

NOTICE OF PUBLIC HEARING
PERRY CENTRAL SCHOOL DISTRICT
Town of PERRY, County of WYOMING, NEW YORK

NOTICE IS HEREBY GIVEN that the Board of Education of the Perry Central School District will hold a public hearing on August 9, 2021 in the Perry High School Library, 33 Watkins Avenue, Perry, New York 14530 at 6:00 p.m., to discuss revisions to the District Code of Conduct. The Board of Education will immediately convene to the regular board meeting following the public hearing.

Dated:
July 30, 2021

Lisa Kowasz
District Clerk

Perry Central School

Code of Conduct

I. Introduction

The Board of Education (“Board”) is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents and other visitors is essential to achieving this goal. **Every member of the school community is expected to work together to modify behaviors that interfere with the learning process.**

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

Our approach to managing student behavior emphasizes teaching students to behave in ways that contribute to academic achievement, school success and post-secondary success. Our intent is to support a school environment where students and school staff are responsible and respectful. We also emphasize the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing, and monitoring appropriate behaviors. We recognize that effective school discipline is anchored to meaningful, corrective instruction and guidance that offers students an opportunity to learn from their mistakes, make amends, and contribute to the school community. Ongoing monitoring and documentation of student management data is essential to record and adjust disciplinary practices in a fair and non-discriminatory manner.

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

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

~~In accordance with the Dignity for All Students Act, School District policy and practice must ensure that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function.~~

The intent of the Dignity for All Students Act (DASA) is to provide all public school students with an environment free from discrimination and harassment, as well as to foster civility in public schools. It focuses on prevention of harassment and discriminatory behaviors through the promotion of educational measures meant to positively impact school culture and climate. DASA states that no student shall be subjected to harassment, discrimination, bullying

or cyberbullying by employees or students based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender/gender identity by school employees or students on school property, at a school function, or off school property where such acts create or would foreseeably create a risk of substantial disruption within the school, environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

DASA emphasizes the importance of tolerance and respect for others by students and staff alike. Therefore, all members of the school community, including essential partners such as the superintendent, school board members, parents, students, teachers, support staff, principals, administrators and other school personnel have particularly important roles to play in its implementation.

II. Definitions

For purposes of this Code, the following definitions apply.

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

Consequence: the results of a previous action that breaks the rules. Those responsible for administering a consequence take into account, the behavior, the situation, the individual involved, and the best means for helping that individual.

Types of Reactions to Behavior in Violation of the Code of Conduct:

- **Restitution:** the individual makes right what they did wrong. This is logically related to the behavior.
- **Conventional Consequences:** commonly used in practice (i.e. time-out, removal from a classroom, suspension etc).
- **Generic Consequences:** include reminders, warnings, choice options, and/or behavior plans brought into play when there is misbehavior.
- **Instructional Consequences:** teach and/or revisit the prosocial skills necessary for an individual to behave or respond in accordance with the Principles and Rules of the school.

Contraband: Defined as alcohol, drugs and devices to include, but not limited to, the following: tobacco, tobacco products, prescription drugs, illegal drugs, controlled substances, synthetic or designer drugs, or any drug delivery systems such as cigarettes, e-cigarettes (vapes) or any e-cigarette/vape hardware including but not limited to the battery, tank, heating element, accessories or the vape juice, or any device or paraphernalia that could be used to store, conceal, inject, inhale, or consume any type of prescription drug, illegal drug, controlled substance, or synthetic or designer drug or substance.

Disability means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily

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

Disruptive student means an elementary, junior or senior high school student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

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

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

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

Harassment means the creation of a hostile environment by conduct, threats, intimidation, or abuse that either: (a) 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, including conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety. Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and nonverbal actions.

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

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

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

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

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

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

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

School function means any school-sponsored extra-curricular event or activity.

Sex means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)

Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law Section 11[5]).

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

- Commits an act of violence upon a school employee, or attempts to do so.
- Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- Possesses, while on school property or at a school function, a weapon.
- Displays, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.
- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys School District property.

Visitor any other person on school property.

Weapons: means one or more of the following dangerous instruments:

- firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun;
- a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
- a billy club, blackjack, bludgeon, chukka stick, or metal knuckles;
- a sandbag or sandclub;
- a sling shot or slungshot;
- a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nun-chuck, or shirken;
- an explosive, including but not limited to, a firecracker or other fireworks;
- a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
- an imitation gun that cannot be easily distinguished from a real gun;
- loaded or blank cartridges or other ammunition; or
- any other deadly or potentially dangerous object that is used with the intent to inflict injury or death.

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

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. [To be respected as an individual.](#)
2. [To be afforded equal and apprised access to educational opportunities.](#)
3. Take part in all District activities on an equal basis regardless of their perceived or actual race, color, creed, weight, national origin, religion, gender, sexual orientation or disability.
4. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
5. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

6. Ongoing communication directly to them or through their parents/guardians from administrators, teachers and support staff.
7. To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity.

