anti-Harassment In the School District
Number: 3420

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide an environment that is free of harassment and intimidation as required by Federal and state law. Harassment is a violation of law and stands in direct opposition to District policy. Therefore, the Board prohibits and condemns all forms of discrimination and harassment on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, use of a recognized guide dog, hearing dog or service dog, or domestic violence victim status by employees, school volunteers, students, and non-employees such as contractors and vendors as well as any third parties who are participating in, observing, or otherwise engaging in activities subject to the supervision and control of the District.

Sexual orientation is defined as heterosexuality, homosexuality, bisexuality, or asexuality, whether actual or perceived.

The Board also prohibits harassment based on an individual's opposition to discrimination or participation in a related investigation or complaint proceeding under the anti-discrimination statutes. This policy of nondiscrimination and anti-harassment will be enforced on School District premises and in school buildings; and at all school-sponsored events, programs and activities, including those that take place at locations off school premises and in another state.

It is intended that this policy apply to the dealings between or among employees with employees; employees with students; students with students; employees/students with vendors/contractors and others who do business with the Sidney Central School District, as well as school volunteers, visitors, guests and other third parties. All of these persons are hereinafter referred to collectively as "the named group."

For purposes of this policy, harassment shall mean communication (verbal, written or graphic) and/or physical conduct based on an individual's actual or perceived race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, age, marital status, military status, veteran status, disability, use of a recognized guide dog, hearing dog or service dog or domestic violence victim status that:

- a. Has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or is used as a basis for employment decisions (including terms and conditions of employment) affecting such individual; and/or creates an intimidating, hostile or offensive work environment;
- b. Has the purpose or effect of substantially or unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or creates an intimidating, hostile or offensive learning environment; and/or effectively bars the student's access to an educational opportunity or benefit;
- c. Otherwise adversely affects the employment and/or educational opportunities and benefits provided by the District.

Complaints and Grievances by Employees

In accordance with the provisions of General Municipal Law and the collective bargaining agreements, all District personnel shall have the opportunity to present their complaints or grievances free from interference, coercion, restraint, discrimination or reprisal.

Complaints or grievances not covered under employee contracts shall be handled and resolved, whenever possible, as close to their origin as possible. The Superintendent of Schools is responsible for implementing regulations for the redress of complaints or grievances through proper administrative channels.

Complaints and Grievances by Students

While students have the responsibility to abide by the policies and regulations of the District, they shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal.

Administration shall be responsible for establishing rules and regulations for the redress of complaints or grievances through proper administration channels. In addition, the administration shall be responsible for developing an appeals process, ensuring that students have full understanding and access to these regulations and procedure, and providing prompt, thorough and equitable consideration and determination of student complaints and grievances.

Investigation of Complaints and Grievances

The Sidney Central School District will act to promptly investigate all complaints, either verbal or written, formal or informal, of allegations of harassment based on any of the characteristics described above; and will promptly take appropriate action to protect individuals from further harassment. The District will designate, at a minimum, two (2) Compliance Officers, one of each gender.

In order for the Board of Education to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee, student, or other member of the above named group who believes he/she has been a victim of harassment in the school environment and/or at programs, activities and events under the control and supervision of the District, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence of harassment, immediately report such alleged harassment; such report shall be directed to or forwarded to the District's designated Compliance Officer(s) through informal and/or formal complaint procedures as developed by the District. Such complaints are recommended to be in writing, although verbal complaints of alleged harassment will also be promptly investigated in accordance with the terms of this policy. In the event that the Compliance Officer is the alleged offender, the report will be directed to the next level of supervisory authority.

Upon receipt of an informal/formal complaint (even an anonymous complaint), the Sidney Central School District will conduct a prompt, equitable and thorough investigation of the charges. However, even in the absence of an informal/formal complaint, if the District has knowledge of any occurrence of harassment, the District will investigate such conduct promptly and thoroughly. To the extent possible, within legal constraints, all complaints will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials as warranted, and any disclosure will be provided on a "need to know" basis. The Superintendent of Schools will inform the Board of Education of investigations involving findings of discrimination or harassment.

Based upon the results of this investigation, if the District determines that an employee and/or student has violated the terms of this policy and/or accompanying regulations, immediate corrective action will be taken as warranted. Should the offending individual be a student, appropriate disciplinary measures will be applied, up to and including suspension, in accordance with applicable laws and/or regulations, District policy and regulation, and the District Code of Conduct. Should the offending individual be a school employee, appropriate disciplinary measures will be applied, up to and including termination of the offender's employment, in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement(s). Third parties (such as school volunteers, vendors, etc.) who are found to have violated this policy and/or accompanying regulations and/or the Code of Conduct, will be subject to appropriate sanctions as warranted and in compliance with law. The application of such disciplinary measures by the District does not preclude the filing of civil and/or criminal charges as may be warranted.

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

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of harassment. Follow-up inquiries shall be made to ensure that harassment has not resumed and that all those involved in the investigation of the harassment complaint have not suffered retaliation.

Finding That Harassment Did Not Occur

At any level/stage of investigation of alleged harassment, if a determination is made that harassment did not occur, the Compliance Officer will so notify the complainant, the alleged offender and the Superintendent of Schools of this determination. Such a finding does not preclude the complainant from filing an appeal pursuant to District policy or regulation and/or pursuing other legal avenues of recourse.

However, even if a determination is made that harassment did not occur, the Superintendent of Schools/designee reserves the right to initiate staff awareness and training, as applicable, to help ensure that the school community is not conducive to fostering harassment in the workplace.

In all cases, the Superintendent will inform the Board of Education of the results of each investigation involving a finding that harassment did not occur.

Knowingly Makes False Accusations

Employees and/or students who knowingly make false accusations against another individual as to allegations of discrimination or harassment may also face appropriate disciplinary action.

Privacy Rights

As part of any investigation, the Sidney Central School District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Civil Rights Compliance Officer (Title IX/Section 504/ADA Compliance Officer)

The Civil Rights Compliance Officer is the Administrator for Business Services and Student Accountability. The Civil Rights Compliance Officer shall be appointed by the Board and shall be responsible for providing information, including complaint procedures, and for handling complaints relative to civil rights (e.g., Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990) for any student, parent, employee or employment applicant.

Prior to the beginning of each school year, the District shall issue an appropriate public announcement which advises students, parents/guardian, employees and the general public of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such announcement will be the name, address and telephone number of the Civil Rights Compliance Officer.

The Civil Rights Compliance Officer shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, sexual orientation, age, military status, veteran status, marital status, predisposing genetic characteristics, use of a recognized guide dog, hearing dog or service dog, or domestic violence victim status.

Development and Dissemination of Administrative Regulations

Regulations will be developed for reporting, investigating, and remedying allegations of harassment based on the characteristics described above. An appeal procedure will also be provided to address any unresolved complaints and/or unsatisfactory prior determinations by the applicable Compliance Officer(s). Such regulations will be developed in accordance with federal and state law as well as any applicable collective bargaining agreement(s).

The Superintendent of Schools/designee(s) will affirmatively discuss the topic of harassment with all employees and students, express the District's condemnation of such conduct, and explain the sanctions for such harassment. Appropriate training and/or "awareness" programs will be established for staff and students to help ensure knowledge of and familiarity with the issues pertaining to harassment in the schools, and to disseminate preventative measures to help reduce such incidents of prohibited conduct. Furthermore, special training will be provided for designated supervisors and managerial employees, as may be necessary, for the investigation of harassment complaints.

A copy of this policy and its accompanying regulations will be available upon request and may be posted at various locations in each school building. The District's policy and regulations on anti-harassment will be published in appropriate school publications such as teacher/employee handbooks, student handbooks, and/or school calendars.

This policy should not be read to abrogate other District policies and/or regulations or the District Code of Conduct prohibiting other forms of unlawful discrimination, inappropriate behavior, and/or hate crimes within this District. It is the intent of the District that all such policies and/or regulations be read consistently to provide the highest level of protection from unlawful discrimination in the provision of employment/educational services and opportunities. However, different treatment of any member of the above named group which has a legitimate, legal and nondiscriminatory reason shall not be considered a violation of District policy.

NOTE: Refer also to Policies

[#3230 -- Public Complaints](#)

[#6121 -- Sexual Harassment of District Personnel](#)

[#7551 -- Sexual Harassment of Students](#)

5000: Non-Instructional/Business Operations
Title: Safety Security
Number: 5680

The Board of Education of the Sidney Central School District hereby declares that it is the policy of this District to provide a safe and secure environment to all those persons, students, staff and visitors, who lawfully enter upon Sidney Central School District property or who travel in District vehicles for the purposes of the School District.