B. Student Responsibilities

~~All District students have the responsibility to:~~

All students have the responsibility to maintain a safe and orderly school environment conducive to learning and respectful to all people and their property. School is a place where students learn that they are responsible for their actions and that their way is not the only way. These responsibilities include (but are not limited to):

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all District policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Being in an assigned location, on time, prepared, and leaving the assigned location, or the school building, only with staff knowledge and permission.
5. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
6. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
7. ~~Work to develop mechanisms to control their anger.~~ Working with teachers (counselors and parents) through role playing, modeling and practice to develop stronger pro-social skills.
8. Ask questions when they do not understand.
9. ~~Seek help in solving problems that might lead to discipline.~~ Making a good faith effort to attempt to settle disagreements with respectable words, listening to others' perspectives, in the spirit of keeping an open mind and co-existing with respect, even when conflicts can not be resolved.

10. Remaining drug and alcohol free for the duration of their time as members of the school community.

~~10. Dress appropriately for school functions.~~

~~11. Accept responsibility for their actions.~~

11. Conduct themselves in a safe, respectable, responsible manner.

12. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

13. Respect one another and treat others fairly in accordance with the District Code and the provisions of the Dignity for All Students Act. Conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. Report and encourage others, to report any incidents of intimidation, harassment or discrimination.

14. Respecting and adhering to acceptable use guidelines for electronic devices, internet safety and social media use.

15. Comply with the District's Reopening Plan as a result of the COVID-19 pandemic.

IV. Essential Partners

A. Expectations for Parents/Guardians

All parents/guardians are expected to:

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

2. Send their students to school ready to participate and learn.

3. Ensure their students attend school regularly and on time.

4. Ensure absences are excused.

5. Insist their students be dressed and groomed in a manner ~~consistent with the student dress code.~~ that demonstrates the respectful, safe, responsible values of the Perry Central School District. Please refer to the dress code section of this Code for further explanation.

~~6. 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 students understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. ~~Convey to their children a supportive attitude toward education and the District.~~ Model for their students a supportive attitude towards education and the school community as a whole.
8. Build ~~good~~ collaborative relationships with teachers, other parents/guardians and their students' friends.
9. Maintain open and respectful communication.
- ~~10. 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.
- ~~13. Parent/guardians are encouraged, both formally and informally, to become involved in developing, evaluating and revising the school/parent involvement policy.~~
- ~~14. Parents/guardians are encouraged to attend at least one parent/teacher conference a year to discuss the academic progress of their children.~~
- ~~15. Parents/guardians are encouraged to read to their children at least 30 minutes a night.~~
- ~~16. Parents/guardians are encouraged to ask for assistance from the School District on training in how best to help their children learn successfully at home.~~
12. Teach their students respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.
- ~~13. Comply with the District's Reopening Plan as a result of the COVID-19 pandemic.~~

B. Expectations for Teachers

All District teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Confront issues of harassment, bullying and/or discrimination, and any situation that threatens the emotional or physical health or safety of any students, school employees, or any person who is on school property, or at a school function, or off school property where such acts create or would foreseeably create a risk of substantial disruption with the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The term "threats, intimidation or abuse" shall include verbal and nonverbal actions.
3. Maintain confidentiality about all personal information and educational records concerning students and their families.
3. ~~Be prepared to teach.~~
3. ~~Demonstrate interest in teaching and concern for student achievement.~~
4. Demonstrate interest in teaching, knowledge of current instructional methods, and concern for student achievement and come to work prepared each day to provide the educational environment students need to learn and thrive.
5. Define, supervise, teach, model, and support appropriate student behaviors to create positive school environments.
6. Know school policies and rules, and enforce them in a fair and consistent manner.
7. ~~Communicate to students and parents:~~
 - a. ~~Course objectives and requirements.~~
 - b. ~~Marking/grading procedures.~~
 - c. ~~Expectations for students.~~
 - d. ~~Classroom discipline plan.~~
 - e. ~~Assignment deadlines.~~
6. ~~Communicate regularly with students, parents and other teachers concerning growth and achievement.~~
8. Communicate regularly and in an on-going manner with students, parents/guardians, administrators, and other teachers about student growth, achievement, behavior and/or concerns.
 - Course objectives and requirements.
 - Marking/grading procedures.
 - Expectations for students.
 - Classroom management/intervention plan

- ~~Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.~~
- 9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 10. Teach, model, and adhere to acceptable use for electronic devices, internet safety, and social media policies and regulations. Report incidents of misuse or abuse of technology to the appropriate supervisor.
- ~~10. Comply with the District's Reopening Plan as a result of the COVID-19 pandemic.~~

C. Expectations for School Counselors

- 1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn. Report incidents that violate this climate that are witnessed or otherwise brought to a teacher's attention to the building administrator and /or Dignity Act Coordinator in a timely manner.
- 2. Maintain confidentiality about all personal information and educational records concerning students and their families.
- 3. Teach and support students how to constructively manage and respond to incidents of conflict, harassment, bullying and/or discrimination including reporting such incidents, to school officials.
- 4. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 5. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- 6. Regularly review with students their educational progress, career plans and graduation requirements.
- 7. ~~Provide information to assist students with career planning.~~

7. Provide information and assist students with obtaining mental health or drug treatment services outside of school, or connecting students or families with county support services when deemed appropriate or necessary.
8. Encourage students to benefit from curriculum and extracurricular programs.
6. ~~Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.~~
7. ~~Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.~~
8. ~~Comply with the District's Reopening Plan as a result of the COVID-19 pandemic.~~

D. **Expectations for Other School Staff**

1. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn. Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
2. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.
3. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
4. Assist in promoting a safe, orderly and stimulating school environment.
5. Maintain confidentiality about all personal information and educational records concerning students and their families.

E. ~~Principals~~ **Expectations for Principals, Assistant Principals and Directors**

1. Maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen students' self-concept and promote confidence to learn.

2. Confront issues of harassment, bullying and/or discrimination, and any situation that threatens the emotional or physical health or safety of any students, school employees, or any person who is on school property, or at a school function, or off school property where such acts create or would foreseeably create a risk of substantial disruption with the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The term “threats, intimidation or abuse” shall include verbal and nonverbal actions.
3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
5. Evaluate on a regular basis all instructional programs.
6. Support the development of and student participation in appropriate extracurricular activities.
7. Be responsible for enforcing the Code and ensuring that all cases are resolved promptly and fairly.
8. ~~Help parents learn how to help their children with homework and other learning experiences at home.~~
8. Responding swiftly, fairly and efficiently to acts of any kind that threaten the safety and well being of students, staff, administration or any immediate member of the school community or their property.
9. Accommodate differences among staff and students (fair versus same) allowing for variations in style, approach, output and final performance.
10. Teach, model, and adhere to acceptable use for electronic devices, internet safety, and social media policies and regulations. Follow up on any incidents of misuse or abuse of technology.
10. ~~Provide performance profiles and individual student assessments and other educational information to parents for each child.~~
8. ~~Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self image and promote confidence to learn.~~

11. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).
10. ~~Comply with the District's Reopening Plan as a result of the COVID-19 pandemic.~~

F. Expectations for the Superintendent

1. Promote a safe, orderly and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board and state and federal laws relating to school operations and management.
3. Inform the Board about educational trends relating to student discipline.
4. ~~Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.~~ Provide appropriate training and resources to implement positive behavior interventions and supports at each school.
5. Work with District administrators in enforcing the Code and ensuring that all cases are resolved promptly and fairly.
6. ~~Appoint a DAC in each school building. The DAC will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The DAC will be accessible to students and other staff members for consultation and advice as needed on the Dignity for All Students Act.~~

Elementary School _____ Maura Gilsinan
 _____ Elementary Principal
 _____ Email: mgilsinan@perry.k12.ny.us
 _____ Phone: (585) 237-0270 ext. 2014

Junior/Senior High School _____ Rebecca Belkota
 _____ Secondary Principal
 _____ Email: bbelkota@perry.k12.ny.us
 _____ Phone: (585) 237-0270 ext. 1013

7. ~~Comply with the District's Reopening Plan as a result of the COVID-19 pandemic.~~

G. Expectations for the Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the District’s Code to evaluate the Code’s effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
4. Appoint a DAC in each school building. The DAC will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The DAC will be accessible to students and other staff members for consultation and advice as needed on the Dignity for All Students Act.

Elementary School	Maura Gilsinan Elementary Principal Email: mgilsinan@perry.k12.ny.us Phone: (585) 237 – 0270 ext. 2014
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Junior/Senior High School	Rebecca Belkota Secondary Principal Email: bbelkota@perry.k12.ny.us Phone: (585) 237 – 0270 ext. 1013
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5. ~~Comply with the District’s Reopening Plan as a result of the COVID-19 pandemic.~~

H. [Expectations for Other Essential School Community Partners](#)

1. [Recognize that the education and safety of students is the joint responsibility of the school community, public community, and community agencies.](#)

V. Student Use of Electronic Communication Devices

[Students are permitted to have and use personal technology devices on school property and used as deemed appropriate by building administrator\(s\) and teachers. Students are expected to act thoughtfully and responsibly when using technology resources, either personal or PCSD-owned, and may not use those resources to invade the privacy of others, engage in harassment, bullying, or discrimination, gain access to or transmit inappropriate materials, disrupt the learning environment and otherwise violate applicable law or PCSD policies.](#)

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

VI. Student Dress Code

The responsibility for the dress and appearance of students rests with individual students and their parents. Student clothing, grooming and appearance must comply with health and safety standards and must not interfere with or distract from the educational process or infringe upon the rights of others.