It shall be the responsibility of the Superintendent of Schools to establish and carry out written regulations that will:

- a. Identify those staff members who will be responsible for the effective administration of the regulations;
- b. Provide staff time and other necessary resources for the effective administration of the regulations;
- c. Establish periodic written review of the activities of the staff to ensure compliance with applicable laws and regulations;
- d. Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and affected public;
- e. Provide for reports to the Board of Education regarding the significant aspects of safety and security of the Sidney Central School District.

[Labor Law Section 27-a](#)

Student Safety

All staff who are made aware of physical and/or verbal threats to students must immediately report these threats against students to the Building Principal for prompt action. The Building Principal must then inform the Superintendent of Schools/designee, including any action taken, after learning of such threats to students.

Administrators and supervisors shall be responsible for ensuring all staff are aware of this policy.

Safe Use of Hazardous Chemicals

It is the policy of the Board of Education of the Sidney Central School District to ensure that the district's education chemistry laboratory activities protect and promote the health and safety of students, employees and the environment.

To this end, the Board of Education directs the Superintendent of Schools to develop regulations ensuring that all chemistry laboratories promote a safe and stimulating learning environment. Such regulations shall at least meet the minimum standards required by federal and state law.

The district has implemented a Chemical Hygiene Plan (CHP) to limit exposures to hazardous chemicals which meet the standards required by the Occupational Safety and Health Administration (OSHA), and that this must be readily available for inspection.

For safety, MSDS information binders should be easily accessible in each school district building.

Hazard Communication Standard

All personnel shall be provided with applicable training to comply with the New York State "Right-to-Know" Law and the Hazard Communication Standard. Both the "Right to Know" poster and the "Labor Law Information Relating to Public Employees" poster must be posted in common areas informing workers of relevant work hazards and associated rights.

The Superintendent of Schools/designee shall maintain a current record of the name, address and social security number of every employee who handles or uses toxic substances and which substance(s) were handled or used by the employee.

Rules and regulations will be developed to ensure Sidney Central School District implementation of this policy which shall include awareness information, employee training and record keeping.

NOTE: Refer also to Policy [#5681 -- School Safety Plans](#)

5000: Non-Instructional/Business Operations
Title: School Safety Plans
Number: 5681

The District-wide and building-level school safety plans have been adopted by the School Board only after at least one (1) public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. Each plan shall be reviewed by the appropriate school safety team on at least an annual basis, updated as needed by July 1 and recommended to the Board of Education for approval. These plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the Sidney Central School District with local and county resources in the event of such incidents or emergencies.

Each plan shall be reviewed by the appropriate school safety team on at least an annual basis, updated as needed and recommended to the Board of Education for approval. However, District-wide and building-level school safety plans shall be adopted by the School Board of Education only after at least one (1) public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. Further, the Board of Education shall make the District-wide and building-level school safety plans available for public comment at least thirty (30) days prior to its adoption, provided that only a summary of each building-level emergency response plan (i.e., building-level school safety plan) shall be made available for public comment.

District-Wide School Safety Plan

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the Sidney Central School District, that addresses prevention and intervention strategies, emergency response and management at the District level and has the contents as prescribed in Education Law and Commissioner's Regulations.

The District-wide school safety plan shall be developed by the District-wide school safety committee appointed by the Board of Education. The District-wide team shall include, but not be limited to, representatives of the School Board of Education, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Building-Level School Safety Plans

Building-level school safety plan means a building-specific school emergency response plan that addresses prevention and intervention strategies, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's Regulations. As part of this plan the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

The building-level plan shall be developed by the building-level school safety team. The building-level school safety team means a building-specific team appointed by the Building Principal, in accordance with regulations or guidelines prescribed by the Board of Education. The building-level team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the School Board of Education deems appropriate.

If the District receives federal preparedness funds, the District requires appropriate personnel to complete the IS-700 NIMS (National Incident Management System) introductory course.

Filing/Disclosure Requirements

The Sidney Central School District shall file a copy of its comprehensive District-wide school safety plan and any amendments thereto with the Commissioner of Education no later than thirty (30) days after their adoption. A copy of each building-level school safety plan and any amendments thereto shall be filed with the Sidney Police Department, the New York State Police and the Delaware County Sheriff's Department within thirty (30) days of its adoption. Building-level emergency response plans shall be confidential and shall **not** be subject to disclosure under the Freedom of Information Law or any other provision of law.

5000: Non-Instructional/Business Operations
Title: Fire Drills, Bomb Threats and Bus Emergency Drills
Number: 5683

Fire Drills

The administration of each school building shall provide instruction for and training of students, through fire drills, in procedures for leaving the building in the shortest possible time and without confusion or panic.

Fire drills shall be held at least twelve (12) times in each school year; eight (8) of these shall be held between September 1 and December 1. At least one-third (1/3) of all such required drills shall be through use of the fire escapes on buildings where fire escapes are provided. At least one (1) of the twelve (12) drills shall be held during each of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a student's lunch period.

At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one (1) of these drills shall be held during the first week of summer school.

After-School Programs

The Building Principal or his/her designee shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency.

Bomb Threats

School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The school has an obligation and responsibility to ensure the safety and protection of the students and other occupants upon the receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat - location, if any; time of detonation; etc. If the bomb threat is targeted at the school parking lot or the front of the school, building evacuation may not be an appropriate response. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary unless the building has been previously inspected and secured in accordance with State Education Department Guidelines. Specific procedures can be found in the building level school plan, as required by Project SAVE.

The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time there is to reach a place of safety. Prudent action dictates that students and other occupants be moved from a place of danger to a place of safety. Routes of egress and evacuation or sheltering areas must be thoroughly searched for suspicious objects before ordering an evacuation. Failure to properly search evacuation routes before an evacuation takes place can expose students and staff to more danger than remaining in place until the search has taken place.

Assistance is available from local police agencies and the New York State Police to train staff to check evacuation routes.

Police Notification and Investigation

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate State, county, and/or local law enforcement agencies must be notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Therefore, the building administrator or designee is to notify local law enforcement officials and follow established procedures to move all occupants out of harm's way.

Implementation

The Board of Education directs the Superintendent of Schools or his/her designee to develop administrative regulations to implement the terms of this policy. Additionally, such regulations are to be incorporated in the District-wide School Safety Plan and the building level school safety plan, with provisions to provide written information to all staff and students regarding emergency procedures by October 1 of each school year, an annual drill to test the emergency response procedures under each of its building level school safety plans; and the annual updating of the District-wide and building level school safety plans, by July 1, as mandated pursuant to law and/or regulation.

Bus Emergency Drills

The Board of Education directs the administration to conduct a minimum of three (3) emergency drills to be held on each school bus during the school year. The first drill is to be conducted during the first seven (7) days of school, the second drill between November 1 and December 31, and the third drill between March 1 and April 30. No drills shall be conducted when buses are on routes.

Students who ordinarily walk to school shall also be included in the drills. Students attending public and nonpublic schools who do not participate in regularly scheduled drills shall also be provided drills on school buses, or as an alternative, shall be provided classroom instruction covering the content of such drills.

Each drill shall include instruction in all topics mandated by the Education Law and the Commissioner's Regulations and shall include, but will not be limited to, the following:

- a. Safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking;
- b. The location, use and operation of the emergency door, fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident;
- c. Orderly conduct as bus passengers.

Instruction on Use of Seat Belts

When a school bus is equipped with seat safety belts, the Sidney Central School District shall insure that all students who are transported on such school bus owned, leased or contracted for by the Sidney Central School District or BOCES shall receive instruction on the use of seat safety belts. Such instruction shall be provided at least three (3) times each year to both public and nonpublic school students who are so transported and shall include, but not be limited to:

- a. Proper fastening and release of seat safety belts;
- b. Acceptable placement of seat safety belts on students;
- c. Times at which the seat safety belts should be fastened and released; and
- d. Acceptable placement of the seat safety belts when not in use.

5000: Non-Instructional/Business Operations
Title: School Bus Safety Program
Number: 5750

SUBJECT: SCHOOL BUS SAFETY PROGRAM

The safe transportation of students to and from school is of primary concern in the administration of the school bus program. All state laws and regulations pertaining to the safe use of school buses shall be observed by drivers, students and school personnel.

To assure the safety and security of students boarding or exiting school buses on school property, it shall be unlawful for a driver of a vehicle to pass a stopped school bus when the red bus signal is in operation.

Use of Cell Phones and Portable Electronic Devices Prohibited

Use of portable electronic devices by a school bus driver at times the vehicle is in operation on the roadway poses a potential safety risk. All school bus drivers are prohibited from using portable electronic devices while the bus is in operation and students are on the bus.

Personal cell phones are to be placed in the "off" position when in the possession of the school bus driver while the bus is in operation. Cell phones may be used in case of emergency.

The following terms are defined as:

- a) "Portable electronic device" shall mean any mobile telephone (hand held or "hands free"), personal digital assistant (PDA), portable device with mobile data access, laptop computer, pager, broadband personal communication device, two-way messaging device, electronic game, or portable computing device.
- b) "Using" shall mean holding a portable electronic device while viewing, taking or transmitting images, playing games, or composing, sending, reading, viewing, accessing, browsing, transmitting, saving or retrieving e-mail, text messages, or other electronic data.
- c) "In operation" shall mean that the bus engine is running, whether in motion or not.

The Transportation Supervisor, in cooperation with the Principals, has the responsibility of developing and publishing safety rules to be followed by drivers and passengers, including rules of student conduct. In order to ensure maximum safety to those riding school buses, it is necessary that students and drivers cooperate in this effort. There is no substitute for training to develop safe habits in pedestrian and vehicular traffic.

All buses and other vehicles owned and operated by the School District will have frequent safety inspections, and will be serviced regularly. The Transportation Supervisor will maintain a comprehensive record of all maintenance performed on each vehicle.

Every bus driver is required to report promptly any school bus accident involving death, injury, or property damage. All accidents, regardless of damage involved, must be reported at once to the Transportation Supervisor.

*If District contracts out for buses (insert these two paragraphs):

Education Law Section 3623
Vehicle and Traffic Law Sections 509-a(7), 509-1(1-b), 1174(a) and 1174(b)
8 New York Code of Rules and Regulations (NYCRR) Section 156.3

NOTE: Refer also to Policies #5683 -- Fire Drills, Bomb Threats and Bus Emergency Drills
#5741 -- Drug and Alcohol Testing for School Bus Drivers and Other Safety-Sensitive Employees

5000: Non-Instructional/Business Operations
Title: Use of Surveillance Cameras in the School District
Number: 5751

The Sidney Central School District Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board of Education supports the use of surveillance cameras when necessary in its schools, its buses and/or on school grounds. District surveillance cameras will only be utilized in public areas where there is no "reasonable expectation of privacy." Audio recordings shall not be utilized by the Sidney Central School District officials; such prohibition does not preclude the use of audio recordings by law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

To further the Board of Education's objective, the Sidney Central School District's District-wide Safety Committee shall meet as appropriate and/or deemed necessary to develop, implement and review District and building level safety practices. The Committee shall also make recommendations to the Superintendent of Schools regarding the implementation and use of surveillance cameras as authorized by the Board of Education. The Superintendent of Schools shall retain final decision-making authority regarding the recommendations of the Safety Committee; and he/she shall notify the Board of Education as to the procedures to be implemented with regard to the use of surveillance cameras by the Sidney Central School District.

In determining the most appropriate use and implementation of surveillance cameras in the schools, school buses and/or on school grounds, the District-wide Safety Committee's recommendation will be guided by, at a minimum, the following considerations:

- a. Demonstrated need for the device at designated locations;
- b. Appropriateness and effectiveness of proposed protocol;
- c. The use of additional, less intrusive means to further address the issue of school safety (e.g., restricted access to buildings, use of pass cards or identification badges, increased lighting, alarms);
- d. Right to privacy and other legal considerations (which should be referred to the School Attorney for review and compliance with applicable laws and regulations); and
- e. Expense involved to install and maintain the use of surveillance cameras at designated locations, including school buses and/or on school grounds.

Any camera recording used for surveillance purposes in school buildings, school buses and/or on school property, shall be the sole property of the Sidney Central School District; and the Superintendent of Schools or his/her designee will be the custodian of such recordings. All camera surveillance recordings will be stored in their original form and secured to avoid tampering and ensure confidentiality in accordance with applicable laws and regulations.

Requests for viewing a camera surveillance recording must be made in writing to the Superintendent of Schools or his/her designee and, if the request is granted, such viewing must occur in the presence of the Sidney Central School District's designated custodian of the recording. Under no circumstances will the District's camera surveillance recording be duplicated and/or removed from District premises unless in accordance with a court order and/or subpoena.

Signage/Notification Regarding Use of Surveillance Cameras in School Buildings, School Buses and/or on School Grounds

Appropriate signage will be posted at entrances to the school campus and/or at major entrances into school buildings notifying students, staff and the general public of the Sidney Central School District's use of surveillance cameras. The language on the signage shall read as follows: "For the security and safety of our students, staff and visitors, this facility employs camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time.

Sidney Central School District students and staff will receive additional notification, as appropriate, regarding the use of surveillance cameras in the schools, school buses and/or on school grounds. Such notification may include, but is not limited to, publication in the District calendar, employee handbook, and student handbook. Such notification does not preclude, as deemed appropriate by administration, the discussion of the use of surveillance cameras with staff and students to heighten awareness and help foster a sense of security.

6000: Personnel
Title: Maintaining Discipline and Conduct
Number: 6410

All personnel employed by the Sidney Central School District are responsible for maintaining student discipline and appropriate conduct during school hours and at extracurricular events on and off school property.

School property shall mean 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. A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

7000: Students
Title: School Conduct and Discipline
Number: 7310

The Board of Education acknowledges its responsibility to protect the educational climate of the Sidney Central School District and to promote responsible student behavior. Accordingly, the Board of Education delegates to the Superintendent of Schools the responsibility for assuring the implementation of a *Code of Conduct for the Maintenance of Order on School Property*, including school functions, which shall govern the conduct of students as well as teachers, other school personnel, and visitors.

School property shall mean 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. A school function shall mean a school-sponsored or school-authorized extracurricular event or activity regardless of where such event or activity takes place, including any event or activity that may take place in another state.

The Board of Education shall further provide for the enforcement of such Code of Conduct, which shall be developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other personnel and shall incorporate, at a minimum, those components addressed in law and enumerated in Policy #3410 -- Code of Conduct on School Property. Specific components may vary as appropriate to student age, building levels, and educational needs.

In accordance with the Code of Conduct on School Property, areas addressing student conduct and behavior will further utilize the following strategies in promoting acceptable student behavior:

- a. A bill of rights and responsibilities of students that focuses upon positive student behavior, and is publicized and explained to all students on an annual basis;
- b. A Code of Conduct for student behavior setting forth prohibited student conduct and the range of penalties that may be imposed for violation of such Code, that is publicized and disseminated to all students and parents/guardians on an annual basis pursuant to law;
- c. Strategies and procedures for the maintenance and enforcement of public order on school property that shall govern the conduct of all persons on school premises, in accordance with Section 2801 of the Education Law and accepted principles of due process of law;
- d. Procedures within each building to involve student service personnel, administrators, teachers, parents/guardians and students in the early identification and resolution of discipline problems. For students identified as having disabilities, procedures are included for determining when a student's conduct shall constitute a reason for referral to the Committee on Special Education for review and modification, if appropriate, of the student's individualized education program;
- e. Alternative educational programs appropriate to individual student needs;
- f. Disciplinary measures for violation of the school policies developed in accordance with subparagraphs b) and c) of this paragraph. Such measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student. Any suspension from attendance upon instruction may be imposed only in accordance with Section 3214 of the Education Law; and
- g. Guidelines and programs for in-service education for all Sidney Central School District staff to ensure effective implementation of school policy on school conduct and discipline.

NOTE: Refer also to [Policy #3410 -- Code of Conduct on School Property District Code of Conduct on School Property](#)

7000: Students
Title: Bullying: Peer Abuse in the Schools
Number: 7552

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

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

- a. Physical (including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings);
- b. Verbal (including, but not limited to, taunting, malicious teasing, name calling, making threats); and
- c. Psychological (including, but not limited to, spreading rumors; manipulating social relationships; or engaging in social exclusion, extortion, or intimidation).

Engages in Cyberbullying Behavior

As with other forms of bullying, cyberbullying is an attempt to display power and control over someone perceived as weaker. Cyberbullying involving District students may occur both on campus and off school grounds and may involve student use of the District Internet system or student use of personal digital devices while at school, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyberbullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs).

Cyberbullying has the effect of:

- a. Physically, emotionally or mentally harming a student;
- b. Placing a student in reasonable fear of physical, emotional or mental harm;
- c. Placing a student in reasonable fear of damage to or loss of personal property; and
- d. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Also, cyberbullying that occurs off-campus, that causes or threatens to cause a material or substantial disruption in the school, could allow school officials to apply the "*Tinker* standard" where a student's off-campus "speech" may be subject to formal discipline by school officials when it is determined that the off-campus speech did cause a substantial disruption or threat thereof within the school setting *Tinker v. Des Moines Indep. Sch. Dist.* 393 U.S. 503 (1969)]. Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities.