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, including hair style/color, jewelry, make-up and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Not include brief garments such as tube tops, halter tops, plunging necklines (front and/or back) and see-through garments.
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/headgear except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, weight, 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.
8. Acceptable face coverings include but are not limited to cloth-based face coverings (e.g. Homemade sewn, quick cut, bandana, etc.), and surgical masks that cover both the mouth and nose. Students will utilize face coverings at all times with the following exceptions:
 - Individuals are physically distanced (~~Six (6) feet/Protective barrier~~) and in a secure setting (~~Classroom, Office~~). The District will provide explicit instruction on appropriate times and locations for face covering breaks.

- Individuals have provided the District with medical documentation supporting accommodations. Medical or sensory issues may impede an individual's ability to participate in the learning environment. The aforementioned individuals will wear an alternative barrier to protect others in the learning environment. Acceptable barriers include, but are not limited to: dust masks, face shields, etc.

Each building principal or his or her 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~~ **will be given the opportunity** 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.~~

VII. Attendance

All students must attend classes on a regular basis and participate in the classroom programs, activities, and discussions. Students who are absent from class, late for class, or leave class early must provide appropriate notification and/or excuses to the building attendance secretary. Consequences for unexcused student absences, tardiness and/or early departures may include, but are not limited to, in-school suspension, or detention. As necessary, efforts will be made to address a student's school attendance problem, which may include involvement of the students' parents or family court.

VIII. Prohibited Student Conduct

Choices have consequences and there are times when accepting consequences for those choices is part of learning how conduct impacts the expected school culture. When possible, students are expected to make restitution, but there are times when disciplinary consequences are required to promote and uphold the principles of the school.

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

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

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

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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.

Rules of Conduct:

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

1. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:
 - Running in hallways.
 - Making unreasonable noise.
 - Using language or gestures that are profane, lewd, vulgar or abusive.
 - Obstructing vehicular or pedestrian traffic.
 - Engaging in any willful act which disrupts the normal operation of the school community.
 - Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 - 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 acceptable use policy.
 - Use or possession of any nuisance items that are disruptive to the educational environment.

2. Engage in conduct that is insubordinate or disruptive. Examples of insubordinate or disruptive conduct include but are not limited to:
 - Failing to comply with the reasonable directions of teachers, school administrators or other school employees or otherwise demonstrating disrespect.
 - Lateness for, missing or leaving school without permission.
 - Skipping detention or any other assigned discipline action.

3. Engage in conduct that is disruptive. Examples of disruptive conduct include but are not limited to:
 - Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 - Public displays of affection such as kissing, necking, embracing, cuddling, etc.

4. Engage in conduct that is violent. Examples of violent conduct include but are not limited to:

- Committing, [threatening or attempting](#) an act of violence (physical or verbal) upon a student, teacher, administrator or other school employee or any person lawfully on school property or attempting to do so.
 - Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function. *The only exception to this rule is student participation on the District's Trap Club team. Participating students will abide by the rules of the Perry Central School District Trap Club team and the New York State High School Clay Target League. In conjunction with such rules, no participating student may possess a firearm in a personal vehicle on school property.
 - Displaying what appears to be a weapon.
 - Threatening to use any weapon.
 - Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
 - Intentionally damaging or destroying School District property.
 - Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
 - Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.
5. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to:
- Lying, [deceiving or giving false information](#) to school personnel (including forgery).
 - Stealing [district](#) property or the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 - Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
 - Discrimination, which includes the use of race, color, creed, weight, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
 - 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.

- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- Bullying as described in Board Policy 7550.
- 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, and as described in Board Policy 7550.
- "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
- Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- Selling, using or possessing obscene material.
- Using vulgar or abusive language, cursing or swearing.
- ~~Possession or use of a cigarette, cigar, pipe, electronic cigarette, personal vaporizer or electronic nicotine delivery system or using chewing or smokeless tobacco products; and/or using or ingesting any form of cannabis;~~
- ~~Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, other performance enhancing substances, look-alike drugs, and any substances commonly referred to as "designer drugs" or any drug paraphernalia.~~
- Use or possession of drugs or alcohol. Being under the influence of, possessing, consuming, selling, attempting to sell, distributing, or exchanging alcohol or any type of drug or drug delivery device. Defining drugs and devices to include, but not limited to, the following: tobacco, tobacco products, cannabis, prescription drugs, illegal drugs, controlled substances, synthetic or designer drugs, or any drug delivery systems such as cigarettes, e-cigarettes (vapes) or any e-cigarette/vape hardware including but not limited to the battery, tank, heating element, accessories or the vape juice, or any device or paraphernalia that could be used to store, conceal, inject, ingest, inhale, or consume any type of prescription drug, illegal drug, cannabis controlled substance, or synthetic or designer drug or substance.
- Inappropriately using or sharing prescription and over-the-counter drugs.
- Gambling and gaming.
- Inappropriate touching and indecent exposure, that is, exposure to sight of the private parts of the body.
Selling, using, possessing or distributing obscene or pornographic material including "sexting" as defined as sending, receiving or forwarding of

- [sexually suggestive nude or nearly nude photos through text messages or email.](#)
 - Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, AED, or discharging a fire extinguisher.
 - Possessing incendiary devices (lighters, matches, flammable liquids, etc.).
6. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
7. Engage in any form of academic misconduct. Examples of academic misconduct include but are not limited to:
- Plagiarism.
 - Cheating.
 - Copying.
 - Altering records.
 - Assisting another student in any of the above actions.
 - [Accessing other users' email accounts or network storage accounts and/or attempting to read, delete, copy, modify, and interfere with the transferring and receiving of electronic communications.](#)
 - [Violation of the District Acceptable Use Policy for technology](#)
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 acceptable use policy.
- Sending or forwarding sexually explicit or inappropriate photos, videos or messages from a mobile phone, computer or other electronic device is prohibited.
 - Engaging in bullying, cyberbullying or harassment that happen on-line such as e-mail, text message, an online game or comments on a social networking site are prohibited.
 - Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; evading the district's content filter; using an outside wireless network; or any other violation of the District's acceptable use policy.
 - Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
 - Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

9. Failure to comply with the District's Reopening Plan as a result of the COVID-19 pandemic.

IX. Reporting Violations

~~All students are expected to promptly report violations of the Code to a teacher, guidance counselor, the building principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.~~

All students are expected to promptly report violations of the code of conduct. For example, any student observing a student possessing a weapon, alcohol, or illegal substance on school property or at a school function or having knowledge of or being victimized by harassment, bullying or hazing shall report this information immediately to the Dignity for all Students Coordinator (DAC), a teacher, the building principal, the principal's designee, or the superintendent. Reports may be made verbally or in writing, preferably in writing. The reporting form may be obtained from the DAC.

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

Procedure

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

School officials may contact a law enforcement agency and may assist in prosecuting the offender. Any and all confiscated chemicals and/or paraphernalia will be handed over to the law enforcement agency. If law enforcement is not needed, any and all evidence will become possession of the school district and will not be returned to the student and/or parents/guardians.

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

~~The building principal or his or her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business~~

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

(Note: For penalties involving alcohol and illegal substances, please refer to Appendix A.)

X. Disciplinary Penalties Consequences

Procedures and Referrals

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

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be suspended or removed for behaviors that are related to his/her disability except for removals to an interim alternative education setting for drugs, controlled substances or weapons or removals by an impartial hearing officer for dangerousness.

A. PENALTIES Consequences

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

- ~~Oral or written warning~~
- ~~Written/Phone notification to parent~~
- ~~Parent Conferences~~

- ~~• Detention~~
- ~~• Alternative Detention (Saturday detention or extended detention)~~
- ~~• Community Service or restitution for damages~~
- ~~• Confiscation of inappropriate items~~
- ~~• Suspension from transportation~~
- ~~• Suspension from athletic participation~~
- ~~• Suspension from social or extracurricular activities~~
- ~~• Suspension of other privileges~~
- ~~• In-school suspension~~
- ~~• Removal from classroom by teacher~~
- ~~• Short-term (five days or less) suspension from school~~
- ~~• Long-term (more than five days) suspension from school~~
- ~~• Permanent suspension from school~~
- Oral warning - any member of the district staff.
- Written warning - counselors, teachers, principals, superintendent.
- Written/Phone notification to parent - counselors, teachers, principals, superintendent.
- Parent Conferences- counselors, teachers, principals, superintendent
- Confiscation of inappropriate items
- Detention - teachers, principals, superintendent.
- Community Service or restitution for damages
- Suspension from transportation - director of transportation, principals, superintendent.
- Suspension from athletic participation - coaches, Athletic Director, principal, superintendent.
- Suspension from social or extra-curricular activities - activity director, principals, superintendent.
- Suspension of other privileges - principals, superintendent.
- In-school suspension - principals, superintendent.
- Removal from classroom by teacher - teachers, principals.
- Short-term (five days or less) suspension from school - principals, superintendent, Board of Education.
- Long-term (more than five days) suspension from school - superintendent, Board of Education.
- Permanent suspension from school - superintendent, Board of Education.

B. PROCEDURES

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

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

Detention

An after school detention may be used as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the District will make appropriate arrangements to provide for the student's education, but only in the event the student's parent is unable to provide transportation after exhausting all possibilities.

The student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

Suspension from athletic participation, extra curricular activities and other privileges

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

In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code violation in "in-school suspension."