Reports of Allegations of Bullying/Cyberbullying Behavior

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

Prevention and Intervention

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

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

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents.

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

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

NOTE: Refer also to Policies

[#3410 -- Code of Conduct on School Property](#)

[#3420 -- Anti-Harassment in the School District](#)

[#7551 -- Sexual Harassment of Students](#)

[#7553 -- Hazing of Students](#)

District Code of Conduct

7000: Students
Title: Hazing of Students
Number: 7553

The Board of Education is committed to providing a safe, productive and positive learning environment within its schools. Hazing activities are demeaning, abusive and/or illegal behaviors that harm victims, and are inconsistent with the educational goals of the Sidney Central School District by negatively impacting the school environment. Hazing of a student by another student or group of students is strictly prohibited on school property; in school buildings; on school buses; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Hazing of a student refers to soliciting, encouraging, aiding, or engaging in "hazing" behavior as defined pursuant to School District policy, regulation and/or law. The Board of Education shall require the prohibition of hazing - along with the range of possible intervention activities and/or sanctions for such misconduct - to be included in the *District Code of Conduct* for all grade levels.

For purposes of this policy, the term "*hazing among students is defined as any humiliating or dangerous activity expected of a student to join a group, regardless of their willingness to participate.*" Hazing behaviors include, but are not limited to, the following general categories:

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

Incorporated within this definition are various forms of physical, emotional and/or sexual abuse which may range in severity from teasing/embarrassing activities to life threatening actions.

Even if the hazing victim participated "willingly" in the activity, or there was no "intent" by the hazer to harm or injure another individual, hazing is still hazing and against School District policy, the District Code of Conduct and may be in violation of New York State Law. However, hazing of students does not need to rise to the level of criminal activity for such conduct to be in violation of Sidney Central School District rules and subject to appropriate disciplinary sanctions. Any hazing activity, whether by an individual or a group, shall be presumed a forced activity and in violation of Board policy, regardless of the "willingness" of the student to participate.

Any student who believes that he/she is being subjected to hazing behavior, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of hazing, shall report the incident to any staff member or the Building Principal. Anonymous student complaints of hazing behavior will also be investigated by the School District. The staff member/Building Principal to whom the report is made (or the staff member/Building Principal who witnesses hazing behavior) shall investigate the complaint/incident and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by the District to investigate allegations of hazing. Investigations of allegations of hazing shall follow the procedures utilized for complaints of harassment within the Sidney Central School District. Allegations of hazing shall be promptly investigated and will be treated as confidential and private to the extent possible within legal constraints.

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

The Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of hazing. Follow-up inquiries and/or appropriate monitoring of the alleged hazer(s) and victim(s) shall be made to ensure that hazing behavior has not resumed and that all those involved in the investigation of allegations of hazing have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the Sidney Central School District.

Knowingly Makes False Accusations

Students who *knowingly* make false accusations against another individual as to allegations of hazing may also face appropriate disciplinary action.

District Responsibility/Training

Personnel at all levels are responsible for taking corrective action to prevent hazing behavior of which they have been made aware at School District sites; by school sponsored groups, clubs or teams; and at school sponsored events and/or activities whether occurring on or off-campus. Further, as may be applicable, personnel are to report such hazing behavior to their immediate supervisor. Staff training shall be provided to raise awareness of the problem of hazing within the schools and to facilitate staff identification of, and response to, such hazing behavior among students.

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

Rules against hazing shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents. Disciplinary sanctions for violation of this policy shall be outlined in the *District Code of Conduct* and may also be incorporated in staff and student handbooks. In addition, allegations of hazing behavior may result in referral to law enforcement officials as necessary.

NOTE: Refer also to Policies

[#3410 -- Code of Conduct on School Property](#)

[#3420 -- Anti-Harassment in the School District](#)

[#7551 -- Sexual Harassment of Students](#)

[#7552 -- Bullying: Peer Abuse in the Schools](#)

District Code of Conduct

8000: Instruction
Title: Safety Conditions and Programs
Number: 8210

The practice of safety will be considered an integral part of the instructional program through fire prevention, emergency procedures and drills, driver education, and traffic and pedestrian safety.

Each Principal will be responsible for the supervision of a safety program for his/her school.

The safety program may include, but not be limited to, in-service training, plant inspection, fire prevention, accident recordkeeping, driver and vehicle safety programs, emergency procedures and drills, and traffic safety programs relevant to students, employees and the community.

It shall be the duty of the Board of Education to provide inspections and supervision of the health and safety aspects of the school facilities.

The Board of Education shall annually appoint a Safety Coordinator at the Re-organizational Meeting of the Board each year. The Safety Coordinator shall chair the District Safety Committee which oversees the safety programs, safety inspections, safety record keeping, safety training and traffic safety (with the help of the District Traffic Committee).

The Transportation Supervisor shall oversee vehicle safety programs.

The Crisis Response Team shall oversee the planning and development, implementation, training and drills for emergency management.

Eye Safety/Student Use of Hand-Held Laser Pointers

Eye safety devices are to be provided by the Sidney Central School District for the protection of employees, students and visitors, and worn in the technology education classes and labs when activities present a potential eye hazard. The Superintendent of Schools or his/her designee will ensure that these devices are properly repaired, cleaned and stored to prevent the spread of germs or diseases after individuals use them.

Each classroom teacher is responsible for the safe and proper use of all instructional materials and equipment by students in his/her classroom. Laser pointers are to be used by students only when such use is approved and supervised by the classroom instructor.

Students will be advised not to stare directly into the beam from a laser pointer or direct the beam at the eyes of another individual. Students are not to aim the pointer into the audience. Students are to be made aware of the hazards associated with the particular type of laser pointer used.

POSITION GUIDES FOR:
Superintendent of Schools
Business Administrator
Safety Coordinator

4000: Administration
Title: Superintendent of Schools
Number: 4310

Broad Function

The Superintendent of Schools is the chief executive officer of the Sidney Central School District. In harmony with the policies of the Board of Education, the State Laws, and the Commissioner's Regulations, the Superintendent of Schools has executive authority over the school system and sole responsibility for its effective functioning.

The Superintendent of Schools:

- a. Attends all meetings of the Board of Education and participates in all Board of Education deliberations, except when matters related to his/her own employment are under consideration;
- b. Advises the Board of Education on policies and plans that the Board of Education takes under consideration, and takes the initiative in presenting the Board of Education policy and planning issues for the Board of Education's attention;
- c. Informs the Board of Education concerning progress and problems of the Sidney Central Schools;
- d. Represents the profession of education in the Board of Education's deliberation.

Duties and Responsibilities

Among other duties and responsibilities, the Superintendent of Schools:

- a. Is responsible for the periodic review of the organization and functioning of the administration of the school system and for recommending to the Board of Education such changes as may improve the efficiency and productivity of the schools;
- b. Delegates, if necessary, the exercise of the Superintendent of Schools powers under Board of Education policy to personnel in the school system without, however, relief from responsibility for actions taken under such delegation;
- c. Makes recommendations to the Board of Education on personnel matters, including recruitment, selection, training, tenure, salary policies, promotion, assignment, and discipline such as will provide the Sidney Central School District with the ablest personnel available;
- d. Stimulates curriculum and instructional improvement and provides for the continuing supervision of curriculum, special services and instructional activities of the staff with the assistance of the Curriculum Coordinator and the Administrator for Special Programs;
- e. Provides direct supervision of principals and Sidney Central School District-wide administrators and for general supervision of the personnel who report to them;
- f. Is responsible for identifying and assigning job tasks (specific duties) to staff in his/her area of responsibility;
- g. Is responsible for the development of the annual budget for the school system in cooperation with the Business Administrator, and recommends the budget to the Board of Education for its attention, assisting the Board of Education in its assessment of the budget; as well as being responsible for the administration of the budget and for insuring that all expenditures are effectively carried out;
- h. Is responsible for the general supervision and direction of school plant operation, maintenance, and construction; for ascertaining future school building needs, and for recommending appropriate action to the Board of Education;
- i. Ensures that the school system takes full advantage of programs to improve educational practice that may be initiated by local, state, national or private agencies;
- j. Provides for the assessment and stimulation of the educational aspirations of the local citizenry;

- k. Develops and maintains continuing programs to inform Sidney Central School District residents of the policies, plans and practices of the Sidney Central Schools;
- l. Is responsible for any other aspects of Sidney Central School District operation that can effect the providing of the best educational opportunities for all the children within the means of the Sidney Central School District.

Authority

The Superintendent of Schools reports to the Board of Education, as required by State Education Law. The Superintendent of Schools is the executive officer of the Sidney Central Schools and of the Board of Education with all powers and duties pertaining to his/her office which by State Law, Commissioner's Regulations, and Board of Education Policies he/she is authorized to perform, with general authority to act at his/her discretion, subject to later approval by the Board of Education, upon all emergency matters and those as to which his/her powers and duties are not particularly set forth or limited.

Measures of Accountability

Among the standards of measurement for satisfactory performance are the following:

- a. The effectiveness with which the policies of the Board of Education are administered;
- b. The degree to which the educational program reflects sound educational practice and research;
- c. The degree to which the Superintendent of Schools succeeds in identifying the talents of staff members and the effectiveness with which he/she creates a professional climate in which these talents can be brought to bear on the educational system;
- d. The degree to which staff in his/her area of responsibility accurately complete job tasks assigned to them;
- e. The degree to which originality and vigor characterize the Superintendent of Schools' approach to school problems and mark the work of members of the staff;
- f. The degree to which his/her leadership advances the quality of the educational program;
- g. The extent to which he/she succeeds in stimulating the professional development of the staff;
- h. The degree to which prudence characterizes the Superintendent of Schools' management of personnel, plant and the preparation and administration of the budget;
- i. The extent to which public information programs succeed in acquainting the citizens of the Sidney Central School District with the policies, plans and practices of the Sidney Central Schools;
- j. The success with which he is able to assess and raise the educational aspirations of the local citizenry;
- k. The degree to which, within the means of the Sidney Central School District, the best educational opportunities are provided for all children;
- l. The degree to which a neat, professional appearance, appropriate to the position, is maintained;

III. AUTHORITY

In all matters relating to the business management of the schools as to which his/her duties are not specifically prescribed or limited, and particularly in emergencies, he/she may exercise discretion subject to later approval by the Superintendent of Schools.

IV. MEASURES OF ACCOUNTABILITY

Among the standards of measurement for satisfactory performance are the following:

The degree to which the services of the department reflect and advance the educational program;

The prudence with which district monies are expended, and the effectiveness of the controls governing expenditures;

The degree to which the leadership advances the efficiency and productivity of the department;

The degree to which accuracy and promptness characterize the preparation and presentation of financial and other reports relating to the work of the department;

The degree to which records for student extra classroom activity accounts are accurate and complete;

The degree to which staff in his/her area of responsibility accurately complete job tasks assigned to them;

The degree to which a neat appearance, appropriate to the position, is maintained;

The degree to which good attendance and punctuality are evident;

The degree to which original thinking contributes to the improvement of business and physical plant services.

Policy 5114-1

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE

This code applies to all students, school personnel, parents, volunteers and other visitors when on school property or attending a school function, unless otherwise indicated.

I. Introduction

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. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

Values

Students and Staff who:
Are disciplined and accountable for their actions
Make responsible decisions
Display honesty and respect for self and others
Are self-motivated
Demonstrate sensitivity and compassion for, and cooperation towards others
Show pride in their accomplishments
Strive for excellence
Demonstrate citizenship and social responsibility

There are three basic requirements that all members of the Sidney Central School District school community are bound to uphold:

1. That no person may disrupt the educational process
2. That all people must be safe – emotionally as well as physically
3. That all property must be maintained and used appropriately

If each of us behaves within these basic parameters, there will be an atmosphere of trust and mutual respect.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

II. Definitions

For purposes of this code, the following definitions apply:

“Disruptive person” means any person who substantially interrupts the educational process or the school environment

“Violent person” means any person who:

1. Commits, or attempts to commit an act of violence while on school property or at a school function.
2. Possesses and/or displays a weapon or what appears to be a weapon (see definition of weapon below), while on school property or at a school function.
3. Threatens to use a weapon or threatens to commit an act of violence while on school property or at a school function.
4. Knowingly and intentionally damages or destroys school district property or the personal property of any individual while on school property or at a school function.

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

“School personnel” means any employee, volunteer or other person acting on behalf of the school district.

“Visitor” means any person lawfully on school property or at a school-sponsored function.

“School property” means:

1. A location 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.
2. In or on a school bus, as defined in Vehicle and Traffic Law §142.
3. Any item owned by or authorized for use by the school district.

“School function” means any school-sponsored extra-curricular event or activity, regardless of location.

“Removal” means a person is taken out of a specific situation.

“Student Suspension” means a student is taken out of the regular school schedule by a school administrator and is provided with an alternative educational setting within the school or is provided with tutorial service at home as per Education Law § 3214 (3).

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

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act which includes facsimile. 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, fireworks, explosive or incendiary bomb, or other device, instrument, material or substance that threatens or may cause physical injury or death.

III. Student Rights and Responsibilities

A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a 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 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 receive an explanation of those rules from school personnel when necessary.

B. Student Bill of Rights

Students at Sidney Central Schools have the right to:

1. Learn without being disrupted by others.
2. A safe, clean, healthy learning environment.
3. Mutual respect throughout the school community.
4. Not be subjected to harassment (either physical or verbal) by their peers or staff.
5. Due process, a right to know charges against them in a disciplinary situation and to speak on their own behalf.
6. Expect a high quality of education that challenges both the mind and the spirit.
7. A reasonable amount of privacy.
8. Equal treatment and non-discrimination.
9. Equal access to school resources.
10. To have their feelings, privacy, property, and beliefs respected by others.
11. A dedicated, caring staff.
12. Express an opinion as long as it does not disrupt the educational process, does not incite or promote violence, and does not violate the rights of others.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

C. Student Responsibilities

Students at Sidney Central Schools have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning.
2. Show respect to other persons and to property.
3. Report all potentially dangerous situations.
4. Accept responsibility for their actions.
5. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
6. Attend school, on time, every day unless they are legally excused.
7. Be in class, on time, and prepared to learn.
8. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.

IV. Essential Partners

A. Parents

All parents are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school, on time, every day unless they are legally excused.
4. Ensure their children are dressed and groomed in a manner consistent with the student dress code.
5. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
6. Know school rules and help their children understand them.
7. Convey to their children a supportive attitude toward education and the district.
8. Build good relationships with teachers, other parents and their children's friends.
9. Help their children deal effectively with peer pressure.
10. Inform school officials of changes in the home situation that may affect student conduct or performance.
11. Provide a place for study and ensure homework assignments are completed.
12. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

B. Teachers, Licensed Teaching Assistants

All district teachers and licensed teaching assistants 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.
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. Be responsible for enforcing the code of conduct consistently and ensuring that all cases are resolved promptly and fairly.
6. Communicate to students and parents: (see #10 below)
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan.
7. Communicate regularly with students, parents and other teachers concerning growth and achievement. (see #10 below)
8. Build good relationships with students, parents and staff.
9. Demonstrate appropriate interaction with students and others by not engaging them in conversations or on topics of personal matters such as personal political and/or religious views, and/or issues of personal interest and private agendas.
10. Licensed teaching assistants communicate through the teacher unless otherwise directed by the teacher or school administration.

C. Guidance Counselors, Psychologists

All district guidance counselors and psychologists are expected to:

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, in order to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Be responsible for enforcing the code of conduct consistently and ensuring that all cases are resolved promptly and fairly.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
8. Demonstrate appropriate interaction with students and others by not engaging them in conversations or on topics of personal matters such as personal political and/or religious views, and/or issues of personal interest and private agendas.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

D. Administration/Supervisory Staff (Principals, Assistant Principals, School Business Administrator, Director of Special Programs, Curriculum Coordinator, Athletic Director, Superintendent of Transportation, Superintendent of Buildings and Grounds, Food Service Director and other administrative staff)

E. All district administrative/supervisory staff are expected to:

1. Promote a safe, orderly, stimulating and effective school environment that supports active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of complaints.
3. Evaluate on a regular basis all programs and staff.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the code of conduct consistently and ensuring that all cases are resolved promptly and fairly.
6. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
7. Demonstrate appropriate interaction with students and others by not engaging them in conversations or on topics of personal matters such as personal political and/or religious views, and/or issues of personal interest and private agendas.

F. Superintendent of Schools

The Superintendent of Schools is expected to:

1. Promote a safe, orderly, stimulating and effective school environment, supporting active teaching and learning.
2. Review with district administrators the district procedures, policies of the Board of Education and state and federal laws relating to school conduct and discipline.
3. Inform the Board of Education about educational trends or programs relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the code of conduct consistently and ensuring that all cases are resolved promptly and fairly.
6. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
7. Demonstrate appropriate interaction with students and others by not engaging them in conversations or on topics of personal matters such as personal political and/or religious views, and/or issues of personal interest and private agendas.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

G. Board of Education

The Board of Education is expected to:

1. Review at least annually, and revise if necessary, the district's code of conduct.
2. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
3. Demonstrate appropriate interaction with students and others by not engaging them in conversations or on topics of personal matters such as personal political and/or religious views, and/or issues of personal interest and private agendas.
4. Work with the district administration to ensure the consistent enforcement of the district's code of conduct.