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

Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a

student's behavior and maintain or restore control over the classroom by using good classroom management techniques. 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 alternate location, 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; (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, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A classroom teacher may remove a disruptive student from class for up to two (2) days. The removal from class applies only to the class of the removing teacher.

- 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. 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 twenty-four (24)-hours.
- The teacher must complete a disciplinary referral 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 referral with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.~~ Behavior referrals are submitted online via the student management system.
- Within twenty-four (24)-hours after the student's removal, the principal or another District administrator designated by the principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he 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 provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within twenty-four (24)-hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.
- The principal may require the teacher who ordered the removal to attend the informal conference.
- If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within forty-eight (48) hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class at any point between receiving the referral form and the close of the business day following the forty-eight (48) hour period for the informal conference if the principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the District's Code.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.
- No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.
- Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.
- Each teacher must keep a complete log 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 Director of Pupil Services 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.

Any staff member may recommend to the superintendent or the principal that a student be suspended. 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 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.

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

- The suspending authority must provide the student with notice of the charged misconduct. If the student denies the misconduct, the suspending authority will provide an explanation of the basis for the suspension. When suspension of a student for a period of five school days or less is proposed, the Superintendent or principal will also immediately notify the parent or person in parental relation in writing that the student may be suspended from school. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of the notice within twenty-four (24) hours of the decision to propose suspension at the last known address or addresses of the parents or persons in parental relation. Where possible, notification will also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents or persons in parental relation.
- The notice will provide a description of the incident(s) for which suspension is proposed and will inform the student and the parent or person in parental relation of their right to request an immediate informal conference with the principal in accordance with the provisions of Education Law Section 3214(3)(b).
- Both the notice and the informal conference will be in the dominant language or mode of communication used by the parents or persons in parental relation. At the informal conference, the student or parent or person in parental relation will have the opportunity to present the student's version of the event(s) and to ask questions of the complaining witnesses..
- The notice and opportunity for informal conference will take place prior to suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference will take place as soon after the suspension as is reasonably practical.

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

- When the superintendent or building principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.
- The superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the superintendent may accept all or any part thereof.
- An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within ten (10) business days of the date of the superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the superintendent. Final decisions of the board may be appealed to the Commissioner within thirty (30) days of the decision.

Permanent suspension

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

Minimum Period of Suspension

Students who bring a weapon to school

~~Any student found guilty of bringing a weapon onto the school property will be subject to suspension from school in accordance with New York State Education Law.~~

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

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education

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

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

Students who commit violent acts

Any student who is found to have committed a violent act shall be subject to suspension from school for at least five (5) days.

The superintendent has the authority to modify the minimum five (5)-day suspension on a case-by case basis.

Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interfere 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 (5) days. For purposes of this Code, “repeatedly 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) four (4) or more occasions during a semester. The superintendent has the authority to modify the minimum five (5)-day suspension on a case-by-case basis.

Referrals

1. **Counseling**

The School Counseling Offices shall handle all referrals of students to counseling.

2. **PINS Petitions**

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

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.

- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05, A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

Juvenile Delinquents and Juvenile Offenders

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

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

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

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.

XI. Discipline of Students with Disabilities

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

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

Authorized Suspensions or Removals of Students with Disabilities

For purposes of this section of the Code, the following definitions apply. A **“suspension”** means a suspension pursuant to Education Law § 3214.

A **“removal”** means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.

An “IAES” means a temporary educational placement for a period of up to forty-five (45) days, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student 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.

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

- The Board, the District 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.
- The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to ten (10) consecutive school days, inclusive of any period in which the student has been suspended or removed for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- The superintendent may order additional suspensions of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- The superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five (45) days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - 1) **“Weapon”** includes “a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length.” (see Part II - Definitions).
 - 2) **“Controlled substance”** means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in

both federal and state law and regulations applicable to this policy. (see Part VI - Prohibited Student Conduct).

- 3) **“Illegal drugs”** means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law. (see Part VIII - Prohibited Student Conduct).
- Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to forty-five (45) days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

Commented [2]: Do we need to add cannabis under students with disabilities or is it enough that it is mentioned with the whole school?

Change of Placement Rule

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

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

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.

Special Rules Regarding the Suspension or Removal of Students with Disabilities

The District’s Committee on Special Education shall:

- Conduct functional behavioral assessments to determine why a student engages in a particular behavior, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than ten (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 ten (10) school days in a school year is subjected to a suspension or removal that does not constitute a disciplinary change in placement, the members of the CSE shall review the behavioral intervention plan and its implementation to determine if modifications are necessary.

- 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.

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.

- The school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:
 - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

1. 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.
2. The District shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

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

3. 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.
4. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five (5) school days shall be divided into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this Code.
5. 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 nondisabled students, except that school personnel may not impose such removal for more than ten (10) consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
6. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this Code, if:
 - A. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school

personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.