H. Support Staff, Coaching Staff, Aides, Nurses, Clerical Staff, Transportation Staff, Operations/Maintenance Staff, Food Service Workers

All support staff are expected to:

1. Promote a safe, orderly and stimulating school environment that supports active teaching and learning.
2. Work with district administrators in enforcing the code of conduct consistently and ensuring that all cases are resolved promptly and fairly.
3. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate regularly with students, teachers and other support staff concerning growth and achievement.
6. Demonstrate appropriate interaction with students and others by not engaging them in conversations or on topics of personal matters such as personal political and/or religious views, and/or issues of personal interest and private agendas.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

V. 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.

A student's dress, grooming and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Be appropriate and not be brief or revealing.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in school buildings except as a part of a work uniform or for a medical, religious, or approved educational purpose.
6. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each building principal or designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

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

This dress code, while directed specifically at students, will be in force for all members of the school community. This includes school personnel, staff, volunteers, visitors, parents, or anyone conducting business at the school.

VI. Early Identification and Resolution of Discipline Problems

The Board of Education of the Sidney Central School District has adopted and implemented a written policy on school code of conduct and discipline designed to promote responsible behavior.

School personnel, administrators, and others shall report to the building principal students who are having problems or appear to be having problems regarding matters covered in the Code of Conduct and Discipline. Parents are also invited to advise the building principal of concerns they may have regarding their children pertaining to the discipline code of conduct.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

Students are expected to report any student who appears to be having conduct problems to teachers or the building administrator. Reporting students are further responsible to cooperate in the follow-up activities related to the situation.

When the building principal is aware of, or has received information regarding a conduct or discipline problem from any person, the building principal shall conduct whatever inquiry the principal considers appropriate.

If the building principal, after such inquiry, considers that there is a basis for concern, the principal shall arrange to have a meeting with the parents, and appropriate staff members (or student if required), to review the matter and create a plan to resolve the discipline problem(s).

The purpose of the procedure is early identification of possible problems and resolution of those problems. The district shall assign such support personnel to assist the parties, considering the resources available at any given time.

VII. Prohibited Student Conduct

The school district expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of others, 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 school district recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

Students may be subject to disciplinary action, up to and including permanent suspension from school and legal action, if appropriate, when they:

A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar, abusive or culturally unacceptable.
4. Obstructing vehicular or pedestrian traffic.
5. Driving a vehicle on school property in a manner that is endangering to the driver or others.
6. Engaging in any act that disrupts the normal operation of the school community.
7. Trespassing. Students are not permitted to enter any school facility other than the one they regularly attend without permission from the administrator or designee in charge of that facility.
8. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's Internet Use Regulations and Computer Network Policy.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

- B. Engage in conduct that is insubordinate or disruptive. Examples of such conduct include, but are not limited to:
1. Failing to comply with the reasonable directions of school personnel or otherwise demonstrating disrespect.
 2. Failing to be present during mandatory attendance time.
- C. Engage in conduct that is violent or destructive. Examples of such conduct include, but are not limited to:
1. Committing, attempting or threatening to commit, an act of violence (such as hitting, kicking, punching, and scratching) upon any person.
 2. Possessing a weapon. In accordance with Gun Free Schools Act of 1994 (20 U.S.C. 8001 et seq.), the punishment for violation of Section 2 subsection (7) and school policy #1330-7, Weapons Free School Policy (i.e.: possessing a weapon, etc.) shall be suspension from attendance for a period of not less than one year, unless the Superintendent of Schools shall determine to modify such punishment. The Superintendent's determination shall be on a case-by-case basis.
 3. Displaying what appears to be a weapon.
 4. Threatening to use any weapon.
 5. Intentionally damaging or destroying school district property or the personal property of any person, including graffiti or arson.
- D. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include, but are not limited to:
1. Lying to school personnel.
 2. Stealing the property of other students, school personnel or any other person.
 3. Statements that may be interpreted as diminishing the reputation of an individual or group.
 4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
 5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
 6. Engaging in acts of sexual harassment as defined in the district's Sexual Harassment Policy (see Board of Education Policy #5149).
 7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 8. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
 9. Selling, using or possessing obscene material.
 10. Using vulgar or abusive language, cursing or swearing.
 11. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
 12. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal or controlled substances, or being or appearing to be under the influence of any of the above.
 13. Inappropriately using or sharing prescription or over-the-counter drugs.
 14. Gambling.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

15. Inappropriate exposure, that is exposure of parts of the body in a lewd or indecent manner or that may be interpreted as disruptive to the educational process.
 16. Inappropriate public displays of affection.
 17. Initiating a false report.
 18. Being responsible for a suspicious package or substance on school property or at a school function.
 19. Driving recklessly on school property.
- E. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.

While directed specifically at students, the prohibited conduct will be in force for all members of the school community. This includes school personnel, staff, volunteers, visitors, parents, or anyone conducting business or participating in school related events or activities.

VIII. Reporting Violations

- A. All persons have the responsibility to report a violation/crime or possible violation/crime to authorities.
- B. When it appears that a violation/crime has been committed on school property, the school principal or designee will report the incident to the appropriate law enforcement officials.

IX. Disciplinary Procedures and Range of Consequences

All disciplinary actions in Sidney schools are designed to serve two purposes:

- To serve as a learning experience through which a student can grow in terms of character, values, self-control, self-understanding, respect and appreciation of others.
- To insure a safe and productive learning environment for all members of the school community.

A. Penalties

As a general rule, discipline will be progressive. The following is a partial list of consequences that may be used in any disciplinary situation:

1. Parent conference;
2. Written apology;
3. Verbal warning;
4. Written warning;
5. Written notification to parent;
6. Probation;
7. Reprimand;
8. Lunch period recess/detention;
9. After school detention;
10. Removal from the classroom by the teacher;
11. Suspension from school transportation;
12. Suspension from school athletic participation;
13. Suspension from school social or extra-curricular activities;

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

14. Suspension of specific school privileges such as open lunch, field trips, hall passes;
15. Suspension of driving privileges on school property or related to school functions;
16. Suspension from particular school classes;
17. In-school suspension from regular classroom instruction;
18. Suspension from school;
19. Restitution at replacement costs;
20. A Superintendent's Hearing resulting in consequences that may include a long term suspension, alternative consequences and/or exclusion from school;
21. Referral for Penal Law violations (see Board of Education Policy #1330-1).

For further information to clarify and define penalties, see the Sidney Central School District Procedure Guide – Procedure 5114-1P.

At times, any of the involved parties may recommend that the school support alternative opportunities for assistance in providing options that address underlying causes for disruptive or unacceptable behavior. Examples of such corrective strategies include counseling, community service, and additional responsibility at home or at school.

If the conduct of a student is related to a disability or a suspected disability, a written referral shall be made to the Committee on Special Education (see Section X - Discipline of Students With Disabilities). To ensure the integrity of the educational environment, short term interventions may be put into place while due process is being administered.

X. Discipline of Students with Disabilities

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

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

- A. Penalties for students with disabilities will be determined upon the completion of a review by the Committee on Special Education.
- B. The range of penalties that may be applied to students with disabilities will be the same as those for students without disabilities.

XI. Alternative Instruction

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

XII. Corporal Punishment

Corporal punishment is any act of overt physical action toward another person for the purpose of punishing that person. Corporal punishment of any person by another person is strictly forbidden.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

XIII. Physical Restraint

Physical restraint in situations where nonphysical alternative interventions result in physical aggression, reasonable physical force may be used to:

- A. Protect oneself, student, teacher or any person from physical injury.
- B. Protect the property of the school or others.
- C. Restrain or remove a person whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that person 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(s) before questioning the student. However, school officials will tell all students why they are being questioned.

The Board of Education authorizes school administrators to conduct searches of students and their belongings (including automobiles on campus) 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.

Personal searches, when necessary, should be done by a school administrator of the same gender and in the presence of a witness of the same gender.

A. Student Lockers, Desks and other School Storage Places

Student lockers, desks and other school storage places may be subject to inspection at any time by school officials, without prior notice to students and without their consent if there is reasonable cause. Inspection of school district properties and facilities may be made at any time without reasonable cause and/or prior notification. District officials are committed to cooperating with law enforcement officials.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

XV. Visitors to the Schools

Schools are a place of work and learning, therefore, certain limits must be set on visitation to the district's schools and classrooms. The building principal or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- A. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register, state the intent of their visit, and will be issued a visitor's identification badge upon approval by the building administrator or designee, which must be worn at all times while on school property. The visitor must return the identification badge when they sign out at the principal's office before leaving the building.
- B. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, may not be required to register during the day or after school hours.
- C. Parents/guardians or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance through the principal.
- D. Any unauthorized person on school property will be reported to the principal or designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- E. All visitors are required to abide by the rules for public conduct on school property contained in this code of conduct.

XVI. Public Conduct on School Property

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner and be properly attired.

A. Prohibited Conduct

No person, either directly or indirectly, shall:

- 1. Intentionally injure any person or threaten to do so.
- 2. Intentionally damage or destroy school district property or the personal property of any person, including graffiti or arson.
- 3. Disrupt the orderly conduct of classes, school programs or other school activities.
- 4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- 5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- 6. Engage in acts of sexual harassment as defined in the district's sexual harassment policy (Board of Education Policy #4244).
- 7. Enter or be present on school property without authorization.
- 8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
- 9. Operate a motor vehicle recklessly or under the influence of a controlled substance, illegal drug, or alcohol.
- 10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, illegal drugs, or tobacco or be or appear to be under the influence of any of these on school property or at a school function.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

11. Possess or use weapons in or on school property or at a school function, unless specifically authorized by school district authorities.
12. Loiter on school property.
13. Refuse to comply with any reasonable order from school personnel.
14. Incite others to commit any of the acts prohibited by this code of conduct.
15. Violate any federal or state statute, local ordinance or Board of Education policy while on school property or while at a school function.
16. Be responsible for a suspicious package or substance on school property or at a school function.

B. Penalties

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

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. The school administration will have the authority to restrict or deny future access to school facilities and functions. Legal action may also be taken.

C. Enforcement

The administrators are responsible for enforcing and assuring that school personnel enforce the code of conduct.

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

XVII. Dissemination and Review

A. Dissemination of Code of Conduct

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

1. Providing copies of a summary of the code of conduct to all students at the beginning of each school year.
2. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
3. Providing all school employees with a copy of the code of conduct and all amendments as soon as possible after adoption.
4. Making copies of the code of conduct available to all persons upon request in the district office.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT AND DISCIPLINE (Cont'd)

The Board of Education will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The Board of Education will review this code of conduct every year and update it as necessary. The Board of Education will hold at least one public hearing with prior public notification before adopting any revisions to the Code of Conduct and Discipline, at which school personnel, parents, students and any other interested party may participate.

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

**Board of Education Policies
Policy 5114-1P**

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES

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 in a timely manner.

Noon-hour detention

Teachers, principals and their designees, and the Superintendent of Schools may impose a noon-hour detention or loss of recess for low-level disciplinary infractions and/or to make up missed academic work. Parents may be notified of noon-hour detentions by the person assigning the consequences whenever it is appropriate to do so. There are times, however, when minor discipline issues will best be handled by the individual student in concert with the teacher before a parent is involved. Such actions can help build adult responsibility and accountability in our children.

After-school detention

Teachers, principals and their designees, and the Superintendent of Schools may impose an after-school detention for disciplinary infractions that include, but are not limited to, minor insubordinations, skipped classes, failure to complete school work, or minor conflicts with other students or staff. Parents will be notified prior to all after-school detentions in time to arrange transportation home for their child.

Community service and counseling

While the school cannot mandate these as consequences for violations of the school code of conduct, they are still valuable options that may be employed in consultation with the student's parents. Parents must agree to these options before school officials would commence with either counseling or a community service penalty.

Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's and the transportation director's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the transportation supervisor, building principal or the Superintendent of Schools or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely.

A student has a right to use the school's transportation as long as he or she does not violate the rights of others which includes the right to physical and emotional safety.

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 transportation supervisor and the building principal or the principal's designee to discuss the conduct and the penalty involved.

Suspension from athletic participation, extra curricular activities, driving and off-campus privileges for Juniors and Seniors, and all other privileges

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

A student subjected to a suspension of privileges is not entitled to a full hearing pursuant to Education Law §3214. Athletic participation and extra-curricular activities are examples of such privileges. Such privileges may be suspended for disciplinary infractions, particularly those that affect the rights or safety of other students or staff. These privileges may also be suspended for a student's failure to meet academic obligations such as attendance in class, study halls, extended day programs or disciplinary detentions.

The student and the student's parent(s) 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 of Education 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 of Education authorizes building principals and the Superintendent of Schools to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be at least a licensed teaching assistant working under the supervision of a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent(s) 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. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

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

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Such a conversation may, and should, if possible, be conducted in the hallway outside the classroom or in an area in the classroom that provides a certain degree of privacy greater than a discussion in front of the entire class. Only after the informal discussion may a teacher remove a student from class.

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

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

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

The written notice must be within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

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

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

Based on 1-3 above, the principal's determination in this regard shall be made by the close of business on the day succeeding the 48-hour period for an informal hearing with the principal. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

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

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

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

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 of Education retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent of Schools and the building principals.

Any staff member may recommend to the Superintendent of Schools or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent of Schools 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 of Schools or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

A. Short-term (5 days or less) suspension from school

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

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

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent of Schools within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent of Schools 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 of Education may be appealed to the Commissioner within 30 days of the decision.

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

When the Superintendent of Schools or building principal determines that a suspension for more than five consecutive days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At a **Superintendent's 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 of Schools or his or her designee 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 of Schools. The report of the hearing officer shall be advisory only, and the Superintendent of Schools may accept all or any part thereof.

An appeal of the decision of the Superintendent of Schools may be made to the Board of Education that will make its decision based solely upon the record before it. All appeals to the Board of Education must be in writing and submitted to the district clerk within 10 business days of the date of the Superintendent of School's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board of Education may adopt in whole or in part the decision of the Superintendent of Schools. Final decisions of the Board of Education may be appealed to the Commissioner within 30 days of the decision.

C. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening or continuous 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.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

Suspension from particular school classes

A student may be suspended from a particular school class for a period of longer than 5 consecutive days for serious disruptions of the class over a period of time. Students and the student's parents will have the same due process rights as described under the section entitled "Long Term Suspension from School."(p.14).

Minimum Periods of Suspension

1. Students who bring a weapon to school

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

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

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension.

The Superintendent of Schools 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 of Schools may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

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

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214 (3-a) and this code on three or more occasions during a semester, or four or more occasions during a school year. If the proposed penalty is the minimum five-day suspension, the student and the student's parent(s) 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(s) will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent of Schools 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 of Schools may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by Part 1 of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

2. Juvenile Delinquents and Juvenile Offenders

The Superintendent of Schools is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

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

The Superintendent of Schools 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.

3. 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 building principals or school nurse teachers/other health office assistants will make appropriate referrals to protective services.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

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

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.
A "suspension" means a suspension pursuant to Education Law § 3214.
A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

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

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board of Education, the Superintendent of Schools, or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The Superintendent of Schools may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent of Schools determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The Superintendent of Schools may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

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

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

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

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

1. The district's Committee on Special Education shall:
 - a. Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the district is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs or controlled substances.

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

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

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

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The Superintendent of Schools, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - 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.

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

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

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

4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

(Continued)

SUBJECT: SCHOOL CODE OF CONDUCT DISCIPLINE PROCEDURES (Cont'd)

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

E. Referral to law enforcement and judicial authorities

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The Superintendent of Schools shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.
3. 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.

Appendix 3:

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2001-2002

- New Employee Orientation – Policy Overview
- Presentation of Code of Conduct – September 5, 2001
- 2 hour Seminar in violence prevention and intervention – December 7, 2001

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2002-2003

- New Employee Orientation
- Opening Day Workshops – Right-to-Know Training
- Violence Prevention Update – Conference Day
- Overview of non-violent verbal crisis intervention techniques – Conference Day
- 2-day training for selected staff in non-violent crisis intervention procedures
- Training in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator usage for staff
- Evacuation Drills

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2003-2004

- New Employee Orientation
- Opening Day Workshops – Right-to-Know Training

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2004-2005

- New Employee Orientation
- Opening Day Workshops – Right-to-Know Training
- Violence Prevention Update – Conference Day
- Overview of non-violent verbal crisis intervention techniques – Conference Day
- 2-day training for selected staff in non-violent crisis intervention procedures
- Training in Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator usage for staff
- Evacuation Drills

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2005-2006

- New Employee Orientation
- Opening Day Workshops – Right-to-Know Training
- Health & Wellness Workshops
- SAVE Training
- CPR/AED Training
- Emergency/Sheltering Drill
- Serve Crisis Training

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2006-2007

- New Employee Orientation
- Opening Day Workshops – Right-to-Know Training
- Flood Recovery – Sidney Officials
- Emergency/Sheltering Drill

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2007-2008

- Staff Development Days – Boosting Student Achievement with the Power of Developmental Assets, Positive Relationships (Hal Urban)/School Violence/Suicide (Scott Poland)
- Emergency/Sheltering Drill

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2008-2009

- Michael Fowlin – “You Don’t Know Me Until You Know Me” – Tolerance/Bullying
- Becoming a United School of Character
- AED/CPR Training
- Mandate Reporting/PINS Training
- CATCH Training
- Emergency/Sheltering Drill
- Lockdown Drill

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2009-2010

- Right-to-Know Training
- Safe Havens International
- Workplace & Student Harassment; and Child Abuse
- AED/CPR Training
- Emergency/Sheltering Drill
- Lockdown Drill

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2010-2011

- Right-to-Know Training
- Michael Dreiblatt-Bullying Conference Day
- Emergency/Sheltering Drill

TRAINING MODULES AT SIDNEY CENTRAL SCHOOLS 2011-2012

- Right-to-Know Training
- OLWEUS Bullying Prevention Training

Appendix 4:

Sites and Potential Emergencies

| Site | Hazards |
|--|---|
| Sidney Campus 95 West Main Street Sidney, NY 13838 | Elementary/Middle School Building, High School, Observatory, Press Box, Concession Stand, Bus Maintenance Building, Storage Buildings, Grandstand, Parking Areas, Athletic Fields, Interstate 88, Circle Drive, Main Street, Pearl Street, residences around campus, woods and fields on and around campus. |

Appendix 5:

PROTECTIVE ACTION OPTIONS

1. Definitions of Protective Action Options

Early Dismissal means the need to return students to their home schools, home and family as rapidly as possible.

Evacuation to a safe place requires that a building's inhabitants get out and go somewhere else. Evacuation may mean only going outside, away from the building and waiting for the danger to pass. In some circumstances, however, the nature of the emergency may demand that staff and students be transported and housed temporarily in some other building (shelter).

Sheltering may be internal or external. During conditions when the roads are closed or outside travel is extremely hazardous, sheltering internal to our buildings may be necessary. For Weather related (tornado, hurricane, severe storm etc.) internal sheltering, areas within the buildings are used. These areas include rooms and halls without glass windows, doors, or skylights. Gymnasiums, cafeterias and other spaces with wide free span roofs are NOT used. When evacuation from one of our buildings is deemed appropriate, but early dismissal is not, sheltering in other buildings on campus is used.

2. Introduction

Upon notification of an emergency, the Incident Commander will:

- Immediately take charge
- Alert the District Superintendent and/or Director of Facilities
- Activate the Building-level Emergency Response Team

3. Procedures of Protective Action Options

School Cancellation

- Monitor the situation – by the District Superintendent/Incident Commander or Designee
- Make Determination –by the District Superintendent/Incident Commander or Designee
- Contact the local media

Early Dismissal

- Monitor the situation – by the District Superintendent/Incident Commander or Designee
- If conditions warrant, close school- by the District Superintendent/Incident Commander or Designee
- Contact Transportation Supervisor to arrange transportation
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries as to the situation
- Retain appropriate district personnel until all students have been returned home

Evacuations (before, during and after school hours)

- Determine the level of threat-by the District Superintendent/Incident Commander or Designee
- Contact the transportation Supervisor to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Where appropriate, facilities personnel will sweep the building to insure that staff, students and visitors have been safely evacuated

- Establish a command post
- All non-instructional staff shall report to the command post for direction and duties
- Account for all student and staff population. Report any missing staff or students to the Building/Program Administrator
- Make determination regarding early dismissal- by the District Superintendent/Incident Commander or Designee
- If determination was made to dismiss early, contact local media to inform parents of early dismissal
- Ensure adult supervision or continued school supervision/security
- Set up an information center so that parents may make inquiries as to the situation
- Student/visitor driver's identification will be taken as the vehicle exits the parking area
- If persons of parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

Sheltering sites (internal and external)

- Determine the level of threat- by the District Superintendent/Incident Commander or Designee
- Determine location of sheltering depending on nature of incident
- Contact the transportation Supervisor to arrange transportation to external site- if needed
- Transport by foot or vehicle to external sheltering site- if needed
- Where appropriate, facilities personnel will sweep the building to insure that staff, students, visitors have been safely evacuated
- Establish a command post
- Account for all students and staff. Report any missing staff to or students to the Building/Program Administrator
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- If persons in parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

Appendix 6:

Response Protocols to Specific Incidents

- Bomb Threat
- Hostage
- Intruder
- Kidnapped Person

BOMB THREAT

Response Action:

1. Upon receipt of a bomb threat by telephone:
2. Ask the following questions (refer to **Bomb Threat Information Sheet**):
 3. Where, specifically, is bomb located?
 4. When, exactly, is bomb set to go off?
 5. What materials are in the bomb?
 6. What does the bomb look like?
 7. Why is caller doing this?
 8. Who is caller?
9. Write down answers to the above.
10. Describe the caller's voice:
 11. Was it male or female?
 12. Was it young or old?
 13. Was the voice disguised or have an accent?
 14. Describe any background noises.
15. Notify building administrator.
16. Notify police and superintendent – building administrator.
17. Building Administration will determine whether or not to evacuate the building. **DO NOT MENTION "BOMB SCARE!"**.
18. Use public address system, **NOT** the fire alarm.
19. Set a guard at each entrance of the building to prevent people from re-entering the building.
20. Upon arrival, advise police or fire department of situation and follow their instructions. Advise superintendent of their presence. Turn control of building over to them – building administrator.
21. Arrange with police to have medical assistance stand by in the event that a device is found.

Recovery Action:

22. Administrator involved should have building reoccupied by staff and students after it has been cleared by fire and police officials.

HOSTAGE

Response Action:

1. Identify hostage situation – first person on the scene.
2. Notify the building administrator.
3. Building Administrator will make determination to institute a lockdown.
4. Immediately notify police of the situation and follow their instructions – building administrator.
5. Inform superintendent of situation and actions taken –building administrator.
6. Upon arrival of police officials, implement the following response actions as necessary:
7. Isolate area of building involved
8. Notify parents or spouse
9. Public information statements
10. The police will determine the termination of the emergency.

INTRUDER

Response Action:

1. Identify the intruder – first person on the scene.
2. Notify the building administrator.
3. Call 911.
4. Initiate a lockdown of the school building.
5. Advise police of situation and follow their instruction for handling intruder(s) and ensuring safety of students and staff – building administrator.
6. Based on advice of police, confront the intruder – building administrator.
7. Police or building administrator to determine the termination of the contingency.

KIDNAPPED PERSON

Response Action:

1. Identify kidnapping incident – first person on the scene.
2. Notify building administrator.
3. Immediately notify the police. Advise them of the situation and follow their instructions – building administrator.
4. Notify the superintendent – building administrator.
5. In coordination with police agency, notify parents or spouses of individuals who are or could be kidnapped. Also prepare official response in the event of media inquires.
6. Police to determine the termination of emergency.

Pre-plan Action:

Develop attendance procedures to account for pupils and for unscheduled releases during school.

Appendix 7:

Names and contacts of educational agencies

| Name | Address | Town | Contact | Telephone |
|------------------|----------------|--------|--------------------------|-----------|
| Head Start | Civic Center | Sidney | Michelle Walker-Schwartz | 561-2341 |
| Cullman Center | 90 West Road | Sidney | Amy Williams | 563-7529 |
| Tri-Town Nursery | 12 Liberty St | Sidney | Nancy McLean | 563-8867 |
| Kids Kollege | 14 Division St | Sidney | Mary Simonds | 563-1185 |
| | | | | |

Appendix 8:

Adoption of Plan

Date of District-wide School Safety Team appointment by Board of Education resolution:
DECEMBER 20, 2000

Date(s) of meetings of District-wide School Safety Team in development of Plan:
March 27, 2001; March 28, 2001

Date that District-wide School Safety Plan was first read and tabled for public comment:
MAY 22, 2001

Date of public hearing by Board of Education:
MAY 22, 2001

Date of adoption by Board of Education of District-wide School Safety Plan:
July 24, 2001

Date District-wide School Safety Plan was mailed to the New York State Education Department:
August 3, 2002

Date of last revision of District-wide School Safety Plan:
December, 2011

Minutes of committee meetings, Board of Education meetings and appropriate resolutions are kept by the Clerk of the Board of Education.