- B. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - a) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.
 - b) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pending proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
- 2. An expedited due process hearing shall be completed within fifteen (15) business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, 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 forty-five (45) calendar days after receipt of the request for a hearing, without exceptions or extensions.

Referral to law enforcement and judicial authorities

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

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

XII. Corporal Punishment

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

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

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of School District functions, powers and duties, if that student has refused to refrain from further disruptive acts.
4. Employees who restrain a student will need to fill out a disciplinary referral.

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

XIII. Student Searches and Interrogations

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

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

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

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

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

Whenever practicable, searches will be conducted in the privacy of administrative offices, **with a second adult present as witness**, and students will be present when their possessions are being searched.

Student Lockers, Desks and other School Storage Places

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

Documentation of Searches

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

Police Involvement in Searches and Interrogations of Students

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

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

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

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

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

Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. A District employee must be present during the interview. A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XIV. Visitors to the Schools

~~Due to the COVID-19 pandemic, visitors to the Perry Central School District will be restricted. All approved visitors must participate in health screenings prior to accessing District facilities. All approved visitors must wear appropriate personal protective equipment.~~

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. ~~The visitor must return the identification badge to the principal's office before leaving the building.~~
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.

6. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this Code.

XV. Public Conduct on School Property

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

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

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

Prohibited Conduct

No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy School District property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, weight, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles;
- Possess, consume, sell, distribute or exchange, alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.

- Use tobacco products, such as cigarettes, electronic cigarette, personal vaporizer or electronic nicotine delivery system, chewing tobacco, lighters, matches, etc. anywhere in the school building or on school property.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School District.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable School District officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this Code.
- Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
- ~~Fail to comply with the District's Reopening Plan as a result of the COVID-19 pandemic.~~

Penalties

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

- Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
- Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
- Staff members other than those described above. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

Enforcement

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

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

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

XVI. Dissemination and Review

1. [Providing a public hearing prior to Board Approval](#)
2. Providing copies of a summary of the Code to all students at a general assembly held at the beginning of each school year.
3. Making copies of the Code available to all parents at the beginning of the school year.
4. Mailing a summary of the Code written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
5. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the code as soon as practicable after adoption.
6. Providing all new employees with a copy of the current Code when they are first hired.
7. Making copies of the Code available for review by students, parents and other community members.

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

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

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

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

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

Appendix A

Behavioral Expectations

No student shall use or possess tobacco products. No student shall use, possess, sell or be under the influence of drugs, alcohol, or other substances.

Consequences of Unacceptable Behavior

I. Use of Tobacco Products and Electronic Cigarette, Personal Vaporizer or Electronic Nicotine Delivery System

A. First Offense

- (1) Three (3)-day in-school suspension
- (2) Request parent conference
- (3) Must attend an education program
- (4) Suspended from all extra-curricular activities until the education program is satisfactorily completed

B. Second Offense:

- (1) Two (2)-day out-of-school suspension
- (2) Request parent conference
- (3) Must attend an education program
- (4) Suspended from all extra-curricular activities until the education program is satisfactorily completed

C. Third Offense:

- (1) Five (5)-day out-of-school suspension
- (2) Request parent conference
- (3) Must attend an education program
- (4) Suspended from all extra-curricular activities

II. Under the Influence, Possession or Use of Drugs/Alcohol or Other

A. First Offense:

- (1) Five (5)-day school suspension and request a parent conference
- (2) The police and/or other agencies will be notified to take appropriate action
- (3) Five (5)-school month suspension from all extra-curricular activities

- (4) The school may request the student undergo a professional drug evaluation, and adhere to the recommendation of the evaluation
- (5) The superintendent may hold a hearing, which could result in long-term suspension from the regular instructional program

B. Second Offense:

- (1) Five (5)-day school suspension
- (2) Five (5)-school month suspension from all extra-curricular activities
- (3) Referral to the Superintendent of School for disciplinary hearing
- (4) The police and/or other agencies will be notified to take appropriate action
- (5) The school may request the student undergo a professional drug evaluation and adhere to the recommendation of the evaluation

C. Third Offense:

- (1) Five (5)-day school suspension
- (2) One (1)-year suspension from all extracurricular activities
- (3) Referral to the Superintendent of Schools for a disciplinary hearing
- (4) The police and/or other agencies will be notified to take appropriate action

III. Sale of Drugs /Alcohol or other Substances. By law a “gift” is considered to be a sale.

A. First Offense

- (1) Five (5)-day school suspension and the student will be requested to undergo a professional drug evaluation and comply with the recommendation of the evaluation
- (2) Parent conference with prevention/education counselor
- (3) Referral to the Superintendent of Schools for a disciplinary hearing, which could result in the long-term suspension from the regular instructional program
- (4) Five (5)-school month suspension from all extra-curricular activities.
- (5) The police and/or other agencies will be notified to take appropriate action

B. Second Offense

- (1) Five (5)-day school suspension and the student will be requested to undergo a professional drug evaluation and comply with the recommendations of the evaluation
- (2) Parent conference with prevention/education counselor
- (3) Referral to the Superintendent of Schools for a disciplinary hearing, which could result in the long-term suspension from the regular instructional program
- (4) One (1)-calendar year suspension from all extra-curricular activities

- (5) The police and/or other agencies will be notified to take the appropriate action

IV. Aftercare

- A. The Core Team working with Pupil Personnel Services will provide after care by:
 - (1) Assisting the student in the home and school setting.
 - (2) Following through with the recommendations of the community agency
 - (3) Working closely with agency personnel in the school based setting.

PERRY CENTRAL SCHOOLS
PERRY, NEW YORK 14530

BOARD OF EDUCATION

August 9, 2021

(To follow the Public Hearing)

Senior High School

A G E N D A

- I. Call to Order, Roll Call, Pledge of Allegiance
- II. Adopt Agenda
- III. Persons Wishing to Address the Board - none
- IV. Presentations
 - A. Learning, Leading and Serving Awards – *Daryl McLaughlin*
 - B. Dual Participation – *Daryl McLaughlin*
- V. Reports - none
- VI. Minutes of Previous Meetings
 - A. July 26, 2021 – Regular Meeting
- VII. Consideration of Accounts - none
- VIII. Old Business
 - A. Policy Amendment - Second Reading of Policy

RESOLVED: That upon the recommendation of Superintendent Daryl T. McLaughlin, the Board of Education hereby approves the following policy for the Perry Central School District:

- Policy Number 4211; *Organizational Chart*

IX. New Business

A. Tax Levy

RESOLVED, the Board of Education has been authorized to raise for the current budget of the 2021-2022 school year a sum not to exceed \$6,306,982. The tax levy will be funded as follows:

Tax Levy: \$6,306,982

THEREFORE, be it resolved that the Board fix the equalization rates by towns and confirm the extension of taxes as they appear on the final tax roll:

Name of Township	Assessed Taxable Value
Castile	\$207,649,617
Covington	\$4,961,571
Perry	\$231,009,495
Warsaw	\$5,541,418
Leicester	\$11,845,279
	\$461,007,380

AND BE IT HEREBY DIRECTED THAT the tax warrant of this board, duly signed shall be affixed to the final tax rolls authorizing the collection of said taxes to begin September 1, 2021 and end November 1, 2021 giving the tax warrant an effective period of 60 days at the expiration of which time the tax collector shall make an accounting in writing to the board;

AND IT IS FURTHER DIRECTED THAT the delinquent tax penalties shall be fixed as follows:

September 1 – September 30, 2021 – No penalty

October 1 – November 1, 2021 – 2% penalty

Beginning November 2, 2021 – 3 % penalty

B. Award Natural Gas Bid

RESOLVED that upon the recommendation of Superintendent Daryl T. McLaughlin, the Board of Education hereby awards Marathon Energy as the District’s supplier of natural gas, at the rate of \$0.3199 per dekatherm as specified in Option 1 of their one-year RG&E SC5 Service bid. The awarded bid will run for the period September 1, 2021 through August 31, 2022.

C. Approve Academic Intervention Services Plan

RESOLVED: That upon the recommendation of Superintendent Daryl T. McLaughlin, the Board of Education hereby approves the 2021-2022 Academic Intervention Services Plan.

D. Approve Mentoring Program Handbook

RESOLVED: That upon the recommendation of Superintendent Daryl T. McLaughlin, the Board of Education hereby approves the 2021-2022 Mentoring Program Handbook.

E. Accept Donation

RESOLVED: That upon the recommendation of Superintendent Daryl T. McLaughlin, the Board of Education hereby accepts a donation in the amount of \$80.07 from Ohiopyle Prints to be allocated to the High School Enrichment Fund.

F. Textbook Recommendation

RESOLVED: That upon the recommendation of Superintendent Daryl T. McLaughlin, the Board of Education hereby approves the purchase of the following textbook for use in the Participation in Government course:

- Basic Principles of American Government (published by Perfection Learning; ISBN 9781680644616) to be used

X. Round Table Discussion

XI. **Personnel – Instructional (Consent)** - none

XII. **Personnel – Non Instructional (Consent)**

- ❖ Request to withdraw specific item(s) from the Personnel – Non Instructional consent agenda.

A. Appointments

1. Teacher Aide
2. Event Chaperone
3. 2021-2022 Coaches
4. Advisor/Chairperson
5. Mentor Amendment

XIII. Board Open Forum

XIV. Adjournment

PERRY CENTRAL SCHOOL DISTRICT ORGANIZATIONAL CHART

Adopted:

