



Annual Notices To All District Employees 2022 – 2023

All BOE policies can be found at

<https://www.newpaltz.k12.ny.us/cms/lib/NY01000611/Centricity/shared/districtwidedocuments/Current%20Policy%20Manual.pdf>

Leadership Team

Dr. Bernard Josefsberg, Interim Superintendent

Ann Sheldon

Interim Deputy Superintendent

Debra Kosinski

Assistant Superintendent for Business

Kathleen Coughlin

Acting Director of Pupil Personnel Services and Special Education

Kate Banks

Acting Coordinator of Special Education, 6-12

Kathleen Clark

Coordinator of Special Education, PreK-5

Ross Hogan

Duzine Principal

Sean Inglee

Lenape Principal

Daniel Wetzel

Acting Middle School Principal

Dr. Samuelle Simms

High School Principal

Jessica Miller

MS Assistant Principal

Kathleen Schneck

HS Assistant Principal

Fredericka Butler

Director of Student Support Services and Community Engagement

Llajaira Dessereau

Supervisor of Elementary Education

Meryle Lederer

Supervisor of Social Emotional Learning

Keith Baisley

Director of Integrated Technology

Gregory Warren

Director of Health, PE, & Athletics

Maureen Ryan

Director of Transportation

Guy Gardner

Director of Facilities and Operations

Sheila Moran

Director of Food Service

Board of Education

Johanna Herget

President

Matthew Williams

Vice-President

Brian Cournoyer, Glenn LaPol, Heather O'Donnell, Bianca Tanis, Teresa Thompson

Statement of Non-Discrimination

The District condemns and prohibits all forms of discrimination and harassment based on actual or perceived race, color, weight, physical size/shape, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. If you believe that you have been discriminated against, you may make a claim that your rights have been denied. This claim or grievance may be filed with the Director of Student Support Services and Community Engagement/Title IX Officer: New Paltz Central School District, 196 Main Street, New Paltz, NY, 12561, (845) 256-4107.

NEW PALTZ

our mission

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our school community – students, staff, families and community members are *citizens of the world, passionate about learning* and empowered to achieve their dreams.

our vision

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.

educational standards

These standards are the scaffolding upon which the educational master plan is built:

Core Intelligence:

Standard 1.0: All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Program Coherence:

Standard 2.0: All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency:

Standard 3.0: All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment:

Standard 4.0: A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity:

Standard 5.0: Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Resources:

Standard 6.0: The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Standard 7.0: The District is a valued resource within the community.

our guiding principles

- ★ To maintain a focus on learning and success for all.
- ★ To create a cohesive and inclusive culture PK-12, across buildings and departments.
- ★ To empower and create success for disengaged and disenfranchised students.

CORE INTELLIGENCE

Our Mission...

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our Vision...

Our school community – students, staff, families and community members – are citizens of the world, passionate about learning and empowered to achieve their dreams.

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing, and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate, and compete. They live a healthy life style, are creative, and are empowered to achieve their dreams.

Our Guiding Principles...

1. To maintain a focus on learning and success for all.
2. To create a cohesive and inclusive culture PK-12, across buildings and departments.
3. To empower and create success for disengaged and disenfranchised students.

Educational Master Plan

Introduction and Rationale:

This *Educational Master Plan* is a shared and collaborative endeavor built around the concept of a “Transformational School Model.” This is an amalgamation of several pertinent concepts and models, including systems theory, professional learning communities, 21st century schools, transformational leadership, cognitive learning theory, and standards-based instruction.

Organizational research and education literature are quite clear about what these various models look and act like. The *Educational Master Plan* has incorporated all of these models into a framework to provide focus and direction for our decisions, actions, and programs for the future. The six areas of focus within the Plan and for our planning endeavors are:

- **A Core Intelligence:** the shared vision and mission developed from staff's steadfast commitment to students' learning and are consistently articulated and referenced for the staff's work. This area also includes the policies, regulations, beliefs and philosophical frameworks we hold as a school and a learning community.
- **Leadership Capacity:** effective schools require leaders who can guide and direct the learning process and empower all to excellence. This requires collegial and facilitative participation by school administrators, who share leadership through inviting staff input in decision making and learning.
- **Learning Environment:** incorporates collegial inquiry and collaborative learning among all staff, and the application of that learning to solutions that address students' diverse needs and improve student learning.

- Teaching Skills and Abilities: incorporates an instructional staff with an understanding of the curriculum content, learning theory, and teaching process, and who continuously seek to improve and learn.
- Resources: the appropriate and necessary facilities, instructional resources, materials, physical conditions, and the human capital that support an effective learning community, and
- Program Coherence: a comprehensive, coherent, standards-based curriculum.

Transformational schools are comprised of these six interacting elements which must be understood and considered together – holistically. An important point to emphasize is that **none of these elements stands alone and separate**. Because of the nature of systems, all of the parts and elements interact and these interrelationships often cause new elements to form and new phenomena, new structures, and new rules of behavior to occur. For example, the *learning environment* interacts with and alters the *program* which influences the leadership capacity which can influence the teacher capacity, etc. The relationships and the interactions become more important than the structures and activities.

Therefore, a school should not be perceived, as a machine comprised of parts and pieces which can be changed and altered from outside, or which can be “repaired” one part at a time. **It must be seen as a living organism with each component a vital and contributing member of the system.** We cannot change or tinker with one part without influencing the other parts or the whole system. In this way, the whole is greater than the sum of the component parts.

Achieving the concepts and ideals contained within this Plan will require a paradigm shift by the public, the administration, and by teachers themselves about the role of the teacher, the school, and the teaching and learning process. However, research demonstrates that this model does make a difference and produces the kind of learning outcomes and climate that we envision. For example, for staff the following results have already been observed in various research studies:

- A reduction in the isolation of teachers.
- An increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission and vision [core intelligence].
- A shared responsibility for the total development of students and collective responsibility for students' success.
- Powerful learning that defines good teaching and classroom practice and creates new knowledge and beliefs about teaching and learners.
- Increased meaning and understanding of the content that teachers teach and the roles they play in helping **all** students learn and achieve expectations.
- Higher likelihood that teachers are well-informed, professionally renewed, and motivated to inspire students.
- More satisfaction, higher morale, and lower rates of absenteeism.
- Significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools.
- Commitment to making significant and lasting changes.
- Higher likelihood of undertaking fundamental systemic change.

As a result of the changes and learning for the teachers, the research shows the results of students’ participation include:

- Decreased dropout rate and fewer classes “skipped.”
- Lower rates of absenteeism.
- Increased learning that is distributed more equitably in the smaller high schools.
- Greater academic gains in math, science, history, and reading than in traditional schools.
- Smaller achievement gaps between students from different and diverse backgrounds.¹

All of these outcomes are within our vision and goals, and within our grasp. It will require dedication, good planning, and lots and lots of communication and work. However, it is also important to note that, despite our greatest intentions, foresight, training, and knowledge, the future is impossible to predict. Change and growth in any human organization is not linear. One can only build a structure or scaffolding and a guide for the organization to “grow” upon.

The standards provided in this *Educational Master Plan* are the scaffolding for the district’s growth. If all proceeds as hoped, then, in the words of Michael Fullan, “More good things will result than bad things.”

¹ Hord, S. (1997) *Professional Learning Communities: Communities of continuous inquiry and improvement*, Southwest Development Laboratory: Austin TX. (p. 27, 28).

Educational Standards

These standards are the scaffolding upon which the educational master plan is built:

Core Intelligence:

Standard 1.0

All policies, decisions, agreements, and procedures developed and implemented by policy makers and leadership in the New Paltz Central School District are compatible with the mission, vision and guiding principles, and enhance and assure the learning and success for all students.

Program Coherence:

Standard 2.0

All programs, curriculum, and instructional strategies employed within the district are coherent and provide the learners with the knowledge, skills, and dispositions that are expected of the citizens of the future; are founded on strategies that lead learners to the highest levels of understanding, empathy and self-knowledge; and empower learners to be curious, self-directed, responsible, ethical, confident and reflective who have a love of learning.

Teacher Skill and Competency:

Standard 3.0

All teachers in the district demonstrate a thorough knowledge and understanding of the content area they teach, knowledge and application of current learning theories and principles, and proficiency in conducting, guiding, and assessing the teaching and learning process.

Learning Environment:

Standard 4.0

A safe and supportive learning environment is sustained throughout the district to promote inquiry and learning for all.

Leadership Capacity:

Standard 5.0

Leadership within the district is collaborative, aligned with the district mission and vision, invites staff input in collegial inquiry and decision making, and promotes excellence, to enhance and to improve student learning.

Resources:

Standard 6.0

The District assures that all resources (human, physical, and financial) are allocated and provided equitably, efficiently, and in a timely fashion, to support and enhance student learning.

Standard 7.0

The District is a valued resource within the community.

The NYSED requires annual review and distribution of the following polices to all staff. Please read and retain this booklet for future reference.

CONTENTS

- **Dignity for All Students: Prohibiting Discrimination and Harassment of Students (7370)...**page 8-10
- **Policy on Harassment/Hazing/Bullying (Policy 6190).....** page 10-12
- **Code of Conduct (Policy 3410, 7310)** page 12-14
- **Complaints and Grievances (Policy 3230)**page 14-15
- **Americans with Disabilities Act (ADA)/Section 504 Rehabilitation Act (Policy 3231).....**page 15-16
- **Policy on Sexual Harassment (Policy 6121).....** page 16-18
- **Child Abuse and Neglect/Maltreatment (Policy 7530).....** page 18-20
- **Conflict of Interest (Policy 5420)** page 20-21
- **Drug-Free Workplace (Policy 6151).....** page 22
- **Smoking/Tobacco Use (Policy 5640).....** page 22-23
- **Alcohol, Drugs and Other Substances (School Personnel) (Policy 6150)** page 23-24
- **Computer Network and Internet Acceptable Use Policy (AUP) (Policy 6471)** page 24-26
- **Internet Safety/Internet Content Filtering (Policy 8271)** page 26-27
- **Family and Medical Leave Act (Policy 6551)** page 27-29
- **School Safety Plans (Policy 5681).....** page 29-30
- **Safety and Security (Policy 5680).....** page 30-31
- **Hazardous Materials (Policy 5685)** page 31-33
- **Exposure Control Program (Policy 5690)** page 33
- **Fire Drills, Bomb Threats and Bus Emergency Drills (Policy 5683)** page 33-35
- **Anthrax and Other Biological Terrorism (Policy 5684)** page 35-36
- **Student Privacy Protection Under ESSA, PPRA and FERPA (Policy 7250)** page 36-38
- **Student Records (Policy 7240)** page 38-39
- **Confidentiality of Computerized Information (Policy 3320)** page 39
- **Release of Information to the Noncustodial Parent (Policy 7241)** page 39
- **Concussion Management (Policy 7522).....** page 39-40
- **Pesticide Notification Form** page 41-42
- **New Paltz District Wide Code of Conduct** page 43-76
- **New Paltz District Wide Safety Plan** page 77-106
- **2022-2023 Annual Notice to Employees Signature Form** page 107

The District’s Asbestos Management Plan, Chemical Hygiene Plan, Respiratory Protection Plan, Hazardous Communications Plan, Energy Control Plans & Exposure Control Plan are available to all employees (as required under 40 CJR 763.84) from Guy Gardner, Director of Facilities and Operations, at 256-4090 or from Gregory Warren, Director of Health, PE, and Athletics. 256-4151.

SUBJECT: DIGNITY FOR ALL STUDENTS

The District seeks to create an environment free of harassment, bullying, and discrimination; to foster civility in its schools; and to prevent conduct that is inconsistent with its educational mission. The District, therefore, prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. The District further prohibits discrimination against students, including, but not limited to, discriminatory acts based on a person's race, color, weight, body type national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, and gender presentation by school employees or other students. In addition, other acts of harassment, bullying, or discrimination that can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline or other corrective action.

Dignity Act Coordinators

In each of its schools, the District will designate at least one employee holding licenses or certifications as required by the Commissioner of Education to serve as the Dignity Act Coordinator (DAC). Each DAC will be thoroughly trained to handle human relations in the areas of race, color, weight, body type, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender, and gender presentation, and sex. Training will also be provided for DACs which addresses: the social patterns of harassment, bullying, and discrimination, including, but not limited that to, those acts based on a person's race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, and gender presentation; the identification and mitigation of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. All DAC appointments will be approved by the Board.

The District will widely disseminate the name, designated school, and contact information of each DAC to all school personnel, students, and parents or persons in parental relation by:

- a) Listing it in the Code of Conduct, with updates posted on the District's website; and
- b) Including it in the Code of Conduct's plain language summary provided to all parents or persons in parental relation to students before the beginning of each school year; and
- c) Providing it to parents or persons in parental relation in at least one District or school mailing or other method of distribution, including, but not limited to, electronic communication and/or sending information home with each student. If the information changes, parents and persons in parental relation will be notified in at least one subsequent District or school mailing, or other method of distribution as soon as practicable thereafter; and
- d) Posting it in highly visible areas of school buildings; and
- e) Making it available at the District and school-level administrative offices.

If a DAC vacates their position, the District will immediately designate an interim DAC, pending approval from the Board within thirty (30) days. In the event a DAC is unable to perform their duties for an extended period of time, the District will immediately designate an interim DAC, pending the return of the previous individual to the position.

Training and Awareness

Each year, all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and discrimination, and to discourage and respond to incidents of harassment, bullying, and discrimination. This training may be provided in conjunction with existing professional development, will be conducted consistent with guidelines approved by the Board, and will:

- a) Raise awareness and sensitivity to potential acts of harassment, bullying, and/or discrimination;
- b) Address social patterns of harassment, bullying, and discrimination and the effects on students;
- c) Inform employees on the identification and mitigation of harassment, bullying, and discrimination;
- d) Enable employees to prevent and respond to incidents of harassment, bullying, and/or discrimination;

- e) Make school employees aware of the effects of harassment, bullying, cyberbullying, and/or discrimination on students;
- f) Provide strategies for effectively addressing problems of exclusion, bias, and aggression;
- g) Include safe and supportive school climate concepts in curriculum and classroom management; and
- h) Ensure the effective implementation of school policy on conduct and discipline.

Rules against harassment, bullying, and discrimination will be included in the Code of Conduct, publicized District-wide, and disseminated to all staff and parents or persons in parental relation. Any amendments to the Code of Conduct will be disseminated as soon as practicable following their adoption. The District will provide new employees with a complete copy of the current Code of Conduct upon beginning their employment, and distribute an age-appropriate summary to all students at a school assembly at the beginning of each school year.

Reports and Investigations of Harassment, Bullying, and/or Discrimination

The District encourages and expects students who have been subjected to harassment, bullying, or discrimination; parents or persons in parental relation whose children have been subjected to this behavior; other students who observe or are told of this behavior; and all District staff who become aware of this behavior to timely report it to the principal, Superintendent, DAC, or designee.

The principal, Superintendent, DAC, or designee will lead or supervise a timely and thorough investigation of all reports of harassment, bullying, and discrimination. The DAC or other individual conducting the investigation, may seek the assistance of the District's Civil Rights Compliance Officer in investigating, responding to, and remedying complaints. The findings of the initial investigation may be appealed to the Superintendent in writing, by either the target or the accused within ten (10) days of receipt of the findings. If the Superintendent conducted the initial investigation the findings may be appealed to the Board of Education. The Superintendent's findings may be appealed to the Board of Education, by either the target or the accused within ten (10) days of receipt of the Superintendent's findings. The Board's findings may be appealed to the Commissioner of Education by either the target or the accused within thirty (30) days of receipt of the Board's findings.

Where necessary, the District will take immediate steps to protect complainants pending the final outcome of an investigation, including academic accommodations and other interim measures. These measures may include altering academic or bus schedules for either the complainant or the alleged perpetrator, changing locker locations, allowing the complainant to withdraw from or retake a class without penalty, providing an escort to ensure that the complainant can move safely between classes or other activities, and providing academic support (eg., tutoring).

In the event any investigation verifies that harassment, bullying, and/or discrimination occurred, the District will take prompt action reasonably calculated to end it, to eliminate any hostile environment, to create a more positive school culture and climate, to prevent recurrence of the behavior, and to ensure the safety of the student or students against whom the harassment, bullying, or discrimination was directed.

The Superintendent, Principal, DAC, or designee will notify the appropriate local law enforcement agency when there is a reasonable belief that an incident of harassment, bullying, or discrimination constitutes criminal conduct.

The District will timely collect information related to incidents involving harassment, bullying, and discrimination; provide required internal reports; and complete and submit any required report to the State Education Department in the manner and within the timeframe specified by the Commissioner.

Prohibition of Retaliatory Behavior (Whistle-Blower Protection)

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, or discrimination by an employee or student, and who acts reasonably and in good faith in reporting it to school officials, the Commissioner, or law enforcement authorities, or who otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making that report, or from initiating, testifying, participating, or assisting in those proceedings. The District also prohibits any retaliatory behavior directed against any complainant, victim, witness, or any other individual who participated in the reporting or investigation of an incident of alleged harassment, bullying, or discrimination.

Publication of District Policy

At least once during each school year, all District employees, students, and parents or persons in parental relation will be provided with a written or electronic copy of this policy, or a plain-language summary of it. The policy or summary will include information relating to how students, parents or persons in parental relation, and District employees may report harassment, bullying, or discrimination. Additionally, the District will maintain a current version of this policy on its website at all times.

Application

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law or regulation including, but not limited to, any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

Education Law §§ 10-18, 801-a, 2801 and 3214

8 NYCRR § 100.2

NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board

#3410 -- Code of Conduct

#3420 -- Non-Discrimination and Anti-Harassment in the District

#5670 -- Records Management

#6411 -- Use of Email in the District

#7550 -- Sexual Harassment of Students

#7552 -- Student Gender Identity

#7553 -- Hazing of Students

#8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

Adopted: 7/11/12

Revised: 12/19/12, 11/06/13, 4/10/19

2014 6190
Personnel

SUBJECT: POLICY ON HARASSMENT/HAZING/BULLYING

The Board of Education is committed to providing a safe, productive and positive learning environment, free of harassment and intimidation. The Board condemns all forms of harassment on the basis of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, gender identity, age, marital status, military status, veteran status, disability, weight, or the use of a recognized service animal. The Board condemns all forms of hazing and bullying. The Board specifically prohibits harassment, hazing, and bullying on school grounds and at all school-sponsored events, programs and activities, including those that take place at locations off school premises. It is the policy of the New Paltz Central School District that no member of the school community – board members, - students, faculty, administrators, or staff, parents/guardians, vendors/contractors and others who do business with the School District, as well as school district volunteers, visitors, guests and other third parties - may harass or intimidate any other member of the community.

What is Harassment?

Verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of that person's race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, gender identity, age, marital status, military status, veteran status, disability, weight, or use of a recognized service animal. Harassment can also occur if conduct is directed toward a person's relatives, friends, or associates. Harassment does one or more of the following:

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

Examples Of Harassment Include But Are Not Limited To:

- a) Epithets, slurs, negative stereotyping or threatening, intimidating, or hostile acts that relate to race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, gender identity, age, marital status, military status, veteran status, disability, weight, or use of a recognized service animal (including jokes or pranks that are hostile or demeaning).
- b) Written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, creed, religion, national origin, political affiliation, sex, sexual orientation, gender identity, age, marital status, military status, veteran status, disability, weight, or use of a recognized service animal and that is displayed on walls, bulletin boards or other locations the adversely affect the school community environment.
- c) E-mail, Internet, and other electronic communications use that violate this policy.

What is Hazing?

Hazing refers to soliciting, encouraging, aiding, or engaging in "hazing" behavior. "Hazing" is defined as any humiliating or dangerous activity expected of another to join or maintain membership in a group, regardless of their willingness to participate. Hazing behaviors include, but are not limited to:

- a) Humiliation: socially offensive, isolating or uncooperative behaviors.
- b) Substance abuse: abuse of tobacco, alcohol or drugs.
- c) Hurtful, aggressive, destructive and disruptive behaviors.
- d) Various forms of physical, emotional and/or sexual abuse which may range in severity from teasing/embarrassing activities to life threatening actions.

What is Bullying?

Bullying is the process of one individual knowingly abusing the rights of others to gain control of the situation and the individuals involved. A bully deliberately and persistently uses intimidation and manipulation to get his/her way. Bullying can take these forms:

- a) Physical, including, but not limited to, hitting, kicking, spitting, pushing, taking personal belongings;
- b) Verbal, including, but not limited to, taunting, malicious teasing, name calling, making threats;
- c) Psychological, including, but not limited to, spreading rumors; manipulating social relationships, or engaging in social exclusion, extortion, or intimidation; and
- d) Cyber-bullying, including, but not limited to, the use of instant messaging, email, websites, social networking sites, text messaging or use of any electronic communication when such use infringes upon the general health, safety and welfare of District students and employees.

Complaint Procedure

- a) Students may report alleged incidents to any staff member with whom he/she feels comfortable, for example, a teacher, the Building Principal, school nurse, guidance counselor or the District's designated Complaint Officer.
- b) Adults shall report alleged incidents to the Building Principal, the Superintendent of Schools, or the District's designated Complaint Officer.
- c) The contact information of the District's designated Complaint Officer can be found in the annual school calendar, in student and staff handbooks, and on the District's website.
- d) Allegations are recommended to be submitted in writing, although verbal complaints will also be investigated.
- e) All allegations will be quickly, thoroughly and fairly investigated in accordance with written investigation procedures developed by the Superintendent of Schools.
- f) To the extent possible, the complainant's confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, the complainant will be informed of the outcome of that investigation.

You Have Responsibilities Under This Policy

All members of the school community are responsible for creating a working and learning environment that is free of harassment, hazing and bullying. It is important to contact one of the individuals listed under "Complaint Procedure," if any of the following occurs:

- a) You believe you have been subjected to conduct that may violate this policy.
- b) You believe you have been retaliated against in violation of this policy.
- c) You have been told about or witnessed conduct that you think may violate this policy.

Special note: Knowingly making false accusations against another individual is wrong and will result in appropriate disciplinary action.

Retaliation Prohibited

The Board of Education prohibits retaliation against anyone for registering a complaint pursuant to this policy, assisting another in making a complaint, or participating in an investigation under the policy. Anyone experiencing any conduct that he/she believes to be retaliatory should immediately report it to one of the individuals listed under "Complaint Procedure."

Penalties

Harassment, hazing and bullying will not be tolerated in the New Paltz Central School District. If an investigation of any allegation of such conduct shows that the behavior has taken place, the harasser(s) will be subject to disciplinary action.

Regulations, Appeals, Education

Regulations for reporting, investigating, remedying allegations, penalties, appeals, dissemination and education are included in the Administrative Handbook, 3420R.

NOTE: Refer also to Policy #3421 -- [Policy on Sexual Harassment](#)

Adopted: 7/16/08

Revised: 5/20/09, 10/20/10, 4/23/14

2008 3410
Community Relations

SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY

The Board of Education ("Board") is committed to providing a safe and orderly school environment where all participants in the educational process may focus on continuous growth and development. Responsible behavior by students, teachers, other District personnel, parents, guardians, and other visitors is essential to achieving this goal.

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

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly.

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

For purposes of this policy, and the implemented Code of Conduct, school property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

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

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

- a) The role of non-students.
- b) Dress, language and behavior.
- c) Procedures for detention, removal, and suspension of students, including providing for their continued educational programming.
- d) Responses to violations of the code.
- e) Security and safety of all members of the school community.
- f) Disciplining students, students with disabilities, staff and non-staff.
- g) Notifying law enforcement and parents when students commit violations.
- h) Filing PINS (Persons in need of supervision) petitions.
- i) Referring students to juvenile delinquency proceedings.
- j) Referring students to human service agencies.
- k) A "Bill of Rights and Responsibilities" for students which focuses upon positive student behavior.
- l) Guidelines and programs for in-service education programs for all students and District staff members to ensure effective implementation of school policy on school conduct and discipline.
- m) Provide as part of the "signature" form required of parents or guardians, an invitation, with space provided, for comments by students, parents and guardians regarding the code of conduct.

The Code of Conduct may be adopted by the Board of Education only after at least one public hearing that provided for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties. Copies of the Code of Conduct shall be disseminated pursuant to law and Commissioner's Regulation's.

The District's Code of Conduct shall be reviewed on an annual basis, and updated as necessary in accordance with educationally sound practices and with law.

The District shall file a copy of its Code of Conduct and all amendments to the Code with the Commissioner of Education no later than thirty (30) days after their respective adoptions. Education Law Sections 2801 and 3214, Family Court Act Articles 3 and 7, Vehicle and Traffic Law Section 142, 8 New York Code of Rules and Regulations (NYCRR) Section 100.2(1)(2)

NOTE: Refer also to Policy #7310 -- Conduct of Conduct, *District Code of Conduct on School Property*

Adopted 7/16/08

2008 7310
Students

SUBJECT: CODE OF CONDUCT

The Board of Education is committed to providing a safe, supportive, nurturing and fulfilling school environment where all members of the school community can learn and grow socially, emotionally and educationally. In accordance with law, the Board of Education will annually adopt a Code of Conduct. The District's Code of Conduct is applicable to all members of the school community - students, staff and guests - on school property and/or at school functions

By highlighting positive behaviors and recognizing the importance of sustaining students' connections to the classroom and by involving staff, parents and community, we can support the learning process and strengthen school-community-family bonds.

The Code of Conduct shall take a systemic and comprehensive approach to developing a learning environment built on the principles of mutual respect, citizenship, character, tolerance, civility, honesty and integrity.

The Code of Conduct will promote a system-wide school ethos that violence is not acceptable and is not tolerated in our school community.

The Code of Conduct will be based on the principle that everyone has an obligation to respect and protect the rights of others.

The Code of Conduct will focus on prevention and intervention, but will also include a bill of rights and responsibilities for students, penalties for code violations, alternative educational programs appropriate to individual student needs and other elements as required by law.

For purposes of this policy and for the Code of Conduct, the following definitions apply:

- a) "School Property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law Section 142.
- b) "School Function" means any school-sponsored extra-curricular event or activity whether on or off school property.
- c) "School Community" consists of students, parents/guardians, school personnel including administrators, teachers and non-instructional staff, involved members of the community and the Board of Education. All are essential partners in the education of the District's students. All are expected to cooperate and contribute to a safe, orderly, respectful, tolerant and effective educational environment in which children can learn and grow.
- d) "Violence" occurs whenever anyone inflicts or threatens to inflict physical or emotional injury or discomfort upon another person's body feelings, or possessions.

Dress Code

Healthy and respectful attention to personal cleanliness and dress is expected. The Code of Conduct shall provide direction as may be necessary to assure that dress does not adversely impact on the educational environment and well-being of others. While all members of the school community are responsible for compliance with the dress code, adults should exemplify and reinforce acceptable dress as role models for students.

The school administration may require students and teachers participating in specialized classes (i.e., physical education) to wear certain types of clothing, but they may not prescribe a specific brand.

Annual Review and Public Comment

The Board of Education will review, and when necessary, update the Code of Conduct annually. To fulfill, in part, the Board's legal responsibility to assess whether the code has been effective and whether it has been applied fairly and consistently, the Code of Conduct will be disseminated to students, staff and parents at the beginning of the school year or upon the registration of a student or hiring of staff. In each instance an invitation to comment on the Code of Conduct shall be included on the acknowledgement form to be returned to the District.

The Board welcomes comment, advice, and research on the topic of school safety throughout the year. Each year before the Board adopts the Code of Conduct for the ensuing year, at least one public hearing shall be held for the purposes of seeking input from the school community.

Education Law Sections 2801 and 3214, 8 New York Code of Rules and Regulations (NYCRR) Section 100.2(l)(2)

NOTE: Refer also to Policy #3410 -- Code of Conduct on School Property, *District Code of Conduct on School Property*

Adopted: 7/16/08

2008 3230
Community Relations

SUBJECT: COMPLAINTS AND GRIEVANCES

Complaints by students, employees and member of the school community regarding any facet of school operation often can be handled most satisfactorily when addressed directly to the person(s) involved. If appropriate, given the circumstances of a situation, the Board of Education encourages individuals to first seek to understand each other through dialog as a means to resolve complaints and grievances. If the matter cannot be resolved at the individual level, complaints should be made in accordance with standards below identified. All members of the school community have the right to participate in the educational environment as lifelong learners and each has the responsibility to abide by the policies and regulations of the District. Each shall also be afforded opportunity to present complaints and grievances free from interference, coercion, restraint, discrimination or reprisal.

Complaints and Grievances Coordinator

To ensure compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA), the Board of Education delegates to the Superintendent the responsibility to recommend, for Board approval, a District employee as the Title IX/Section 504/ADA Coordinator; and regulations and procedures shall be implemented to resolve complaints of discrimination based on sex or disability. Prior to the beginning of each school year, the District shall issue an appropriate public announcement which advises students, parents/guardians, employees and the general public of the District's established grievance procedures for resolving complaints of discrimination based on sex or disability. Included in such announcement will be the name, address and telephone number of the Title IX/Section 504/ADA Coordinator. The Title IX/Section 504/ADA Coordinator shall also be responsible for handling complaints and grievances regarding discrimination based on race, color, creed, religion, national origin, political affiliation, sexual orientation, age, military status, or marital status.

Complaints by Students

If the matter cannot be resolved at the individual level, students are encouraged to speak with the supervisory administrator (i.e., Building Principal, School Nurse, Athletic Director, etc) **OR** any adult whom they trust. Such adult shall bring the matter to the attention of proper individuals as identified herein.

Complaints by Employees

Complaints or grievances not covered under employee contracts shall be handled and resolved, whenever possible, as close to their origin as possible. The Superintendent is responsible for implementing regulations for the redress of complaints or grievances through proper administrative channels. In accordance with provisions of General Municipal Law and the collective bargaining agreements, all District personnel shall have the opportunity to present their complaints or grievances free from interference, coercion, restraint, discrimination, or reprisal. The District shall provide at least two (2) procedural stages and an appellate stage for the settlement of any grievance.

Complaints by Members of the School Community

If the complaint and related concerns are not resolved at the individual level to the satisfaction of the complainant, the complainant is encouraged to speak with the supervisory administrator (i.e. Building Principal, School Nurse, Athletic Nurse, Athletic Director, etc.).

Unresolved Complaints

Notwithstanding any overriding contractual requirements and/or legal/regulatory obligations, complaints and related concerns not resolved at the individual or supervisory level may be carried to the Superintendent of Schools and/or one of his/her assistants. The Superintendent may require the statement of the complainant in writing.

Unresolved complaints at the Superintendent level must be reported to the Board of Education by the Superintendent. The Board of Education reserves the right to require prior written reports from appropriate parties. The Board will then consider the concern/complaint and dispose of the matter according to its judgment.

Title VI of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000d et. seq. ,Prohibits discrimination on the basis of race, color or national origin. Title VII of the Civil Rights Act of 1964, 42 United States Code (USC) Section 2000e et. seq., Prohibits discrimination on the basis of race, color, religion, sex or national origin. Title IX of the Education Amendments of 1972, 20 United Sates Code (USC) Section 1681 et. seq. ,Prohibits discrimination on the basis of sex. Civil Rights Law Section 40-c Prohibits discrimination on the basis of race, creed, color, national origin, sex, marital status, sexual orientation or disability. Executive Law Section 290 et. seq. Prohibits discrimination on the basis of age, race, creed, color, national origin, sex, sexual orientation, disability, military status, or marital status.

NOTE: Refer also to Policies #3421 -- Policy on Sexual Harassment

Adopted: 7/16/08

Revised: 12/3/08

2008 3231
Community Relations

SUBJECT: AMERICANS WITH DISABILITIES ACT (ADA)/SECTION 504 REHABILITATION ACT

The Board recognizes that qualified individuals with disabilities, with records of disabilities, as well as those regarded as having disabilities, are entitled to enjoy equal access to School District programs and activities. It is the policy of the School District to comply with the requirements of Section 504 of the Rehabilitation Act of 1973 (29 USC Section 794) [hereinafter "Section 504], the Americans with Disabilities Act [hereinafter "ADA"] and their implementing regulations (34 CFR Part 104) in affording the rights and benefits called for in accordance with the law.

The Board hereby designates the Director of Pupil Personnel Services as the responsible person {or you can call the individual the Compliance Officer or Complaint Officer) to coordinate compliance efforts under the law, and regulations cited above. Said Responsible Person shall cause notices to be issued periodically, but at least twice each school year, stating that the School District does not discriminate on the basis of disability, as set forth in Section 504 and Title II of ADA, and provides equal access to programs and activities of the School District to qualified individuals with disabilities. The notice shall also state the name or office title of the employee designated by the Board to serve as the Responsible Person. Such notice shall be posted conspicuously in each school building, in student handbooks and publications issued to parents, if any. The School District shall conduct and/or maintain evidence of a previously conducted self-evaluation, as prescribed in the regulations (34 CFR Part 104.6[6]).

Due Process Procedure

In the event that a qualified individual with a disability believes that there has been a violation of this Policy, Section 504, Title II of the ADA or the regulations (34 CFR Section 194) affecting his/her rights, such grievance may be placed in writing and investigated by the School District's Responsible Person who shall report his/her findings within twenty (20) days to the grievant, referencing a personal interview where appropriate. In the event of a finding of one or more violations, the report will be forwarded to the Board for its consideration and action.

If the qualified individual with a disability is not satisfied, in whole or in part, with the findings of the Responsible Person, an appeal, in writing, shall lie to the Board of Education, who may designate a hearing officer to make findings of fact regarding substantial factual disputes, or shall otherwise rule upon the matter within thirty (30) days of receipt of an appeal. If the qualified individual with a disability is not satisfied with the Board's response, recourse may be had pursuant to procedures available through the New York State Education Department, Office for the Education of Children with Handicapping Conditions, the U.S. Department of Education, or the courts having jurisdiction over such matters.

Notwithstanding the above, where the complaint is in the nature of the identification, evaluation, or educational placement of a student as required by IDEA and/or Article 89 of the Education Law, the Commissioner's Regulations (Part 200.5) shall serve as the due process procedure for challenging alleged violations of Section 504 and its implementing regulations. Persons who file a complaint pursuant to this policy shall not be discriminated against for such filing or for any appeal therefrom.

NOTE: Refer also to Policy #7621 -- Section 504 of the Rehabilitation Act of 1973

Adopted: 7/16/08

2018 6121
Personnel

SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL

The Board of Education recognizes that harassment of employees (including all staff, applicants for employment, both paid and unpaid interns, exempt and non-exempt status, part-time, seasonal, and temporary workers, regardless of immigration status) and certain "non-employees" (which includes contractors, subcontractors, vendors, consultant and other persons providing services pursuant to a contract, or their employees) on the basis of sex, gender, gender presentation, and/or sexual orientation is abusive and illegal behavior that harms targets and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying such harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which employees and "non-employees" can work productively.

Sexual Harassment

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of gender or gender presentation, or self-identified sex, sexual orientation, gender identity, gender expression, and transgender status.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex, when:

- a. submission to that conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - b. submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment;
- or
- c. the conduct has the purpose or effect of unreasonably interfering with an employee's or "non-employee's" work or creating an intimidating, hostile or offensive work environment, even if the complaining individual is not the intended target of the sexual harassment;

Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, or verbal, nonverbal or physical aggression, intimidation or hostility that is based on gender presentation and sexual stereotypes.

Prohibited Conduct

The Board is committed to providing an educational and working environment that promotes respect, dignity, and equality and that is free from all forms of sexual harassment. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events, including those that take place at locations outside the District, or outside the school setting if the harassment impacts the individual's employment in a way that violates their legal rights, including when employees and "non-employees" travel on District business, or when harassment is done by electronic means (including on social media). Sexual harassment is considered a form of employee misconduct.

Retaliation against individuals who complain of sexual harassment or who testify or assist in any investigation or proceeding involving sexual harassment is unlawful. Remedial and/or disciplinary action will be taken against all those who engage in sexual harassment, and against supervisory and managerial personnel who knowingly allow such behavior to continue or engage in retaliation. Sexual harassment may subject the District to liability for harm done to targets. Harassers may also be individually subject to civil liability if sued in a court of law or criminal liability if prosecuted.

Under various state and federal laws, employees and “non-employees” have legal protections against sexual harassment in the school environment as described above. Those laws are listed in the references section. Additionally, local laws (e.g., county, city, town, village) may apply to the District. The District’s Code of Conduct also addresses appropriate behavior in the school environment. Sexual harassment can occur between persons of all ages and genders.

In order for the Board to enforce this policy effectively and to take prompt corrective measures, it is essential that all targets of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The District will promptly investigate all complaints of sexual harassment, whether formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation. If the complainant reports that they feel unsafe at school due to the nature of the complaint, the District will determine if accommodations need to be made until the issue is resolved.

Complaints will be investigated based upon the totality of circumstances noting that not all unacceptable conduct will rise to the level of sexual harassment. Behaviors must be sufficiently severe and/or pervasive (and may even be based upon a single severe incident), and objectively offensive in the context of this policy to give rise to findings of sexual harassment.

Managers and supervisors are required to report any complaint that they receive, or any harassment that they observe to a Title VII Compliance Officer.

If, after appropriate investigation that should be conducted within a 30 calendar day time period, absent exigent circumstances, the District finds that a an employee, “non-employee” or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, contract, District policy and state law. Individual nondisclosure agreements may only be used as permitted by law, described in the accompanying regulation. Mandatory arbitration clauses are prohibited in all District contracts and agreements.

All complainants and those who participate in sexual harassment complaints or the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind, when they do so with a good faith belief that sexual harassment has occurred. Such prohibited retaliation can include, but is not limited to, discipline, discrimination, demotion, denial of privileges, or any action that would keep a person from coming forward to make or support a sexual harassment claim. Such actions need not be job- or education-related, or occur in the workplace or educational environment, to constitute unlawful retaliation.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remediating allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs shall be established annually for employees, to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment.

This policy shall be posted in a prominent place in each District facility, on the District’s website, and shall also be published in staff informational materials, employee handbooks, and other appropriate school publications.

A committee of administrators, teachers, parents and the school attorney shall be convened periodically to review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to the Board of Education.

External Remedies

In addition, targets have the right to register sexual harassment complaints with the U.S. Department of Education's Office for Civil Rights (OCR). The OCR can be contacted at (800) 421-3481, 400 Maryland Avenue SW, Washington, DC 20202-1100, or at <https://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Employee targets also have the right to register complaints with the federal Equal Employment Opportunity Commission (EEOC) and the New York State Division of Human Rights (DHR). The DHR can be contacted at (888) 392-3644, www.dhr.ny.gov/complaint, or at 1 Fordham Plaza, Fourth Floor, Bronx, NY 10458. The EEOC can be contacted at (800) 669-4000, <https://www.eeoc.gov/employees/howtofile.cfm>, info@eeoc.gov, or at 33 Whitehall Street, 5th Floor, New York, NY 10004 or 300 Pearl Street, Suite 450, Buffalo, NY 14202.

Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court, or to contact law enforcement officials if the sexual harassment involves unwanted physical touching,

coerced physical confinement or coerced sex acts, which may constitute a crime. No District contract or collective bargaining agreement entered into after July 11, 2018 may include a binding arbitration clause for sexual harassment requiring arbitration before bringing the matter to court.

Ref:

Education Amendments of 1972, Title IX, 20 U.S.C. §1681 et seq.
Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-e; 34 CFR §100 et seq.
Executive Law §296-d (prohibition of sexual harassment of non-employees)
Labor Law §201-g (required sexual harassment policy and training)
Civil Practice Law and Rules §§5003-b (nondisclosure agreements optional); 7515 (mandatory arbitration prohibited)
General Obligations Law §5-336 (nondisclosure agreements optional)
Davis v. Monroe County Board of Education, 526 U.S. 629, 652 (1999)
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)
Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
Oncale v. Sundowner Offshore Services, Inc., 523 U.S. 75 (1998)
Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Office for Civil Rights Revised Sexual Harassment Guidance (January 19, 2001)
Office for Civil Rights, Dear Colleague Letter: Sexual Harassment Issues (2006)
Office for Civil Rights, Dear Colleague Letter: Bullying (October 26, 2010)

Adopted: 12/12/2018

2008 7530
Students

SUBJECT: CHILD ABUSE AND NEGLECT/MALTREATMENT

Familial Child Abuse

The School District subscribes to all of the provisions of Title 6 - Child Protective Services of the Social Services Law Sections 411-428. Our purpose is to provide protective services to abused and neglected/maltreated children as described by the law, and to make all school personnel within the District aware of our legal responsibilities under this law.

Regulations shall be developed, maintained and disseminated by administration regarding the:

- a) Mandatory reporting of suspected child abuse or neglect/maltreatment;
- b) Reporting procedures and obligations of persons required to report;
- c) Provisions for taking a child into protective custody;
- d) Mandatory reporting of deaths;
- e) Immunity from liability and penalties for failure to report;
- f) Obligations for provision of services and procedures necessary to safeguard the life of a child; and
- g) Provision of information in recognizing signs of unlawful methamphetamine laboratories for all current and new school officials (i.e., "mandated reporters") who, as part of their usual responsibilities, visit children's homes.

Additionally, an ongoing training program for all current and new school officials shall be established and implemented to enable such staff to carry out their reporting responsibilities.

School Officials Required to Report

The definition of a "school official" who is mandated to report cases of child abuse or neglect/maltreatment to the State Central Register (SCR) pursuant to Social Services Law Section 413(1) includes, but is not limited to, school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators or other school personnel required to hold a teaching or administrative license or certificate.

All mandated reporters shall make the report themselves and then immediately notify the Building Principal or his/her designee. The Building Principal or his/her designee shall be responsible for all subsequent administration

necessitated by the report. Any report shall include the name, title and contact information for every staff member who is believed to have direct knowledge of the allegations in the report.

Prohibition of Retaliatory Personnel Action

Social Services Law Section 413(1) also prohibits a school from taking any retaliatory personnel action against an employee because such employee believes that he/she has reasonable cause to suspect that a child is an abused or neglected/maltreated child and that employee makes a report to SCR pursuant to Social Services Law. Further, no school or school official shall impose any conditions, including prior approval or prior notification, upon any staff member specifically designated a mandated reporter.

Pursuant to Labor Law Section 740(1)(e), "retaliatory personnel action" means the discharge, suspension or demotion of an employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Report Form

The Revised May 2007 New York State Office of Children and Family Services "**Report of Suspected Child Abuse or Maltreatment**" Form LDSS-2221A may be accessed at website:<http://www.ocfs.state.ny.us/main/cps/>

Education Law Section 3209-a, Family Court Act Section 1012, Labor Law Section 740(1)(e) Social Services Law Sections 411-428

Child Abuse in an Educational Setting

The School District is committed to the protection of students in educational settings from abuse and maltreatment by employees or volunteers as enumerated in law.

"Child abuse" shall mean any of the following acts committed in an educational setting by an employee or volunteer against a child:

- a) Intentionally or recklessly inflicting physical injury, serious physical injury or death; or
- b) Intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death; or
- c) Any child sexual abuse, defined as conduct prohibited by Penal Law Articles 130 or 263; or
- d) The commission or attempted commission against a child of the crime of disseminating indecent materials to minors pursuant to Penal Law Article 235.

"Educational setting" shall mean the building(s) and grounds of the School District; the vehicles provided by the School District for the transportation of students to and from school buildings, field trips, co-curricular and extracurricular activities both on and off School District grounds; all co-curricular and extracurricular activity sites; and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

In any case where an oral or written allegation is made to a teacher, school's registered professional nurse, school guidance counselor, school psychologist, school social worker, school administrator, school Board member, or other school personnel required to hold a teaching or administrative license or certificate, that a child (defined in the law as a person under the age of twenty-one (21) years enrolled in a school district in this state) has been subjected to child abuse by an employee or volunteer in an educational setting, that person shall upon receipt of such allegation:

- a) Promptly complete a written report of such allegation including the full name of the child alleged to be abused; the name of the child's parent; the identity of the person making the allegation and their relationship to the alleged child victim; the name of the employee or volunteer against whom the allegation was made; and a listing of the specific allegations of child abuse in an educational setting. Such written report shall be completed on a form as prescribed by the Commissioner of Education.
- b) Except where the school administrator is the person receiving such an oral or written allegation, the employee completing the written report must promptly *personally deliver* a copy of that written report to the school administrator of the school in which the child abuse allegedly occurred (subject to the following paragraph).

In any case where it is alleged the child was abused by an employee or volunteer of a school other than a school within the school district of the child's attendance, the report of such allegations shall be promptly forwarded to the Superintendent of Schools of the school district of the child's attendance and the school district where the abuse allegedly occurred.

Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting in accordance with the reporting requirements of the law shall have immunity from civil liability which might otherwise result by reason of such actions.

Upon receipt of a written report alleging child abuse in an educational setting, the school administrator or Superintendent must then determine whether there is "reasonable suspicion" to believe that such an act of child abuse has

occurred. Where there has been a determination as to the existence of such reasonable suspicion, the school administrator or Superintendent must follow the notification/reporting procedures mandated in law and further enumerated in administrative regulations including parental notification. When the school administrator receives a written report, he/she shall promptly provide a copy of such report to the Superintendent.

Where the school administrator or Superintendent has forwarded a written report of child abuse in an educational setting to law enforcement authorities, the Superintendent shall also refer such report to the Commissioner of Education where the employee or volunteer alleged to have committed such an act of child abuse holds a certification or license issued by the State Education Department.

Any school administrator or Superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting, or reasonably and in good faith transmits such a report to a person or agency as required by law, shall have immunity from civil liability which might otherwise result by reason of such actions.

Reports and other written material submitted pursuant to law with regard to allegations of child abuse in an educational setting, and photographs taken concerning such reports that are in the possession of any person legally authorized to receive such information, *shall be confidential and shall not be re-disclosed except* to law enforcement authorities involved in an investigation of child abuse in an educational setting or as expressly authorized by law or pursuant to a court-ordered subpoena. School administrators and the Superintendent shall exercise reasonable care in preventing such unauthorized disclosure.

Additionally, teachers and all other school officials shall be provided an annual written explanation concerning the reporting of child abuse in an educational setting, including the immunity provisions as enumerated in law. Further, the Commissioner of Education shall furnish the District with required information, including rules and regulations for training necessary to implement District/staff responsibilities under the law.

Prohibition of "Silent" (Unreported) Resignations

The Superintendent and other school administrators are prohibited from withholding from law enforcement authorities, the Superintendent or the Commissioner of Education, where appropriate, information concerning allegations of child abuse in an educational setting against an employee or volunteer in exchange for that individual's resignation or voluntary suspension from his/her position.

Superintendents (or a designated administrator) who reasonably and in good faith report to law enforcement officials information regarding allegations of child abuse or a resignation as required pursuant to the law shall have immunity from any liability, civil or criminal, which might otherwise result by reason of such actions.

Education Law Article 23-B and Sections 902(b) and 3028-b, Penal Law Articles 130, 235 and 263, Social Services Law Section 413, 8 New York Code of Rules and Regulations (NYCRR) , Part 83

Adopted: 7/16/08

2008 5420
Non-Instructional/Business
Operations

SUBJECT: CONFLICT OF INTEREST

All elected officers, appointed officers and employees of the School District are subject to the Conflict of Interest provision of Article 18 of the General Municipal Law. That law prohibits certain interests in contracts with the School District and requires the disclosure of certain interests in such contracts.

A *contract* is any claim, account or demand against or an agreement, express or implied, with this School District. A contract also means the designation of a newspaper, including an official newspaper, and the designation of a depository of public funds.

An *interest* is a direct or indirect pecuniary or material benefit as a result of a contract with the school District. Officers and employees of the School District are also deemed to have an interest in a contract of:

- a) His/her spouse, minor children or dependents, except for an employment contract with the School District (e.g., teaching position or civil service position);
- b) A firm, partnership or association of which s/he or his/her spouse, minor child or dependent is a member or employee;
- c) A corporation of which s/he or his/her spouse, minor child or dependent is an officer, director, or employee, or directly owns or controls any stock.

An officer or employee has a ***prohibited interest*** (subject to exceptions listed below) where the officer or employee (his/her spouse, minor child or dependent, where applicable) has an interest and the power or duty to:

- a) Negotiate, prepare, authorize or approve the contract;
- b) Authorize or approve payment under the contract;
- c) Audit bills or claims under the contract; or
- d) Appoint an officer or employee having those powers (e.g., internal claims auditor).

Exceptions to Prohibited Interest and Disclosure Requirement

- a) Where the salary or compensation from the private employment of the officer or employee (his/her spouse, minor child or dependent, where applicable) is not directly affected as a result of the contract and the private employment duties do not include procurement, preparation or performance of the contract. Disclosure of the interest is required;
- b) Where the sole interest involves a contract with a corporation where the officer or employee (his/her spouse, minor child or dependent, where applicable) directly or indirectly owns or controls less than five percent (5%) of the outstanding stock. Disclosure of the interest is not required;
- c) Contracts with membership corporations or other voluntary not-for-profit corporations. Disclosure of the interest is required;
- d) Contracts entered into prior to the time the officer or employee is elected or appointed, but not renewal contracts;
- e) Contracts which aggregate to not more than seven hundred fifty dollars (\$750) in any school year. Disclosure of the interest is not required;
- f) Purchase of real property where the purchase and consideration are approved by order of the Supreme Court. Disclosure of the interest is required;
- g) Acquisition of real property or an interest therein through condemnation proceedings. Disclosure of the interest is required;
- h) Employment of a school physician (by 2/3 vote). Disclosure of the interest is required;
- i) Sale of bonds or note pursuant to Local Finance Law Section 60.10. Disclosure of the interest is required;
- j) Designation of a bank or trust company where the officer or employee (his/her spouse, minor child or dependent, where applicable) is employed, as a depository, paying agent, registration agent or for the investment of funds. This exception does not apply to the School District's chief fiscal officer (Board President), the treasurer or Business Office staff. Otherwise, disclosure of the interest is required.

Disclosure Procedure

An officer or employee who has an interest in any actual or proposed contract with the School District shall immediately disclose the nature and extent of such interest, in writing, to the Board of Education Clerk. The disclosure shall be recorded in the minutes of the next meeting of the Board of Education. Once disclosure is made, no further disclosure shall be required with respect to additional contracts with the same party that maybe entered into during the remainder of the school year.

Exceptions to Interest or Disclosure Requirements

- a) Voting to employ a Board member's spouse as a teacher (requires 2/3 vote) or civil service employee (quorum vote). In neither case is abstention from voting required.
- b) Voting upon collectively Negotiated Agreements governed by the Taylor Law.

Distribution of this Policy

This policy shall be presented and explained to all candidates for the Board of Education, Board members (upon assuming office), to all central office administrators, building administrators, and central office support personnel.

Violation of Conflict of Interest Law

Any contract willfully entered into by or with the School District in which there is a prohibited interest shall be null, void and wholly unenforceable. Any School District officer or employee who willfully and knowingly violates this policy, which embodies Article 18 General Municipal Law, shall be guilty of a misdemeanor (Section 806 General Municipal Law).

Adopted: 7/16/08

SUBJECT: DRUG-FREE WORKPLACE

It shall be the general policy of the Board of Education to affirm that all programs in the District that receive Federal funds shall guarantee that their workplaces are free of controlled substances. "Controlled substance" means a controlled substance in schedules I through V of Section 202 of the Controlled Substances Act (21 USC 812) and as further defined in regulation at 21 Code of Federal Regulations (CFR) Sections 1308.11-1308.15. Workplaces shall also be free from electronic smoking devices. An acknowledgment form shall be signed by the Superintendent indicating that the District is in full compliance with the Drug-Free Workplace Act.

"Workplace" is defined as a school building or other school premises; any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities; off school property during any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the School District.

The Board of Education directs the administration to develop regulations to comply with this policy, and further supports such actions and activities of the administration as shall be required to maintain a drug-free workplace.

Drug-Free Workplace Act

20 United States Code (USC) Section 7101 et seq., 21 United States Code (USC) Section 812

21 Code of Federal Regulations (CFR) Sections 1308.11-1308.15, 34 Code of Federal Regulations (CFR) Part 85

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property, #6150 -- Alcohol, Drugs and Other Substances (School Personnel), #7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students) *District Code of Conduct on School Property*

Adopted: 7/16/08

Revised: 11/19/14

SUBJECT: SMOKING, TOBACCO USE, AND USE OF ELECTRONIC SMOKING DEVICES

School Grounds

Smoking and the use of tobacco and electronic smoking devices is prohibited on school grounds or within 100 feet of the entrances, exits, or outdoor areas of any elementary or secondary schools at any time, except smoking in a residence or within the realty property boundary lines of such residential real property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds, including parking lot contained within the District's legally defined property boundaries as registered in the County Clerk's Office; as well as all District vehicles, including vehicles used to transport children or school personnel. Smoking and tobacco use, as defined in this policy, is also prohibited at any school-sponsored event or activity, whether on or off school grounds. Further, smoking and tobacco use is prohibited within any indoor facility owned or leased or contracted for, and utilized, for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children.

For purposes of this policy, tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, and any other smoking product, and spit/spitless tobacco (smokeless, dip, chew and/or snuff) and any other smoking or tobacco product in any form. Electronic smoking devices, for purposes of this policy are defined as an **electronic cigarette** (e.g., **e-cig** or **e-cigarette**), **personal vaporizer (PV)** or **electronic nicotine delivery system**. These devices are electronic battery-powered vaporizers which produce a mist rather than smoke and produce the feel of tobacco smoking. Electronic smoking devices where a heating element vaporizes a liquid solution known as e-liquid (E-liquids usually contain a mixture of propylene glycol, glycerin, nicotine, and flavorings. Others have similar ingredients but without nicotine) are also prohibited. The only nicotine products that are permitted on school grounds are current FDA-approved smoking cessation products and only in accordance with law.

Posting/Notification of Policy

In compliance with the New York State Clean Indoor Air Act, the District will prominently post its Smoking/Tobacco Use policy and signs prohibiting **all** forms of smoking/tobacco products and use in District buildings and other appropriate locations; and will supply a copy upon request to any current or prospective employee. The District will also designate a school official to tell individuals who smoke or use tobacco where prohibited that they are in violation of the New York State Public Health Law, Education Law, the federal Pro-Children Act of 1994 and District policy.

The District shall also ensure that this policy is communicated to staff, students, parents/guardians, volunteers, and visitors as deemed appropriate in order to orient all persons to the District's "No Smoking/No Tobacco" Policy and environment.

Prohibition of Tobacco Promotional Items/Tobacco Advertising

Tobacco promotional items (e.g., brand names, logos and other identifiers) are prohibited:

- a) On school grounds;
- b) In school vehicles;
- c) At school-sponsored events, whether on or off school premises including in another state;
- d) In school publications;
- e) On clothing, shoes, accessories, gear, and school supplies in accordance with the District Code of Conduct and applicable collective bargaining agreements.

This prohibition of tobacco promotional items shall be implemented in accordance with the Code of Conduct and applicable collective bargaining agreements.

In addition, tobacco advertising is also prohibited in all school-sponsored publications and at all school sponsored events.

Safe and Drug-Free Schools and Communities Act
20 United States Code (USC) Section 7101 et seq.
Pro-Children Act of 2001, as amended by the No Child
Left Behind Act of 2001, 20 United States Code (USC)
Sections 7181-7184
Education Law Sections 409, 2801(1) and 3020-a
Public Health Law Article 13-E

NOTE: Refer also to Policies #3280 -- Community Use of School Facilities, Materials and Equipment
#3410 -- Code of Conduct on School Property
#7310 -- School Conduct and Discipline
#7320 -- Alcohol, Tobacco, Drugs, and Other Substances (Students)
#8210 -- Prevention Instruction
District Code of Conduct on School Property

Adopted: 7/16/08

Revised: 10/20/10, 11/19/14, 12/20/17

2017 6150
Personnel

SUBJECT: ALCOHOL, DRUGS AND OTHER SUBSTANCES (SCHOOL PERSONNEL)

The Board of Education, recognizing that students are often influenced by teachers and other members of a school's staff, impresses upon staff members the importance of maintaining a high level of professionalism appropriate to their position, which, in turn, shall set a positive example for students.

The Board, therefore, prohibits the consumption, sharing and/or selling, use and/or possession of illegal drugs, including prescription drugs for which the employee does not have a prescription, counterfeit and designer drugs or alcoholic beverages in the workplace, or when the effects of such drugs and/or alcohol use may impair an employee's job performance.

Information about drug and alcohol counseling and/or rehabilitation programs shall be made available to employees. Confidentiality shall be ensured as required by state and federal law. Employees who violate this policy will be subject to discipline in accordance with law and any applicable collective bargaining agreement, up to and including termination of employment and referral for prosecution.

The Superintendent/designee shall periodically review the drug and alcohol abuse prevention program to determine its effectiveness and support appropriate modifications, as needed.

Title IV, Park A, Every Student Succeeds Act
20 United States Code (USC) Section 7101 et seq.
Civil Service Law Section 75
Education Law Sections 913, 1711(2)(e), 2508(5) and 3020-a

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property
#7320 -- Alcohol, Tobacco, Drugs and Other Substances (Students)
District Code of Conduct on School Property

Adopted: 7/16/08
Revised: 12/20/17

2021
Personnel 6471

SUBJECT: STAFF COMPUTER NETWORK AND INTERNET ACCEPTABLE USE POLICY (AUP)

The New Paltz Central School District recognizes the value of electronic resources to enhance student learning and the overall operation of our schools. To this end, the District encourages the responsible use of computers, the Network/Internet and other electronic resources to support the mission and vision of the New Paltz Central School District. This policy is designed to protect and provide guidance for our students and staff with access to these resources.

The Network/Internet is provided for students and staff for educational purposes. Access to Network/Internet services will be provided to users who act in accordance with this policy. The smooth operation of the Network/Internet relies upon the responsible conduct of the end users and requires efficient, ethical, and legal utilization of the Network/Internet resources.

Digital Citizenship and Personal Accountability

The New Paltz Central School District advocates for equal digital rights and access for all. Through this process it is imperative that all students and staff understand the importance of being responsible, ethical digital citizens. This includes, but is not limited to:

- (a) Treating all others with respect online;
- (b) Refraining from participating in cyberbullying and report any harassing activities you witness;
- (c) Making appropriate decisions while communicating online through any digital channels;
- (d) Respecting others' digital work. Do not steal or damage anyone's digital property;
- (e) Using network and online tools effectively to empower and enhance your learning experience;
- (f) Limiting screen time and the health risks of technology. Technology is a learning tool, but should not be used exclusively in the learning environment. Maintaining awareness of the physical and psychological risks.

Internet Safety/Managing Your Digital Footprint

In addition to being a good digital citizen, users must also be aware of their own digital footprint. Developing a positive digital footprint is essential. It can be harmful to the user or District's reputation if mismanaged, or in the event a user's account has been compromised. Good management includes, but is not limited to:

- (a) Protecting the user: Users may not give out any personal identifiable information online (name, age, ID numbers, address, etc.);
- (b) Protection of passwords: Passwords are confidential. If a user believes their password has been compromised, it should be changed immediately and an administrator alerted. Each user is responsible for keeping their password secure;
- (c) Privacy on the District network: District email, files, and anything else created and stored on local or cloud-based servers are not private. The network administrator may monitor any account at any time for subject, content, and appropriateness. Users are responsible for their actions on the District network and any violations of this policy will be reported to the school administrator;

- (d) Internet etiquette and social media: Users must follow the District Code of Conduct for guidelines on accepted behaviors both online and in our schools. Each user is responsible for what they say online. Social media platforms or other online programs may not be used to create, send, display, or distribute anti-social, harassing or threatening messages, pictures, icons, avatars, or other media, including that which is defamatory, abusive, obscene, profane, racially offensive, or offensive to human dignity;
- (e) Videos and photographs: No user is permitted to take photos or videos of any staff member or student without their explicit consent;
- (f) Proxy use: Users are not permitted to employ the use of proxies to circumvent the content filtering put in place by the District;
- (g) Refraining from plagiarism and adhering to copyright laws.

Additional Responsibilities

- a) Users may only use the school Network/Internet for educational purposes.
- b) Users are responsible for all material received via the Internet.
- c) Users may NOT:
 1. Attempt to circumvent Network/Internet security measures;
 2. Tamper with or in any way adjust default or teacher-created settings;
 3. Create and/or place a computer virus onto any computer;
 4. Trespass in another user's folder, work, or files;
 5. Share his/her their own ID Password with others;
 6. Log in under another person's user's account;
 7. Reveal personal information about themselves or others on websites, including last names, addresses and/or phone numbers;
 8. Complete and/or submit forms found on websites without permission
 9. Receive or transmit information pertaining to dangerous instrumentalities such as bombs, automatic weapons, or other illicit firearms, weaponry, or explosive devices;
 10. Create, send, display, or receive hate mail, discriminatory or other antisocial remarks, or information which is intended to harass;
 11. Damage, dismantle, detach, or remove computers, computer systems, computer networks, computer mice, printers, scanners, or cameras;
 12. Remove keys from the keyboard;
 13. Disconnect or alter any computer cables;
 14. Intentionally waste limited resources (paper, connect time, student and teacher searching time, ink cartridges, laser jet toner, printer ribbons, data storage devices diskettes discs, storage space, etc.);
 15. Employ the Network/Internet for commercial purposes;
 16. Bring gum, food or drink into computer/electronic equipment areas;
 17. Access the Network to play non-educational games or for other non-academic activities;
 18. Delete, rename, move, copy, any file or its properties, other than their personally owned data files;
 19. Violate the federal copyright laws and/or software license agreements;
 20. Load software or executable files of any kind onto any of the District's computers or network server;
 21. Run or copy executable programs for any drive on any of the District's computers;
 22. Have directories on any stand-alone computers;
 23. Send messages from one computer to another via the LAN or WAN.
- d) Users will have only those access and system rights assigned by the network administrator.
- e) Users will be responsible for any cost to the District due to user negligence or misuse.

Users must also conform to any additional site restrictions that may be in effect. All Board policies and school regulations apply to the use of the Network/Internet.

Consequences

It is the user's responsibility to abide by the rules set forth in this policy. Violations will result in the user's account being removed from the Network/Internet for a period of one week, one month, one semester, or one year depending on the gravity of the offense.

Depending on the gravity of the offense, other administrative and/or legal action may occur.

Attempts to log in to the system as a system administrator will result in immediate cancellation of user privileges.

The network administrator, school administrators, Superintendent, and/or the School Board may request specific accounts to be denied, revoked, or suspended.

Adopted: 7/16/08

Revised: 11/19/14, 4/24/19, 5/5/21

2012 8271
Instruction

**SUBJECT: CHILDREN'S INTERNET PROTECTION ACT: INTERNET CONTENT
FILTERING/SAFETY POLICY**

In compliance with the Children's Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access by both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. The District will provide for the education of students regarding appropriate online behavior including interacting with other individuals on social networking websites and regarding cyberbullying awareness and response. Further, appropriate monitoring of online activities of minors, as determined by the building/program supervisor, will also be enforced to ensure the safety of students when accessing the Internet.

Further, the Board of Education's decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the schools including the selection of appropriate teaching/instructional materials and activities to enhance the schools' programs; and to help ensure the safety of personnel and students while online.

However, no filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.

In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web *may* include, but shall not be limited to, the following guidelines:

- a) Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of e-mail, and social networking websites, may be blocked as deemed necessary to ensure the safety of such students;
- b) Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
- c) In compliance with this Internet Safety Policy as well as the District's Responsible Use Policy, unauthorized access (including so-called "hacking") and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
- d) Appropriate supervision and notification to minors regarding the prohibition as to unauthorized disclosure, use and dissemination of personal identification information regarding such students.

The determination of what is "inappropriate" for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measure," "sexual act," and "sexual contact" will be as defined in accordance with CIPA and other applicable laws/regulations as may be appropriate and implemented pursuant to the District's educational mission.

Under certain specified circumstances, the blocking or filtering technology measure(s) may be disabled for adults engaged in bona fide research or other lawful purposes. The power to disable can only be exercised by an administrator, supervisor, or other person authorized by the School District.

The School District shall provide certification, pursuant to the requirements of CIPA, to document the District's adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.

Internet Safety Instruction

In accordance with New York State Education Law, the School District may provide, to students in grades K through 12, instruction designed to promote the proper and safe use of the Internet. The Commissioner shall provide technical assistance to assist in the development of curricula for such course of study which shall be age appropriate and developed according to the needs and abilities of students at successive grade levels in order to provide awareness, skills, information and support to aid in the safe usage of the Internet.

Under the *Protecting Children in the 21st Century Act*, students will also be educated on appropriate interactions with other individuals on social networking websites and cyberbullying awareness and response.

The District shall also provide age appropriate instruction to students regarding appropriate online behavior including but not limited to interacting on social networks, websites and instant messaging, and cyberbullying awareness and response. Such instruction will be provided even if the District prohibits students from accessing social networking sites and instant messaging on District technology.

Access to Inappropriate Content/Material and Use of Personal Technology or Electronic Devices

Despite the existence of District policy, regulations and guidelines, it is impossible to completely prevent access to content or material that may be considered inappropriate for students. Students may have the ability to access such content or material from their home, other locations off school premises and/or with a student's own personal technology or electronic device on school grounds or at school events.

The District is not responsible for inappropriate content or material accessed via a student's own personal technology or electronic device or via an unfiltered Internet connection received through a student's own personal technology or electronic device.

Student use of the District's computer system (DCS) is conditioned upon written agreement by all students and their parents/guardians that student use of the DCS will conform to the requirements of this policy and any regulations adopted to ensure responsible use of the DCS. All such agreements shall be kept on file in the District Office.

Notification/Authorization

The District's Responsible Use Policy and accompanying Regulations will be disseminated to parents and students in order to provide notice of the school's requirements, expectations, and student's obligations when accessing the Internet.

The District's Internet Safety/Internet Content Filtering Policy must be made available to the FCC upon request.

Furthermore, appropriate actions will be taken to ensure the ready availability to the public of this policy as well as any other District policies relating to the use of technology.

47 United States Code (USC) Sections 254(h) and 254(l), 47 Code of Federal Regulations (CFR) Part 54

Education Law Section 814, NOTE: Refer also to Policy #7315 -- Student Use of Computerized Information Resources (Responsible Use Policy) *District Code of Conduct on School Property*

Adopted: 7/16/08

Revised: 2/01/12, 7/11/12, 12/19/12

2010
Personnel 6551

SUBJECT: FAMILY AND MEDICAL LEAVE ACT

The Board of Education, in accordance with the Family and Medical Leave Act of 1993 (as amended) (FMLA), gives "eligible" employees of the District the right to take unpaid leave for a period of up to twelve (12) workweeks in a twelve-month period as determined by the District. The District designates a twelve (12) month period measured forward from the date of the employee's first FMLA leave usage as the applicable twelve-month period.

Employees are "eligible" if they have been employed by the District for at least twelve (12) months and for at least 1,250 hours of service during the previous twelve-month period. Full-time teachers are deemed to meet the 1,250 hour test. However, a break in employment for military service (i.e., call to active duty) will not interrupt the twelve (12) month/1,250 hours of employment requirement and should be counted toward fulfilling this prerequisite. The law covers both full-time and part-time employees. Qualified employees may be granted leave for one (1) or more of the following reasons:

- a) The birth of a child and care for the infant;
- b) Adoption of a child and care for the infant;
- c) The placement with the employee of a child in foster care;
- d) To care for a spouse, child or parent who has a "serious health condition" as defined by the FMLA; and/or

e) A "serious health condition" of the employee, as defined by the FMLA, that prevents the employee from performing his/her job. A "serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves inpatient care or continuing treatment by a health care provider that renders the employee incapacitated for more than three (3) consecutive calendar days and where the employee is required to see the health care provider at least twice. A "serious health condition" is also defined as any period of incapacity related to pregnancy or for prenatal care.

Medical Treatment for Serious Health Conditions

The first visit to a health care provider for an employee claiming a "serious health condition" under FMLA must occur within seven (7) days of the aforementioned incapacity with the second required visit occurring within thirty (30) of the incapacitating event. If the employee claiming FMLA under the "serious health condition" rationale is sustaining continuous treatment, their first visit to a health care provider must take place within seven (7) days of the claimed incapacitating event. Chronic "serious health conditions" require periodic visits; the employee must see a health care provider a minimum of two (2) times per year.

Implementation/Benefits/Medical Certification

At the District's or employee's option, certain types of paid leave may be substituted for unpaid leave. An employee on FMLA leave is entitled to have health benefits maintained while on leave. If an employee was paying all or part of the premium payments prior to leave, the employee will continue to pay his/her share during the leave period. In most instances, an employee has a right to return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave.

The District has a right to thirty (30) days advance written notice of the FMLA leave from the employee where practicable. In addition, the District may require an employee to submit certification from a health care provider to substantiate that the leave is due to the "serious health condition" of the employee or the employee's immediate family member. Under no circumstance should the employee's direct supervisor or a human resource professional contact any health care provider regarding the employee's condition without the employee's written consent; all contact in this manner must be made by a health care provider (employed at the District such as the School Physician), or the designated leave administrator. If the medical certification requested by the employer is found to be deficient, the District must indicate where the errors are, in writing, and give the employee seven (7) days to provide corrected materials to cure any deficiency prior to any action being taken.

Military Family Leave Entitlements

A. Military Caregiver Leave

An eligible employee who is the spouse, son, daughter, parent, or next of kin (defined as the nearest blood relative of that individual) of a "covered service member" (the Armed Forces including a member of the National Guard or Reserves) who is recovering from a serious illness or injury sustained in the line of duty while on active duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the service member. This military caregiver leave is available during a single 12-month period during which an eligible employee is entitled to a combined total of 26 weeks of all types of FMLA leave. Military Caregiver Leave may be combined with other forms of FMLA-related leave providing a combined total of twenty-six (26) weeks of possible leave for any single twelve (12) month period; however, the other form of FMLA leave when combined cannot exceed twelve (12) of the twenty-six (26) weeks of combined leave. Military Caregiver Leave has a set "clock" for calculating the twelve (12) month period for when FMLA leave begins and tolling starts at the first day of leave taken.

B. "Qualifying Exigency" Leave/Call to Active Duty

An "eligible" employee is entitled to FMLA leave because of "a qualifying exigency" arising out of circumstances where the spouse, son, daughter, or parent of the employee is serving in either the National Guard or the Reserves and is on active duty during a war or national emergency called for by the President of the United States or Congress, or has been notified of an impending call to active duty status, in support of a contingency operation.

A "qualifying exigency" related to families of the Army National Guard of the United States, Army Reserve, Navy Reserve, Marine Corps Reserve, Air National Guard of the United States, Air Force Reserve and Coast Guard Reserve personnel on (or called to) active duty to take FMLA protected leave to manage their affairs is defined as any one of the following reasons:

- a) Short-notice deployment;
- b) Military events and related activities;
- c) Childcare and school activities;
- d) Financial and legal arrangements;
- e) Counseling;
- f) Rest and recuperation;
- g) Post-deployment activities; and
- h) Any additional activities where the employer and employee agree to the leave.

In any case in which the necessity for leave due to a qualifying exigency is foreseeable, the employee shall provide such notice to the employer as is reasonable and practicable. This military-related leave is for up to twelve (12) weeks during a single 12-month period.

Special Provisions for School District Employees

An instructional employee is an employee whose principal function is to teach and instruct students in a class, a small group, or an individual setting (e.g., teachers, certain teaching assistants, coaches, and special education assistants, etc.). The following employees are not considered instructional employees: guidance counselors, school psychologists, social workers, curriculum specialists, non-instructional personnel and certain teaching assistants or aides, unless their principal job is actually teaching or instructing. Periods of one or more weeks when school is closed and employees are not expected to report to work do not count toward FMLA leave. Examples include school recesses (e.g., winter recess, spring recess), summer vacation, or closings for maintenance and repairs. However, when a particular holiday falls during a week taken as FMLA leave, the entire week is counted as FMLA leave.

Intermittent Leave Taken By Instructional Employees

FMLA leave that is taken at the end of the school year and resumes at the beginning of the next school year is not regarded as intermittent leave but rather continuous leave. The period in the interim (i.e., summer vacation) is not counted as part of FMLA leave and the employee must continue to receive any benefits that are customarily given over the summer break.

Intermittent leave is defined as leave that is taken in separate blocks of time, rather than continuously, broken down to units upon the same basis as the breakdown employed for sick leave use (e.g., for medical appointments, chemotherapy, radiation, physical therapy for severe arthritis and dialysis). Intermittent leave must meet certain criteria. If the instructional employee requesting intermittent leave will be on that leave for more than twenty percent (20%) of the number of working days during the period for which the leave would extend, the following criteria may be required by the employer:

- a) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

Appropriate notice from the employee for foreseeable FMLA leave (30 days advance written notice) still applies and all employees must be returned to an equivalent position within the school district. Additional work-related certifications, requirements and/or training may not be required of the employee as a condition of their return to work.

There is no legal entitlement to intermittent leave for the purposes of child care, foster care and adoption.

Leave Taken by Instructional Employees Near the End of the Instructional Year

There are special requirements for instructional employees taking leave close to the end of a term.

- 1) If the instructional employee is taking leave more than five (5) weeks prior to the end of the term, the District may require that the employee take the leave until the end of the term if the leave lasts more than three (3) weeks and the employee was scheduled to return prior to three (3) weeks before the end of the term.
- 2) If the instructional employee is taking leave less than five (5) weeks prior to the end of the term for any of the FMLA-related reasons except qualifying exigency, the District may require that the employee remain out for the rest of the term if the leave lasts more than two (2) weeks and the employee would return to work during the two (2) week period at the end of the instructional term.
- 3) If the instructional employee begins taking leave during the three (3) weeks prior to the end of the term for any reason except qualifying exigency, the District may require that the employee continue leave until the end of the term if the leave is scheduled to last more than five (5) working days.

If FMLA leave is extended at the employer's option, the extension is considered to be FMLA leave time as well, including health benefits and restoration rights; however, such time will not be charged against the employee as FMLA leave because it was the employer who requested that the leave extend until the end of the term.

FMLA Notice

A notice which explains the FMLA's provisions and provides information concerning the procedures for filing complaints of violations of the FMLA shall be posted in each school building and a notice of an employee's FMLA rights and responsibilities shall be provided to employees with the required annual notices or furnished to each new employee within five days from the date of hire.

Family and Medical Leave Act of 1993 (as amended), Public Law 103-3 , National Defense Authorization Act of 2008, Public Law 110-181 , 10 United States Code (USC) 101(a) (13) , 29 Code of Federal Regulations (CFR) Part 825

NOTE: Refer also to Policy #6552 - Uniformed Services Employment and Reemployment Rights Act (USERRA)/Military Leaves of Absence.

Adopted 11/17/10

2008 5681
Non-Instructional/Business
Operations

SUBJECT: SCHOOL SAFETY PLANS

The District-wide and building-level school safety plans have been adopted by the School Board only after at least one (1) public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. Each plan shall be reviewed by the appropriate school safety team on at least an annual basis, updated as needed by July 1 and recommended to

the Board of Education for approval. These plans will be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of schools and the School District with local and county resources in the event of such incidents or emergencies.

District-Wide School Safety Plan

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

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

Building-Level School Safety Plans

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

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

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

Filing/Disclosure Requirements

The District shall file a copy of its comprehensive District-wide school safety plan and any amendments thereto with the Commissioner of Education no later than thirty (30) days after their adoption. A copy of each building-level school safety plan and any amendments thereto shall be filed with the appropriate local law enforcement agency and with the state police within thirty (30) days of its adoption. Building-level emergency response plans shall be confidential and shall **not** be subject to disclosure under the Freedom of Information Law or any other provision of law.

Homeland Security Presidential Directives - HSPD-5, HSPD-8, Homeland Security Act of 2002, 6 United States Code (USC) Section 101, Education Law Section 2801-a, Public Officers Law Article 6, 8 New York Code of Rules and Regulations (NYCRR) Section 155.17.

Adopted: 7/16/08

2008 5680
Non-Instructional/Business Operations

SUBJECT: SAFETY AND SECURITY

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

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

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

Student Safety

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

The District shall disseminate this policy to all employees in order to ensure staff awareness.

Occupational Safety and Health Administration (OSHA), 29 Code of Federal Regulations (CFR) Section 1910.1200, Labor Law Sections 27-a and 879, 12 New York Code of Rules and Regulations (NYCRR), Part 820, Article 28

NOTE: Refer also to Policies #5681 -- School Safety Plans, #5685 -- Hazardous Materials.
Adopted: 7/16/08

2012 5685
Non-Instructional/Business Operations

SUBJECT: HAZARDOUS MATERIALS

The Board of Education of the New Paltz Central School District hereby declares that it is the policy of this School District to provide a safe and secure environment to all those persons, students, staff and visitors, who lawfully enter upon District property or who travel in District vehicles for the purposes of the District. The Board, therefore, directs the Superintendent of Schools and all District personnel to comply with the following safety and health laws and regulations:

Hazard Communication Standard

The Superintendent will direct appropriate personnel (e.g., Director of Facilities and Operations or Director of Buildings and Grounds) to develop and oversee a written hazard communications program, which will include the following:

- a) Acquisition, maintenance and review of Material Safety Data Sheets (MSDS's) for all known hazardous materials on District property;
- b) Compilation of a hazardous materials inventory;
- c) Employee training in hazardous materials management and protection;
- d) Recording of all incidents involving exposure to known hazardous materials. Records of employees who have been exposed to known hazardous enforceable exposure standards shall be kept for 40 years; and
- e) Establishing procedures to maintain confidentiality of trade secret information.

It is the responsibility of the entire school community, including staff and students, to report any unsafe building or equipment conditions to a Building Administrator or Superintendent of Schools as soon as possible. In addition, designated administrators will provide notice of hazardous materials within 72 hours of an employee request.

All personnel shall be provided with applicable training to comply with the New York State "Right-to-Know" Law and the Hazard Communication Standard.

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

Rules and regulations will be developed to insure District implementation of this policy.

The New Paltz Central School District recognizes its duty of ensuring the safety and welfare of all employees, students and visitors taking part in scientific laboratory activities. The Board of Education directs the Superintendent of Schools to develop regulations that meet or exceed the minimum standards required by the federal and state government, including a written program to provide direction for the safe use of any hazardous chemicals used in laboratories as part of the school curriculum or academic program and protection against occupational exposure to hazardous chemicals.

Safe Use of Hazardous Chemicals

All participants in any hazardous laboratory activity must wear an eye safety device and all schools must provide safe storage and protection of all chemicals and prepare annual inventory reports.

Pest/Pesticide Management Plan

Structural and landscape pests can pose significant problems for people and property. Weeds and infestations can destroy playing fields and playgrounds and more importantly, cause severe allergic reactions. Pesticides can pose risks to people, property, and the environment. It is therefore the policy of the School District to incorporate Integrated Pest Management (IPM) procedures for control of weeds, structural and landscape pests. The objective of this program is to provide necessary pest control while using the least toxic approach to all pests, weeds and infestations.

The District will manage weeds and pests to:

- a) Reduce any potential human health hazard or threat to public safety.
- b) Prevent loss or damage to school structures or property.
- c) Prevent pests from spreading into the community, or to plant and animal populations beyond the site.
- d) Enhance the quality of life for students, staff, and others.

Integrated Pest Management (IPM) Coordinator

An IPM Coordinator will be appointed by the Superintendent of schools. The Coordinator will be responsible for implementing the IPM policy and plan. The coordinator's responsibilities will include the following:

- a) Recording all pest sightings by school staff and students.
- b) Recording all pesticide use and utilizing the least toxic approach.

- c) Meeting with a local pest control expert, such as a pesticide contractor to share information on what pest problems are present in the school.
- d) Assuring that all of the expert's recommendations on maintenance and sanitation are carried out where feasible.
- e) Assuring that pesticide use is done when school is not in session or when the area can be completely secured against access by school staff and students for a standard seventy-two (72) hours, or as required by the pesticide being used.
- f) Evaluating the school's progress in the IPM plan.
- g) Notifying parents, staff and neighbors of any applications of pesticides forty-eight (48) hours before they occur. The IPM Coordinator will serve as the District's Pesticide Representative.

Pesticide Use on Common Areas

Pesticides will not be used on playgrounds, turf, athletic or playing fields, and all lawn areas of the schools, except in an emergency that threatens public health, as determined by the Board of Education. In these common areas where children gather and play, pesticide alternatives will be used whenever possible and effective. The prohibition does not apply to indoor use or the application to building structures.

An exception may be made for emergency applications of pesticide only when approved in advance by the School Board. The Board may consult with the local Health Department on public health related emergency determinations. They may also consult with the Department of Environmental Conservation (DEC) for environmental emergency determinations. Emergency determinations should only be sought for one-time pesticide application in a specific situation, which presents a true emergency. The guidance document from DEC provides clarification on emergency determinations. It can be found at

http://www.dec.ny.gov/docs/materials_minerals_pdf/guidancech85.pdf

Some types of pesticides and alternatives, those deemed safe in federal regulation, may be allowable on playing fields and playgrounds in certain circumstances. The District will develop regulations governing the use of pesticides and their alternatives on school grounds.

Fertilizer Use

New requirements and restrictions regarding the use of phosphorus fertilizers on school grounds have been developed. Chapter 205 of the Laws of 2010 dictates the requirements which must be adhered to regarding grounds maintenance starting on January 1, 2012.

- a) Fertilizer use is prohibited between December 1 and April 1 annually.
- b) The use of fertilizers is prohibited within twenty (20) feet of any surface water except:
 1. Where a continuous natural vegetation buffer, at least ten (10) feet wide, separates lawn and water.
 2. Where a spreader guard, deflector shield or drop spreader is used, then the application may not occur within three feet of any surface water.
- c) The use of phosphorus fertilizers are prohibited on lawns or other non-agricultural turf with the following exceptions:
(Continued)
 1. The use of phosphorus fertilizers are needed to establish a new lawn; or
 2. A soil test shows that phosphorus fertilizers are needed for growth.
- d) Fertilizer cannot be used on any impervious surfaces and if such an application occurs, it must be cleaned immediately and legally applied or placed in an appropriate container.

Notification

The District's IPM Coordinator or designated Pesticide Representative will give prior written notice of all pesticide applications to anyone who has asked to receive such notice. The District will also notify parents, students and staff of periodic pesticide applications. The District will maintain a list of those people who wish to receive forty-eight (48) hour notice before pesticide applications and will ensure that a system is developed to deliver such notice in a timely fashion to all affected. The notification system may be by mail or email, and will ensure that a back-up method is available to notify those for whom the regular system is unworkable. The name and contact information for the District Pesticide Representative will be made available to all requesting it.

Sample forms for forty-eight (48) hour prior notification can be obtained at:

http://www.emsc.nysed.gov/facplan/documents/PesticideNeighborNotificationGuidelineforSchools_091001.pdf

The District must also provide additional written notification to all parents and staff three (3) times per year to inform them of any pesticide applications that have occurred: within ten (10) days of the end of the school year, within two (2) school days of the end of winter recess and within two (2) days of the end of spring recess.

Recordkeeping

Records of pesticide use will be maintained on site for three (3) years. Records will be completed on the day of pesticide use. In addition, pest surveillance records will be maintained to help verify the need for pesticide treatments. Annual reports of any applications must be sent to DEC.

New York State Labor Law, Article 28, 12 New York Code of Rules and Regulations (NYCRR) , Part 820, and NYCRR Part 155.4(d)(2) , Occupational Safety and Health Administration (OSHA) , 29 Code of Federal Regulations (CFR) 1910.1200 40 Code of Federal Regulations (CFR) Part 152.25, 7 United States Code Section 136(mm), 136q(h)(2) (FIFRA)New York State Education Law Section 409-h , Education Law Sections 409-k, 409-h , Environmental Conservation Law Sections 17-2103, 33-0303

Adopted: 07/16/08
Revised: 07/11/12, 12/19/12

2008 5690
Non-Instructional/Business Operations

SUBJECT: EXPOSURE CONTROL PROGRAM

The District shall establish an exposure control program designed to prevent and control exposure to blood borne pathogens. According to the New York State Department of Labor's Division of Safety and Health and Occupational Safety and Health Administration (OSHA) standards, the program shall consist of:

- a) Guidelines for maintaining a safe, healthy school environment to be followed by staff and students alike.
- b) Written standard operating procedures for blood/body fluid clean-up.
- c) Appropriate staff education/training.
- d) Evaluation of training objectives.
- e) Documentation of training and any incident of exposure to blood/body fluids.
- f) A program of medical management to prevent or reduce the risk of pathogens, specifically hepatitis B and Human Immunodeficiency Virus (HIV).
- g) Written procedures for the disposal of medical waste.
- h) Provision of protective materials and equipment for all employees who perform job-related tasks involving exposure or potential exposure to blood, body fluids or tissues.

29 Code of Federal Regulations (CFR) Section 1910.10:30

Adopted: 7/16/08

2016 5683
Non-Instructional/Business Operations

SUBJECT: EMERGENCY DRILLS

Fire (Evacuation) Drills

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

Fire drills shall be held at least eight (8) times in each school year; eight (8) of these shall be held between September 1 and December 31. At least one-third (1/3) of all such required drills shall be through use of the fire escapes on buildings where fire escapes are provided. At least one (1) of the eight (8) drills shall be held during each of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a student's lunch period.

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

After-School Programs

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

Lock-Down Drills

Lock-down drills shall provide instruction for and training of students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is for schools to practice their ability to put the building into a protective posture as quickly as possible, including clearance of hallways, locking of doors and staff and students taking positions out of sight.

Lock-down drills shall be held at least four (4) times throughout the school year.

Evacuation or Shelter in Place

Bomb Threats

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

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

Police Notification and Investigation

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

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

Implementation

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

Bus Emergency Drills

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

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

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

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

Instruction on Use of Seat Belts

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

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

Education Law Sections 807, 2801-a and 3623 Penal Law Sections 240.55, 240.60 and 240.62, 8 New York Code of Rules and Regulations (NYCRR) Sections 155.17, 156.3(f), 156.3(g) and 156.3(h)(2),

Adopted 7/16/08
Revised. 10/19/16

2008 5686

Non-Instructional/Business
Operations

SUBJECT: ANTHRAX AND OTHER BIOLOGICAL TERRORISM: PREVENTION PROTOCOLS/PROTOCOLS FOR MAIL HANDLING

The School District shall assess and review their protocols for handling mail or packages. Common sense and care should be used in inspecting and opening mail or packages. Whenever feasible, the opening of mail should be limited to one (1) individual staff member in an area that is separate from other accessible areas within the school building, including the Main Office.

Additionally, precautions will be taken for those staff members responsible for handling letters or packages such as making available protective gloves to be worn when handling mail and providing appropriate training and protocols for the handling of mail and identifying suspicious envelopes or packages.

The building administrator should limit the area and persons exposed to the threat. Immediately after identifying the threat, the building administrator/designee shall notify the Superintendent/designee, dial 911 and/or the local law enforcement authorities according to the procedures identified in the applicable School Safety Plan (whether District-wide or building-level plans). The local Federal Bureau of Investigation (FBI) field office and the county health department will also be notified, if not otherwise provided for in the applicable School Safety Plan.

As far as possible, the school will attempt to limit the area and the persons exposed to the threat and will not allow anyone other than qualified emergency personnel to enter. Custodial and maintenance personnel will follow established procedures for quickly shutting down the building(s) heating/air conditioning/and ventilation systems if possible and as may be deemed necessary.

Furthermore, the building administrator/designee shall, as soon as possible, make a list of all persons who have been identified as having actual contact with the powder or other suspicious element, such as anthrax, for investigating authorities.

Administration shall review and revise, as appropriate, their school safety plans; and provide information regarding applicable safety prevention and response procedures to all staff.

All threats to school buildings and/or its occupants shall be treated seriously. All threats shall be treated as criminal actions and measures shall be taken to preserve the evidence.

Adopted: 7/16/08

2020
Students

7250

SUBJECT: STUDENT PRIVACY PROTECTION UNDER ESSA AND PPRA AND FERPA

In compliance with the Protection of Pupil Rights Amendment (PPRA), the Every Student Succeeds Act (ESSA) the Family Educational Rights and Privacy Act (FERPA) and any and all other such state and federal mandates concerning student privacy, the School District is committed to protecting the rights and privacy interests of parents/guardians and students to the fullest extent possible.

The Superintendent of Schools is charged with administering such mandates in a manner that achieves compliance while fully empowering parents/guardians and students to protect their privacy and in a manner least disruptive or burdensome to effective administration of District schools.

Military Recruitment and Institutions of Higher Education

Pursuant to mandates of the Every Student Succeeds Act (ESSA), the School District is required, under penalty of losing federal aid, to disclose to Military Recruiters and institutions of higher learning, upon request, the names, addresses, and telephone numbers of high school students. The mandate requires the District to notify parents of their right and the right of their child to request that the District not release such information without prior written consent.

It is the objective of the Board of Education to ensure that the parents and students fully understand the responsibility placed upon them to affirmatively act, in a timely fashion, to protect their right to privacy, if they so choose.

The Superintendent of Schools is charged with the responsibility to comply with this mandate in a manner designed to fully empower parents/guardians and students. Such compliance program shall be designed to:

- a) Clearly articulate that personal information will be released to Military Recruiters and/or institutions of higher education unless parents and/or students affirmatively choose to "opt out" in writing;
- b) Clearly articulate that privacy protection require timely action and highlight language which informs that private information will be shared unless the form is returned by the stated date;
- c) Provide specific check-off opportunities for opting out (personal information will NOT be shared) in each category of (1) institutions of higher education of higher learning and (2) Military Recruiters;
- d) Provide for both parent and student signatures;
- e) Include a copy of this policy with notice.

Surveys, Physical Exams, and other Disclosure Options

The Superintendent of School shall establish regulations consistent with PPRA and this policy for the administration of surveys funded by the USDOE and other sources.

Unless mandated/authorized in accordance with Federal or State law and/or regulations, it is policy of the Board of Education, to **not permit** the collection, disclosure, or use of personal information (the term "*personal information*" is defined as individually identifiable information including a student's or parent/guardian's first and last name; home address; telephone number; social security number; email address(es); health information; test scores; evaluations; academic records; or student directory information defined under FERPA) collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), *unless otherwise exempted pursuant to law*. Questions regarding the collection, disclosure, or use of personal information collected from students for such marketing purposes may be referred to the school attorney as deemed necessary by the Superintendent/designee.

No third party in authorized possession of personal information may use those data for any purpose beyond those expressly enumerated by the Superintendent/designee or defined by law. Requests for additional usage of those data must be approved by the Superintendent/designee.

The Protections of Pupil Rights Amendment (PPRA) governs the administration to students for a survey, analysis, or evaluation that concerns one or more of the following **eight protected areas**:

- a) Political affiliations or beliefs of the student or the student's parent/guardian;
- b) Mental or psychological problems of the student or the student's family;
- c) Sex behavior or attitudes;
- d) Illegal, anti-social, self-incriminating or demeaning behavior;
- e) Critical appraisals of other individuals with whom respondents have close family relationships;
- f) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; g) Religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
- h) Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program). Parental Authorization Required for Participation PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors.

If a child's participation is sought in any of these activities, the District shall notify the parents/guardians and obtain written authorization for each such participation in the eight protected areas listed above.

Annual Parental Notification of Policies

The School District shall provide for reasonable notice of the adoption or continued use of this policy directly to the parents/guardians of students enrolled in the District. At a minimum, the District shall provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy.

These requirements do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

- a) Book clubs, magazines, and programs providing access to low-cost literary products;
- b) Curriculum and instructional materials used by elementary schools and secondary schools;
- c) Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- d) The sale by students of products or services to raise funds for school-related educational related activities;
- e) Student recognition programs.

Student Directory Information

The District shall publish an annual public notice informing parents or eligible students of their right to refuse the release of student directory information and indicating a time period for their their response. Following such public notice and a reasonable response period, the District may, in accordance with stipulations set forth in this policy, release such information to an outside group without individual consent.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the District defines student directory information as the following: name; address; telephone listing; date and place of birth, enrollment status; major field of study; grade level; participation in officially recognized activities and sports; weight and height (if members of athletic teams), dates of attendance; honors, degrees and awards received; electronic mail address; photograph; the name of the education agency or institution most recently previously attended by the student; and photographic/digital images, voiceprints, video and streaming video for instructional and school purposes.

Family Educational Rights and Privacy Act of 1974
20 United States Code USC Section 1232 (g)
34 Code of Federal Regulations (CFR) Part 99
Every Student Succeeds Act (ESSA) of 2015

NOTE: Refer also to Policies #7121 -- Diagnostic Screening of Students
#7243 -- Student Privacy
#7511 -- Immunization of Students
#7512 -- Student Physicals

Adopted: 7/16/08

Revised: 3/2/16, 10/21/20

2008
Students

7240

SUBJECT: STUDENT RECORDS: ACCESS AND CHALLENGE

Student Records

The School District shall comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under its provisions, "parents/guardians and noncustodial parent(s), whose rights are not limited by court order or formal agreement, of a student under eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, have a right to inspect and review any and all official records, files, and data, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or School System and specifically including, but not necessarily limited to, identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns."

Access to Student Records

The Board directs that administrative regulations and procedures be formulated to comply with the provisions of federal law relating to the availability of student records. The purpose of such regulations and procedures shall be to make available to the parents/guardians of students and noncustodial parent(s) whose rights are not limited by court order or formal agreement, or students who are eighteen (18) years of age or older or who are attending an institution of post-secondary education, student records, and files on students, and to ensure the confidentiality of such records with respect to third parties.

Under FERPA, unless otherwise exempted in accordance with law and regulation, the District may release personally identifiable information contained in student records only if it has received a "signed and dated written consent" from a parent or eligible student. Signed and dated written consent may include a record and signature in electronic form provided that such signature:

- a) Identifies and authenticates a particular person as the source of the electronic consent; and
- b) Indicates such person's approval of the information contained in the electronic consent.

Challenge to Student Records

Parents/guardians of a student under the age of eighteen (18), or a student who is eighteen (18) years of age or older or who is attending an institution of post-secondary education, shall have an opportunity for a hearing to challenge the content of the school records, to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

Education Records

The term "education records" is defined as all records, files, documents and other materials containing information directly related to a student; and maintained by the education agency or institution, or by a person acting for such agency or institution (34 Code of Federal Regulations (CFR) Section 99.3). This includes all records regardless of medium, including, but not limited to, handwriting, videotape or audiotape, electronic or computer files, film, print, microfilm, and microfiche.

In addition, for students who attend a public school district, all records pertaining to services provided under the Individuals with Disabilities Education Act (IDEA) are considered "education records" under FERPA. As such, they are subject to the confidentiality provisions of both Acts.

Personal notes made by teachers or other staff, on the other hand, are not considered education records if they are:

- a) Kept in the sole possession of the maker;
- b) Not accessible or revealed to any other person except a temporary substitute, and
- c) Use only as a memory aid.

Records created and maintained by a law enforcement unit for law enforcement purposes are also excluded.

Release of Information to Another Educational Institution

The District may disclose any and all educational records, including disciplinary records and records that were created as a result of a student receiving special education services under Part B of IDEA, to another school or postsecondary institution at which the student seeks or intends to enroll. Parental consent is not required for transferring education records; however, the school's annual FERPA notification should indicate that such disclosures have been made. In the absence of information about disclosures in the annual FERPA notification, school officials must make a reasonable attempt to notify the parent about the disclosure, unless the parent

initiated the disclosure. Additionally, upon request, schools must provide a copy of the information disclosed and an opportunity for a hearing.

Family Educational Rights and Privacy Act of 1974, 20 United States Code, (USC) Section 1232g , 34 Code of Federal Regulations (CFR) Part 99, NOTE: Refer also to Policy #7643 -- Transfer Students with Disabilities

Adopted: 7/16/08

2008 3320
Community Relations

SUBJECT: CONFIDENTIALITY OF COMPUTERIZED INFORMATION

The development of centralized computer banks of educational data gives rise to the question of the maintenance of confidentiality of such data while still conforming to the New York State Freedom of Information Law. The safeguarding of confidential data from inappropriate use is essential to the success of the District's operation. Access to confidential computerized data shall be limited only to authorized personnel of the School District.

It shall be a violation of the District's policy to release confidential computerized data to any unauthorized person or agency. Any employee who releases or otherwise makes improper use of such computerized data shall be subject to disciplinary action.

However, if the computerized information sought is available under the Freedom of Information Law and can be retrieved by means of existing computer programs, the District is required to disclose such information.

Family Educational Rights and Privacy Act of 1974, 20 United States Code (USC) 1232(g), 34 Code of Federal Regulations (CFR) Part 99, Public Officers Law Section 84 et seq.

Adopted: 7/16/08

Revised: 12/3/08

2008 7241
Students

SUBJECT: RELEASE OF INFORMATION TO THE NONCUSTODIAL PARENT

The District may presume that the noncustodial parent has the authority to request information concerning his/her child and release such information upon request. If the custodial parent wishes to limit the noncustodial parent's access to the records, it would be his/her responsibility to obtain and present to the school a legally binding instrument that prevents the release of said information. Family Educational Rights and Privacy Act of 1974, 20 United States Code (USC) 1232(g)(b)(4)(A), 34 Code of Federal Regulations (CFR) Part 99.

Adopted: 7/16/08

2012 7522
Students

SUBJECT: CONCUSSION MANAGEMENT POLICY

New Paltz Central School District has always taken the approach that student safety is of the highest priority.

The Board of Education and the New Paltz School District recognizes that concussions and head injuries are commonly reported injuries in children and adolescents who participate in sports and recreational activities and can have serious consequences if not managed carefully. Therefore, the District adopts the following policy to support the proper evaluation and management of head injuries.

Concussion is a mild traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from a concussion will vary. Avoiding re-injury until fully recovered are the cornerstones of proper concussion management.

While district staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses, and other appropriate staff will receive training to recognize the signs, symptoms and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms, or behaviors while participating in a school sponsored class, recess,

extracurricular activity, or intramural/interscholastic athletic activity **shall be immediately removed** from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The coach, school nurse, or other District employee in charge of or supervising the activity will notify the student's parents or guardians.

If a student sustains a concussion at a time other than when engaged in a school-sponsored activity, the district requires the parent/legal guardian to report the condition to the appropriate school nurse so that the district can support the proper management of the condition.

In the event of any concussion, regardless of where it was sustained, **the student shall not return to school or activity until he/she is symptom free for at least 24 hours**, has been evaluated by and provides written authorization from an appropriate health care professional. The school's chief medical officer or their designee will have the final decision on return to activity including recess, physical education class and after-school sports. Any student who continues to exhibit signs or symptoms upon return to activity must be removed from play and reevaluated by his/her health care provider.

The district will establish a concussion management team which may consist of, but not be limited to the Athletic Director, School Physician, School Nurse, and representatives from the administration, faculty and coaching staff. Any changes or modifications to the policy and procedures will be reviewed with the athletic department staff and appropriate school personnel verbally and in writing.

Those who come in contact with our students including but not limited to school nurses, physical education teachers, coaches, and athletic trainers will be required to complete biennially a course related to recognizing the symptoms of a mild traumatic brain injury, and monitoring and seeking proper medical treatment for pupils who suffer one. The school district will provide education to the public on mild traumatic brain injury in student handbooks, athletic codes of conduct and on the website.

The Superintendent, in consultation with appropriate district staff, including the chief school medical officer, will develop regulations and protocols to guide the return to activity.

Approved: 7/11/12

Pesticide Notification

New York State Education Law Section 409-H, effective July 1, 2001, requires all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year.

The New Paltz Central School District is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

- A school remains unoccupied for a continuous 72-hours following an application;
- anti-microbial products;
- nonvolatile rodenticides in tamper resistant bait stations in areas inaccessible to children;
- nonvolatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children;
- silica gels and other nonvolatile ready-to-use pastes, foams, or gels in areas inaccessible to children;
- boric acid and disodium octaborate tetrahydrate: the application of EPA designated biopesticides;
- the application of EPA designated exempt materials under 40CFR152.25;
- the use of aerosol products with a directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps, and hornets;
- In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school please complete the attached. If you have previously completed an application for a particular student, that notification will be in effect through the student's graduation. For new students this form will need to be completed. For further information please contact:

Guy S Gardner, Pesticide Representative
New Paltz Central School District
196 Main St, New Paltz, NY 12561
Phone: 845-256-4090
E-mail: ggardner@newpaltz.k12.ny.us

Written notification must be provided to all persons in parental relation, faculty and staff at the following intervals throughout the school year: at the beginning of the school year; within two school days of the end of winter recess; within two school days with the end of spring recess; and within ten days of the end of the school year.

New Paltz Central School District
Request for 48 - Hour Notification of Pesticide Application

Please complete the following for each individual (student/staff) and return to:

Mr. Guy S Gardner, Pesticide Representative
New Paltz Central School District
196 Main Street
New Paltz, NY 12561

(PLEASE PRINT)

Please Circle Building :		
DUZINE LENAPE MIDDLE HIGH BUS G DO		
Student Name:		
Parent/Guardian for Student:		
Address :		
Daytime Phone #	Evening Phone #	E-Mail Address :



Code of Conduct

2022-2023

The New Paltz Central School District
Code of Conduct
Approved by the Board of Education 6/15/2022

I. INTRODUCTION

The New Paltz Board of Education hopes that our students will become passionate learners who are empowered to achieve their dreams and act as good citizens of the world.

To achieve that goal, the Board strives to provide safe schools for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student’s physical size/shape where all members of the school community behave with personal responsibility, give mutual respect, and accept accountability for their actions. The Board recognizes that to maintain such an environment, we must all live within certain boundaries and that inappropriate action by one person can infringe upon the rights of another. When conflicts arise, we are committed to nonviolent resolutions that encourage personal growth, responsibility and that treat each individual with respect and dignity.

This Code of Conduct describes the behavior that the Board expects from all members of the school community, identifies interventions if those standards are not met, and establishes procedures to ensure that discipline, when necessary, is prompt, fair and effective.

Attachment A defines the terms used in this Code.

II. STUDENT RIGHTS AND RESPONSIBILITIES

Students have a right to:	Students have the responsibility to, and are held accountable for:
A free education that will prepare them for active citizenship in a democracy.	Attend classes, observe school rules and work for satisfactory achievement.
A safe and secure environment that promotes learning.	Refrain from violence. Notify an adult of the presence of drugs, alcohol, weapons, harassment and other violent acts or threats of violence.
Speak and be heard.	Listen to others.
Take part in any school activity on an equal basis.	Participate and support others in school events.
Be treated with courtesy and respect.	Be courteous and respectful.
Freedom from bullying, harassment and other abuse or discrimination based on, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student’s physical size/shape.	Speak up about and refrain from bullying, harassment and other abuse or discrimination based on, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student’s physical size/shape.
Academic and emotional support.	Ask for help when it is needed, and offer help to peers when needed
Express themselves through their choices in clothing.	Adhere to the school dress code.
Communicate thoughts and beliefs that do not interfere with the rights of others or school operations.	Show consideration for people whose beliefs differ from their own.

Assemble peacefully.	Get permission from appropriate school personnel before assembling.
Learn strategies that develop cooperation, tolerance, and conflict resolution.	Use cooperative solutions.
Be informed of school policies and rules.	Abide by the Code of Conduct.

III. EXPECTED BEHAVIOR

All members of the school community should respect the rights and welfare of others, act ethically, and care for school facilities and equipment. The Board expects respectful behavior and civil conduct on all school property, including buses, and at all school functions, whether on or off school property.

The Board will not condone:

- Possession or use of weapons or illegal materials.
- Possession, distribution, use, or being under the influence of alcohol or illegal substances (including synthetic drugs).
- Behaviors whether in person or online that infringe on the physical, mental or emotional well-being of others, or that disrupt the safe and supportive educational environment.
- Intimidation, harassment or discrimination on the basis of, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, and prohibit denigration of a student’s physical size/shape or for any other reason, including acts committed via social media.
- Academic misconduct (e.g., plagiarism, cheating, copying, altering records, assisting another student in any of these actions).
- Damage to school property, including buses, or the property of others.
- The distribution of materials that are obscene, advocate illegal action or appear libelous including distribution on social media.
- Entering or remaining on school property without authorization.
- Violation of any federal, state or local law, or Board policy.

Attachment B describes the specific expectations for staff, parents/legal guardians and visitors. **Attachment C** describes the specific expectations for students. **Attachment D** describes interventions for infractions of the Code.

IV. DIGNITY FOR ALL STUDENTS ACT

The Board of Education recognizes that a learning environment that is safe and supportive can increase student attendance, enhance student social emotional well-being, and improve academic achievement. A student’s ability to learn and achieve high academic standards, and a school’s ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting, hazing and intimidation. The District will strive to create an environment free of discrimination and harassment and will foster civility in the schools including conduct on social media to prevent and prohibit conduct which is inconsistent with the District’s educational mission.

The District condemns and prohibits all forms of discrimination and harassment of students based on but not limited too actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex and prohibit denigration of a student’s physical size/shape by school employees or students on school property or at school-sponsored events and activities that take place on or off of school property. In addition, any act of discrimination or harassment outside of school-sponsored events, including cyberbullying, which can reasonably be expected to materially and substantially disrupt the educational process where it is foreseeable that the conduct might reach school property, may be subject to discipline. See **Attachment E - DASA Policy**

V. DRESS CODE

All students and staff should show healthy and respectful attention to their personal cleanliness and clothing. Adults should model and reinforce acceptable dress for students. **Attachment F** lists the specific dress code rules.

VI. REPORTING CODE VIOLATIONS

Each individual in the school community has the responsibility to report code violations that he or she witnesses. Violations involving weapons, alcohol or illegal substances (including synthetic drugs such as synthetic cannabinoids) must be reported immediately. Students should report violations to the building principal or a school counselor, social worker, teacher or any adult they trust. Adults should report violations in accordance with District Policy 7310. When code violations break not only school policy but the law, the school principal or designee must promptly notify the appropriate law enforcement agency.

VII. DISCIPLINE

The Board believes that the best discipline is self-imposed. Adults should model self-discipline and help students accept responsibility for their actions.

Disciplinary action should be used only when necessary and in accordance with applicable contracts, laws, regulations and policies. Such actions should not just discipline, but should encourage personal growth and individual responsibility. Staff members authorized to impose discipline should act in a prompt, fair and problem-solving manner.

School personnel administering student discipline should consider:

- The student's age, and prior disciplinary record.
- The nature and circumstances of the offense.
- The effectiveness of any prior discipline.
- Information from parents/legal guardians, teachers or others, as appropriate.
- Other extenuating circumstances.

Interventions. For students, these can range from an oral warning to permanent school suspension. Disciplinary action for staff will conform to law and applicable contracts. Visitors will be asked to leave the building. **Attachment D** more fully describes the possible interventions.

Procedures. All disciplinary action should adhere to District contracts, regulations and policies. Students accused of misconduct should be told by authorized personnel of the nature of the accusation. If necessary, authorized school staff should investigate the facts surrounding the alleged misconduct. Students will have an opportunity to tell their version of the events. Depending on the nature of the misconduct, students may be entitled to additional rights before an intervention is imposed. **Attachment G** more fully describes disciplinary procedures.

Minimum suspensions. A student who brings a weapon to school (including but not limited to a weapon under the Gun Free Schools Act) will be suspended for at least one calendar year, unless the Superintendent modifies the penalty based upon the student's age, prior disciplinary record, the belief that other forms of discipline may be more effective, other relevant information from parent(s)/legal guardian(s), teacher(s) or others, or other extenuating circumstances. A student who commits any other violent act or who repeatedly and substantially disrupts the educational process will be suspended for at least five days, unless the Superintendent modifies the penalty, based upon the factors listed above. **Attachment H** more fully describes minimum suspensions.

Alternative instruction for disciplined students. The District will provide immediate, alternative instruction to all students removed from classes by teachers or suspended from school.

Referrals. Students may be referred for counseling, a Person in Need of Supervision (PINS) petition through Family Court, or juvenile delinquency proceedings. **Attachment I** describes when students may be referred to such counseling or proceedings.

Disciplining students with disabilities. Students with known or suspected disabilities who are determined to have committed an act of misconduct may be referred to the District's Committee on Special Education (CSE). A student will not be disciplined if the CSE determines that the conduct stems from the student's disability. But when the CSE determines that discipline is allowed, it will conform to the federal and state laws and regulations governing the discipline of students

with disabilities. Such students will not receive harsher disciplinary interventions than students who are not disabled. **Attachment J** describes the specific policies for disciplining students with disabilities.

Use of physical force. Corporal, or physical punishment, is strictly forbidden. However, reasonable physical force may be used to:

- Protect oneself or others from physical injury.
- Protect another student, teacher or any other person from physical injury.
- Protect the property of the school or of others.
- Restrain or remove a disruptive or violent student who refuses to refrain from disruptive or violent acts where methods not involving the use of physical force cannot be reasonably employed to achieve the aforementioned purposes.

The District will file reports on incidents of the use of physical force with the Commissioner of Education in accordance with Commissioner’s Regulations. The Building Principal or designee is responsible for enforcing these rules, as described in **Attachment K**.

VIII. STUDENT SEARCHES AND INTERVIEWS

Searches. The superintendent, building principals and assistant principals, may search students and their possessions for illegal matter, matter that threatens the health, safety, welfare or morals of fellow students or matter that violates this code, if there is reasonable individualized suspicion to believe a student is violating a law or this Code of Conduct. If a search is warranted, it must be reasonable in scope.

School computers, desks, lockers and storage spaces are school property and may be opened and inspected by school officials from time to time without prior notice or student consent, but mindful of the student’s rights and the nature of the school as an educational institution.

Questioning. School officials may question students about possible violations of school rules. The student’s parents/legal guardians may be contacted, however, there is no right for a student’s parents/legal guardians to be contacted while school officials are investigating violations of school rules.

Law enforcement may enter the schools if a crime has been committed on school property, if they have an arrest or search warrant, or if they have been invited by school officials. Prior to questioning students, law enforcement must give students their “Miranda rights” and school administrators or law enforcement must diligently try to notify the student’s parents/legal guardians and give them the opportunity to be present.

Child Protective Services (CPS) may interview students on school property without notification to the parents/legal guardians regarding allegations of suspected child abuse, maltreatment or neglect (including educational neglect).

Attachment L more fully describes the rules governing student searches and questioning.

IX. SCHOOL VISITORS

The Board encourages parents/legal guardians and other community members to visit our schools to observe the work of students, teachers and other staff. All visitors must first report to the office and obtain authorization for being on school premises. The building principal or their designee is responsible for all persons in the building and on the grounds.

Attachment M more fully describes the policy governing school visitors.

X. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing an orderly, respectful and safe environment that is conducive to learning. All persons on school property or attending a school function, whether on or off of school property, shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, while on school property or attending a school function, shall:

- Intentionally injure or threaten to injure any person.
- Intentionally damage or destroy school property or the property of others, or remove or use such property without authorization.
- Disrupt the orderly conduct of classes, school programs and activities.
- Distribute or wear materials 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, for example, actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, age, gender, sexual orientation or disability, prohibit denigration of a student's physical size/shape or any other discriminatory reason.
- Harass, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements (verbal, by electronic or other means), an identifiable individual or group which is intended to be, or which a reasonable person would perceive as ridiculing or demeaning.
- Intimidate, which includes engaging in actions or statements that put an individual in fear of bodily harm, including threats.
- Enter any school property without authorization or remain in any school premises after it is closed.
- Obstruct the free movement of any person.
- Violate traffic laws, parking regulations or other vehicle restrictions.
- Possess, consume, solicit a sale, sell, buy, distribute or exchange alcoholic beverages, any form of tobacco including but not limited to, cigarettes, smokeless tobacco, e-cigarettes and electronic smoking devices, or controlled substances (including but not limited to synthetic drugs such as synthetic cannabinoids), or be under the influence of the above.
- Possess, display or use weapons (unless specifically authorized by the District).
- Loiter, gamble, litter or spit.
- Refuse to comply with reasonable directives of school officials while they are performing their duty.
- Willfully incite others to commit any acts prohibited by the Code of Conduct.
- Violate any federal or state law, local ordinance or Board policy.

XI. DISSEMINATION AND REVIEW OF CODE

The school district will educate the community about this Code of Conduct by:

- Providing a summary of the code to all students and parents/legal guardians at the beginning of each school year, including a form encouraging comments on how to improve or change the code.
- Providing the code to all students and parents/legal guardians at the beginning of each school year.
- Providing a summary of the Code of Conduct written in a plain-language age-appropriate manner to students at a school- or grade-level assembly or within the classroom held at the beginning of the school year.
- Providing copies of the code, including any amendments, to all school personnel as soon as practical after adoption.
- Providing new employees with a copy of the code when they are hired.
- Providing copies of the code to any student, parent/legal guardian, or community member who asks for one.

Copies of the complete code are available on the District website. **Attachment N** more fully describes the district's plan for educating the community about the Code of Conduct.

ATTACHMENT A: DEFINITIONS

For the purposes of this code, the following definitions apply:

- **Bullying (including cyberbullying):** A form of harassment (see below) that consists of persistent or severe coercion, cruelty, insults, intimidation, or threats.
- **Cheating:** Using the ideas, works, creations or words of another in completing examinations, projects, reports (and includes Plagiarism, below).
- **Controlled substance:** A drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in federal and state law and in regulations applicable to this policy (including but not limited to synthetic drugs such as synthetic cannabinoids).
- **Disruptive person:** Anyone who substantially disrupts the educational process or substantially interferes with the teacher's classroom authority.
- **Gender:** Actual or perceived sex and includes a person's gender identity or expression.
 - **Gender Expression:** The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.
 - **Gender Identity:** The internal, deeply-held sense of one's gender which may be the same as or different from one's sex assigned at birth. A person's gender identity may be male, female, neither or both, i.e., non-binary or genderqueer. Gender identity is not the same as sexual orientation or gender expression.
- **Harassment:** the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including via social media, that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or 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 safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression) and prohibits denigration of a student's physical shape/size.
- **Hazing:** A form of harassment that occurs while initiating a student into a school organization or activity, which involves committing an act against the student or coercing the student into committing an act against someone else that risks emotional, physical or psychological harm to the student or another person. The fact that the person harmed may consent to the act does not excuse the behavior or lessen the offense.
- **Illegal substances:** These include but are not limited to amphetamines, cocaine, heroin, inhalants, LSD, look alike drugs, synthetic drugs, marijuana, PCP, steroids, alcohol, any substances commonly referred to as "designer drugs" as well as the unauthorized use of prescription medication.
- **Parent:** Parent, legal guardian or person in parental relation to a student.
- **Plagiarism:** The use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources, the Internet, even with minor alterations.
- **School Property:** The area 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:** Any school-sponsored extracurricular event or activity whether on or off school property.
- **Sexual Orientation:** An individual's actual or perceived romantic, physical or sexual attraction to other persons, or lack thereof, on the basis of gender. A continuum of sexual orientation exists and includes, but is not limited to, heterosexuality, homosexuality, bisexuality, asexuality, and pansexuality.
- **Student:** Any child between the ages of 3 and 21 years of age enrolled in the New Paltz Central School District educational programs
- **Violent person:** Any person, while on school property or at a school function who:
 - Commits an act of violence upon a school employee, another student, or any other person or attempts to do so.
 - Possesses or threatens to use a weapon, or displays what appears to be 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.
- **Weapon:** A firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act or anything else that can cause physical injury or death when used to cause physical injury or death.
- **Visitor** – Any community member or other individual who comes to our schools, including but not limited to school buildings, school grounds and school events either on or off site.

ATTACHMENT B:
BOARD EXPECTATIONS FOR STAFF, PARENTS/LEGAL GUARDIANS AND VISITORS

Parents and legal guardians are expected to:

- Recognize that education is a joint responsibility of parents/legal guardians and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time and that absences are excused.
- Ensure that their children are dressed and groomed in a manner consistent with the student dress code.
- Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- Know the District Code of Conduct and school rules and help their children understand them.
- Convey to their children a supportive attitude toward education and the school community.
- Build good relationships with teachers, other parents/legal guardians and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Provide accurate and updated emergency information.
- Report violations of the Code of Conduct
- Check elementary school student cell phones and social media status

All school personnel are expected to:

- Promote 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 or sex, and prohibit denigration of a student's physical size/shape which will strengthen each student's positive self-image.
- Teach common courtesies by precept and example.
- Treat students in an ethical, responsible and nondiscriminatory manner.
- Help students to reach their maximum potential.
- Demonstrate desirable standards of behavior through personal example.
- Report violations of the code of conduct to the building principal or acting building principal.
- Immediately report and refer violent students to the principal or superintendent of schools.
- Address issues of harassment (including bullying and cyberbullying) or any situation that threatens the emotional or physical health or safety of any student, employee or other person lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students and staff.
- Maintain confidentiality in accordance with federal and state law.

Teachers are also expected to:

- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents/legal guardians:
 - Course objectives and requirements.
 - Marking/grading procedures.
 - Assignment deadlines.
 - Expectations for students.
 - Classroom discipline plan.
- Communicate regularly with students, parents/legal guardians and other teachers concerning growth and achievement.
- Read, understand and comply with a student's IEP, §504 Plan and behavior improvement plan.
- Comply with state law and regulations regarding corporal punishment, mandated reporting of suspected child abuse in the domestic setting and in the educational setting.

Dignity Act (or Bullying Prevention) Coordinators are also expected to:

- Promote a safe, orderly and stimulating school environment supporting active teaching and learning for all students regardless of, for example, actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, and prohibit denigration of a student's physical size/shape;
- Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources;
- Coordinate training in support of the District's Bullying Prevention and Intervention Policy;
- Be responsible for monitoring and reporting on the effectiveness of the District's Bullying Prevention and Intervention Policy;

Building administrators are also expected to:

- Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students.
- Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- Ensure that students and staff receive training in the Code of Conduct and anti-harassment policies
- Support the development of student participation in appropriate extra-curricular activities.
- Be responsible for communicating expectations and for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly.
- Evaluate all instructional programs on a regular basis.
- Evaluate student attendance at least annually and make recommendations to the Board and superintendent to increase attendance.
- Empower and create success for disenfranchised and disengaged students.
- Maintain confidentiality in accordance with federal and state law

The superintendent and district administrators are also expected to:

- Promote a safe, orderly and stimulating school environment supporting active teaching and learning for all students.
- Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- Inform the Board about educational trends relating to student behavioral interventions.
- Work to create instructional programs that maximize student learning and performance by engaging students and staff in meaningful academic exercises.
- Work with district administrators in enforcing the Code of Conduct, the Dignity for All Students Act, and ensuring that all cases are investigated properly and resolved promptly and fairly.
- Maintain confidentiality in accordance with federal and state law.

Members of the Board of Education are also expected to:

- Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of *individuals to create an invigorating learning community*.
- Adopt and review at least annually the District Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
- Maintain confidentiality in accordance with federal and state law.

ATTACHMENT C: PROHIBITED CONDUCT

(Numbers indicate the possible interventions, as defined in attachment D)

Disorderly or disruptive conduct, such as but not limited to:

1. Running in hallways. (1)*
2. Making unreasonable noise. (1,2)
3. Using language or gestures that are abusive, lewd, obscene, or profane. (All)
4. Obstructing vehicular or pedestrian traffic. (1,5)
5. 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. (All)
6. Unless authorized by a district administrator for use as academic technology, or using cell phones, using digital music players or other personal entertainment devices is prohibited. Misusing computer or electronic devices, including unauthorized use of computers, software, or an internet or intranet account; accessing inappropriate websites, or any other violation of the district's acceptable use policy is prohibited. In addition, communication devices must be silenced and cannot be used at any time during an emergency situation to ensure the safety of all individuals in the school building, unless authorized to do so.(All)
7. Using cell phone cameras to take photos of students or staff without permission.
8. Failing to comply with the reasonable directions of teachers, school administrators or other school employees.(All)
9. Trading or selling cards. (4,9,10)
- 10.Engaging in any willful act that disrupts the normal operation of the school community. (All)

B. Insubordinate conduct, such as but not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees. (All)
2. Showing disrespect to district employees. (All)
3. Arriving late, leaving early, or missing school without permission. (4,9)
4. Skipping detention. (9)

C. Violent conduct, such as but not limited to:

1. Committing, attempting to commit or threatening to commit an act of violence (such as hitting, biting, kicking, punching, spitting, or scratching) upon a student, any school employee, or any other person lawfully on school property. (11,12)
2. Threatening to commit an act of violence upon the school (terroristic threat), whether the threat be made on school grounds or off school grounds or by written word, spoken word or electronic means. (12,13)
3. Possessing a weapon, unless express written permission is given by the superintendent or designee. (12)
4. Possessing or displaying what appears to be a weapon (11,12)
5. Threatening to use a weapon. (12, 13)
6. Using a weapon. (12)
7. Intentionally damaging or destroying school district property or the property of others. (3-12)
8. Conduct that intimidates, promotes, or conspires to cause or causes physical or emotional injury to others (All).

D. Conduct that endangers the morals, health or welfare of others, such as but not limited to:

1. Lying to school personnel. (All)
2. Littering or spitting on property. (1-11)
3. Stealing. (6>)
4. Defamation, which includes violating the privacy or making false statements or misrepresentations about an individual or group of individuals that harm the reputation of the person or group by demeaning them. (All)
5. Discrimination, or the negative or offensive treatment of an individual or group based on, for example, actual or perceived color, creed, disability status, gender, sex, sexual orientation, weight, race, national origin, ethnic group,

religion, religious practice, and prohibit denigration of a student's physical size/shape or other discriminatory classification or using any of the above as a basis for treating another in a negative or offensive manner. (6>)

6. 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. (11>)
7. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or retaining (unless for the purpose of reporting/evidence) sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature. (All)
8. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team. (11-12)
9. Bullying, which consists of inappropriate persistent physical, verbal and/or nonverbal behavior including threats or intimidation of others treating others cruelly, terrorizing, coercing, or habitual put-downs.(11-12)
10. Cyber bullying while on school grounds or off school grounds, including, but not limited to, the use of instant messaging, email, websites, social networking sites, text messaging or use of any electronic or digital communication when such use infringes upon the general health, safety and welfare of District students and employees. (11-12)
11. Selling, distributing, using or possessing obscene material.(11-12)
12. Possessing, using, solicitation of sale, selling, buying any form of tobacco including but not limited, cigarettes, smokeless tobacco, e-cigarettes and electronic smoking devices. (6-All)
13. Possessing, consuming, solicitation of sale, selling, buying, distributing or exchanging look- a- like drugs, synthetic drugs, drug paraphernalia, alcoholic beverages or illegal substances, or being under the influence of either. Possessing, consuming, solicitation of sale, selling, buying, distributing, exchanging or sharing prescription and nonprescription drugs. (All)
14. Gambling or extortion. (6>)
15. Exposure of one's genitals, buttocks or breasts. (11>)
16. Making a false alarm about a fire, bomb threat, or other emergency, or inappropriately calling 911 or discharging a fire extinguisher or an automatic external defibrillator. In addition, no communication devices can be used at any time during an emergency situation, to ensure the safety of all individuals in the school building In addition, communication devices must be silenced and cannot be used at any time during an emergency situation to ensure the safety of all individuals in the school building, unless authorized to do so. (AED). (12)
17. Reckless or unauthorized operation of a motor vehicle on and around school property. (All)
18. Engaging in or displaying unacceptable physical or sexual contact. (All)

E . Misconduct on school buses, such as but not limited to:

1. Any activity or conduct that distracts the bus driver. (All).
2. Any activity or conduct not allowed in school or at school functions. (All)

F. Academic misconduct, such as but not limited to:

1. Plagiarism. (14)
2. Cheating. (14)
3. Copying. (14)
4. Altering records. (14)
5. Assisting another student in any of the above actions. (14)
6. Failure to return documents or school property in a timely fashion (14)

G. Off-campus misconduct:

A student may be subject to discipline for conduct constituting a crime which is committed off of school premises or at non-school sponsored activities to the extent that the superintendent of schools or Board of Education reasonably believes that the continued attendance in school of the student would adversely affect the educational process (e.g., disrupts the operation of the school) or constitutes an endangerment to the health, safety, welfare or morals of the student and/or others in our schools.

A student may be subject to discipline for off-campus misconduct that does not involve criminality that the superintendent of schools or Board of Education reasonably believes has a nexus to the educational process (e.g., student-student, student-personnel, interactions that foreseeably would have a detrimental or disruptive effect upon school programs or activities).

Repeat infractions will lead to more severe disciplinary interventions including, for chronic repeat serious infractions, up to and including permanent suspension.

The administration reserves the right to implement disciplinary action for incidents not specifically identified above.

ATTACHMENT D: INTERVENTIONS

Students

Students who violate the District's Code of Conduct are subject to the following interventions, either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

1. Oral warning: any member of the District staff
2. Written referral: bus drivers, coaches, school counselors, hall and lunch monitors, teachers, principals and assistant principals, and the superintendent
3. Written notification to parents/legal guardians: bus drivers, coaches, school counselors, hall and lunch monitors, teachers, principals and assistant principals, and the superintendent
4. A referral to a school counselor for three or more meetings to address and learn from the code violation and refer student as needed to appropriate human service agencies such as counseling, substance abuse treatment and social services.
5. Detention: teachers, principals, and the superintendent
6. Suspension from transportation: the director of transportation, principals, and the superintendent
7. Suspension from athletic participation: coaches, principals, athletic directors, and the superintendent
8. Suspension from social or extracurricular activities: activity director, principals, and the superintendent
9. Suspension of other privileges: principals and the superintendent
10. In-school suspension: principals and the superintendent
11. Removal from classroom: teachers
12. Short-term (five days or less) suspension from school: principal and acting principal
13. Long-term (more than five days) suspension from school: the superintendent or the Board of Education
14. Permanent suspension from school: superintendent or the Board of Education, after a hearing
15. All incidents of academic misconduct could result in a grade of zero and other academic interventions.

Staff

Staff who violate this code will be subject to discipline consistent with Board policy and applicable collectively negotiated agreements.

Visitors

Parents/legal guardians and visitors who violate this code will be asked to leave the premises.

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

Repeat infractions will lead to more severe interventions including, for chronic repeat serious infractions, up to and including permanent suspension.

ATTACHMENT E – DASA POLICY 7370

DIGNITY FOR ALL STUDENTS: PROHIBITING DISCRIMINATION AND HARASSMENT OF STUDENTS

The District seeks to create an environment free of harassment, bullying, and discrimination; to foster civility in its schools; and to prevent conduct that is inconsistent with its educational mission. The District, therefore, prohibits all forms of harassment and bullying of students by employees or other students on school property and at school functions. The District further prohibits discrimination against students, including, but not limited to, discriminatory acts based on a person's actual or perceived race, color, weight, body type national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, and gender presentation by school employees or other students. In addition, other acts of harassment, bullying, or discrimination that can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline or other corrective action.

Dignity Act Coordinators

In each of its schools, the District will designate at least one employee holding licenses or certifications as required by the Commissioner of Education to serve as the Dignity Act Coordinator (DAC). Each DAC will be thoroughly trained to handle human relations in the areas of race, color, weight, body type, national origin, ethnic group, religion, religious practice, disability, sexual orientation, sex, gender, and gender presentation, and sex. Training will also be provided for DACs which addresses: the social patterns of harassment, bullying, and discrimination, including, but not limited that to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, and gender presentation; the identification and mitigation of harassment, bullying, and discrimination; and strategies for effectively addressing problems of exclusion, bias, and aggression in educational settings. All DAC appointments will be approved by the Board.

The District will widely disseminate the name, designated school, and contact information of each DAC to all school personnel, students, and parents/legal guardians by:

- a) Listing it in the *Code of Conduct* as attachment O, with updates posted on the District website; and
- b) Including it in the *Code of Conduct's* plain language summary provided to all parents/legal guardians to students before the beginning of each school year; and
- c) Providing it to parents/legal guardians in at least one District or school mailing or other method of distribution, including, but not limited to, electronic communication and/or sending information home with each student. If the information changes, parents/legal guardians will be notified in at least one subsequent District or school mailing, or other method of distribution as soon as practicable thereafter; and
- d) Posting it in highly visible areas of school buildings; and
- e) Making it available at the District and school-level administrative offices.

If a DAC vacates their position, the District will immediately designate an interim DAC, pending approval from the Board within thirty (30) days. In the event a DAC is unable to perform their duties for an extended period of time, the District will immediately designate an interim DAC, pending the return of the previous individual to the position.

Training and Awareness

Each year, all employees will be provided with training to promote a supportive school environment that is free from harassment, bullying, and discrimination, and to discourage and respond to incidents of harassment, bullying, and discrimination. This training may be provided in conjunction with existing professional development, will be conducted consistent with guidelines approved by the Board, and will:

- a) Raise awareness and sensitivity to potential acts of harassment, bullying, cyberbullying and discrimination;
- b) Address social patterns of harassment, bullying, and discrimination and the effects on students;
- c) Inform employees on the identification and mitigation of harassment, bullying, cyberbullying and discrimination;
- d) Enable employees to prevent and respond to incidents of harassment, bullying, cyberbullying and discrimination;
- e) Make school employees aware of the effects of harassment, bullying, cyberbullying, and discrimination on students;
- f) Provide strategies for effectively addressing problems of exclusion, bias, and aggression;
- g) Include safe and supportive school climate concepts in curriculum and classroom management; and
- h) Ensure the effective implementation of school policy on conduct and discipline.

Rules against harassment, bullying, and discrimination will be included in the *Code of Conduct*, publicized District-wide, and disseminated to all staff and parents/legal guardians. Any amendments to the *Code of Conduct* will be disseminated as soon as practicable following their adoption. The District will provide new employees with a complete copy of the current *Code of Conduct* upon beginning their employment, and distribute an age-appropriate summary to all students at a school assembly at the beginning of each school year.

Reports and Investigations of Harassment, Bullying, Cyberbullying and/or Discrimination

The District encourages and expects students who have been subjected to harassment, bullying, or discrimination; parents/legal guardians whose children have been subjected to this behavior; other students who observe or are told of this behavior; and all District staff who become aware of this behavior to timely report it to the principal, superintendent, DAC, or designee.

The principal, superintendent, DAC, or designee will lead or supervise a timely and thorough investigation of all reports of harassment, bullying, and discrimination. The DAC or other individual conducting the investigation, may seek the assistance of the District's Civil Rights Compliance Officer in investigating, responding to, and remedying complaints. The findings of the initial investigation may be appealed to the superintendent in writing, by either the target or the accused within ten (10) days of receipt of the findings. If the superintendent conducted the initial investigation the findings may be appealed to the Board of Education. The superintendent's findings may be appealed to the Board of Education, by either the target or the accused within ten (10) days of receipt of the superintendent's findings. The Board's findings may be appealed to the Commissioner of Education by either the target or the accused within thirty (30) days of receipt of the Board's findings.

Where necessary, the District will take immediate steps to protect the person harmed pending the final outcome of an investigation, including academic accommodations and other interim measures. These measures may include altering academic or bus schedules for either the person harmed or the alleged person who caused the harm, changing locker locations, allowing the complainant to withdraw from or retake a class without penalty, providing an escort to ensure that the person harmed can move safely between classes or other activities, and providing academic support (e.g., tutoring).

In the event any investigation verifies that harassment, bullying, cyberbullying and/or discrimination occurred, the District will take prompt action reasonably calculated to end it, to eliminate any hostile environment, to create a more positive school culture and climate, through restorative justice and restorative circles, to prevent recurrence of the behavior, and to ensure the safety of the student or students against whom the harassment, bullying, or discrimination was directed.

The superintendent, principal, DAC, or designee will notify the appropriate local law enforcement agency when there is a reasonable belief that an incident of harassment, bullying, or discrimination constitutes criminal conduct.

The District will timely collect information related to incidents involving harassment, bullying, and discrimination; provide required internal reports; and complete and submit any required report to the State Education Department in the manner and within the timeframe specified by the Commissioner.

Prohibition of Retaliatory Behavior (Whistle-Blower Protection)

Any person who has reasonable cause to suspect that a student has been subjected to harassment, bullying, cyberbullying or discrimination by an employee or student, and who acts reasonably and in good faith in reporting it to school officials, the Commissioner, or law enforcement authorities, or who otherwise initiates, testifies, participates, or assists in any formal or informal proceedings, will have immunity from any civil liability that may arise from making that report, or from initiating, testifying, participating, or assisting in those proceedings. The District also prohibits any retaliatory behavior directed against any complainant, victim, witness, or any other individual who participated in the reporting or investigation of an incident of alleged harassment, bullying, or discrimination.

Publication of District Policy

At least once during each school year, all District employees, students, and parents/legal guardians will be provided with a written or electronic copy of this policy, or a plain-language summary of it. The policy or summary will include information relating to how students, parents/legal guardians, and District employees may report harassment, bullying, cyberbullying or discrimination. Additionally, the District will maintain a current version of this policy on its website at all times.

Application

Nothing in this policy or its implementing regulations should be interpreted to preclude or limit any right or cause of action provided under any local, state, or federal ordinance, law or regulation including, but not limited to, any remedies or rights available under the Individuals with Disabilities Education Act, Title VII of the Civil Rights Law of 1964, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

Education Law §§ 10-18, 801-a, 2801 and 3214
8 NYCRR § 100.2

NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board, #3410 -- Code of Conduct, #3420 -- Non-Discrimination and Anti-Harassment in the District, #5670 -- Records Management, #6411 -- Use of Email in the District, #7550 -- Sexual Harassment of Students, #7552 -- Student Gender Identity, #7553 -- Hazing of Students, #8242 -- Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education
Adopted: 7/11/12, Revised: 12/19/12, Revised: 11/06/13, Revised: 4/10/19

ATTACHMENT F: DRESS CODE

A person's dress is a reflection of our school, community, parents/legal guardians, faculty, staff and students. All students are expected to adhere to the Dress Code while on school property or any school activity or event.

The Primary Purpose of the Dress Code is:

To maintain a safe learning environment for all students and to ensure that all students are treated equitably regardless of actual or perceived race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

The Goals of the Dress Code are:

- Ensure the ongoing participation of students/staff in the school and not result in unnecessary barriers to participation
- Allow students to wear clothing of their choice that is comfortable
- Allow students to wear clothing that expresses their self-identified gender
- Allow students to wear religious attire without fear of discipline or discrimination
- Prevent students from wearing clothing or accessories with offensive images or language, including, but not limited to, profanity, curses, vulgarity, obscenity, hate speech, lewdness and pornography
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other unlawful or illegal conduct or activities
- Prevent students from wearing clothing or accessories that do, or are reasonably foreseen to -, interfere with the operation of the school or that do, or are reasonably foreseen to, disrupt the educational process
- Prevent students from wearing clothing or accessories that are, or reasonably can be construed as being or including, content that is racist, - or that reasonably can be construed as containing fighting words or speech that incites others to imminent lawless action, defamatory speech or true threats to others

Basic Principles:

1. Certain body parts must be covered at all times. Clothes must be worn so that genitals, buttocks, and nipples are fully covered with opaque fabric. There is no requirement for cleavage coverage. All items listed in the "must wear" and "may wear" categories must meet these basic principles.
2. All attire must support a safe learning environment for all.

Classes that include attire as part of the curriculum, may include assignment-specific attire, but should not focus on covering bodies in a specific way or promoting culturally-specific attire.

Must wear attire that is consistent with the Basic Principles as specified previously in this document:

- Shirt (with fabric in the front, back and the sides under the arms), AND
- Pants/jeans/skirt or the equivalent (for example, sweatpants, leggings, shorts, or dresses) AND
- Shoes, including, but not limited to, boots, slides, flip flops, heels.

May wear attire that is consistent with the Basic Principles as specified previously in this document:

- Hats as long as the entire face is visible
- Cultural or religious headwear or cultural or religious attire
- Hoodie sweatshirts, as long as face and ears are visible to school staff
- Fitted pants, including leggings, yoga pants and skinny jeans
- Pajamas, consistent with Basic Principles and Goals, set forth above
- Ripped jeans as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps and tube tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under clothing.

The following, although not an exhaustive listing, are deemed to be inappropriate, either because they interfere with the health and safety of our students or staff or are disruptive to the educational process.

- Violent language or images on clothing
- Images or language depicting drugs or alcohol on clothing
- Hate speech, profanity or pornography on clothing
- Images or language that creates a hostile or intimidating environment based on any protected class or historically marginalized group on clothing. Swimsuits, except as required in class or athletic practice/performance
- Accessories that could be dangerous or can be used as a weapon
- Any item that obscures the face or ears, except as a religious observance

Enforcement

School staff shall be trained and able to use body positive language to explain the Dress Code and to address violations. To ensure effective and equitable enforcement of the Dress Code, school staff shall enforce the Dress Code consistently and shall not have the discretion to vary the requirements in ways that lead to discriminatory -impact. Any student found to have violated the Dress Code may be asked to put on their own alternative clothing, if available, or may be given temporary school clothing to be in compliance with the Dress Code for the remainder of the day. If necessary, students' parents/legal guardians may be called to bring alternative clothing for the student to wear.

It is essential that students not be shamed or required to display their bodies in front of others in school.

Shaming includes but is not limited to:

- Kneeling or bending over to check attire fit
- Measuring straps or skirt length
- Asking students to account for their attire in front of others
- Calling out students in open spaces in front of others about perceived Dress Code violations
- Asking students to correct sagging bra straps or pants
- Accusing students of distracting other students with their clothing

Students at the Middle/High School level should contact the Principal, Assistant Principal, or any member of the Counseling staff to discuss any concerns related to the Dress Code.

Students at the Elementary schools should contact the Principal, Coordinator of Student Support Services, the Social Worker or School Psychologist to discuss any concerns related to the Dress Code.

ATTACHMENT G: PROCEDURES

Students who are to receive interventions other than an oral warning, written referral or written notification to their parents/legal guardians are entitled to additional rights before the consequence is imposed. These additional rights are explained below:

- 1) **Detention:** Teachers, building administrators, principals and the Superintendent may impose after-school detention where removal from the classroom or suspension would be appropriate. Detention will be imposed only after the student's parent/legal guardian has been notified to confirm that there is no parental objection and the student has appropriate transportation home following detention.
- 2) **Suspension from Transportation¹:** Bus drivers should inform building principals and the director of transportation about any serious behavior problems. In such circumstances, the principal or transportation director can suspend the student's bus privileges, and the student's parents/legal guardians will be responsible for providing or arranging timely and safe transportation to and from school. If the parents/legal guardians cannot provide such transportation, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214 but the student and/or the student's parents/legal guardians will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension from transportation to discuss the conduct and the consequence prior to the suspension being imposed.

- 3) **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 (including but not limited to class trip, prom, graduation) is not entitled to a full hearing pursuant to Education Law §3214. However, the student and/or the student's parents/legal guardians will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the *consequence* involved prior to the suspension being imposed.

- 4) **In-School Suspension:** The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom. Therefore, the Board authorizes building principals and the superintendent to place students, who would otherwise be suspended from school as the result of a Code of Conduct violation in, "in-school suspension." The in-school suspension room will be under the supervision of a certified teacher.

A student subjected to an "in-school suspension" is not entitled to a full hearing pursuant to Education Law §3214. However, the student and/or the student's parents/legal guardians 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 consequence involved prior to the suspension being imposed.

- 5) **Teacher removal of disruptive students:** A student's behavior can undermine a teacher's ability to teach and other students' ability to learn. Teachers can usually control behavior by using good classroom management including, in some cases, briefly removing the student from the classroom by, for example, giving the student a "time-out" in the hallway or with a school administrator, social worker or school counselor. Such techniques do not constitute disciplinary removals for purposes of this code.

However, when a student substantially disrupts the educational process or interferes with the teacher's classroom authority by persistently refusing to comply with the teacher's instructions or repeatedly violating classroom rules, the teacher may remove the student for longer periods of time.

¹ See Section X – Discipline of Students with Disabilities

Secondary students (grades 6 through 12) may be removed for the remainder of the class upon the first event and for two days of class upon the second or third event. At the fourth or subsequent event of removal, a suspension is required by law. Elementary students (kindergarten through grade 5) may be removed for a lesson not to exceed 45 minutes per incident for the first three events. For the fourth event or subsequent event of removal, a suspension is required by law

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 24 hours of the removal.

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

Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify in writing the student's parents/legal guardians that the student has been removed from the class and why. The notice must also inform the parents/legal guardians 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 24 hours of the student's removal at the last known address for the parents/legal guardians. Where possible, notice will also be provided by telephone if the school has been provided with a contact phone number.

The principal may require the teacher who ordered the removal to attend the informal conference. If 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/legal guardians a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parents/legal guardians and principal.

The principal or the principal's designee may overturn the student's classroom removal if he or she determines that:

- a. The charges against the student are not supported by substantial evidence.
- b. The student's removal is otherwise in violation of law, including the district's Code of Conduct.
- c. The conduct warrants suspension from school pursuant to Education law §3214 and a suspension will be imposed.

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

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 log (on a District-provided form) for all cases of students removed from his or her class.

The principal must keep a log on all removals of students from the class.

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

6) **Suspension from School:** Suspension from school may be imposed only upon students who are insubordinate, disorderly, disruptive or violent, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

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

Any staff member may recommend to the superintendent or the principal that a student be suspended. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases the person recommending the suspension should write the referral as soon as possible.

The superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. **Short-term (5 school days or less) Suspension from School:** When the superintendent or principal (the "suspending authority") proposes to suspend for five school days or less pursuant to Education Law §3214 (3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must explain the basis for the proposed suspension. The suspending authority must also notify the student's parents/legal guardians in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents/legal guardians. Where possible, notice should also be provided by telephone if the school has a contact phone number.

The notice shall provide a description of the alleged incident and the charges against the student and inform the parents/legal guardians of their right to an informal conference with the principal and their right to question complaining witnesses at the informal conference. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents/legal guardians. At the conference, the parents/legal guardians shall be permitted to ask questions of complaining witnesses under procedures established by the principal.

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

After the conference, the principal shall promptly advise the parents/legal guardians in writing of his or her decision. If the parents/legal guardians wish to pursue the matter, they must file a written appeal to the superintendent within thirty calendar days of the principal's decision, unless they can show extraordinary circumstances preventing them from doing so. The superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents/legal guardians are not satisfied with the superintendent's decision, they must file a written appeal to the Board of Education with the district clerk within 30 calendar days of the date of the superintendent's decision, unless they can show extraordinary circumstances preventing them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 calendar days of the Board's decision.

b. **Long-term (more than 5 school days) Suspension from School:** When the superintendent or building principal determines that a suspension for more than five school days may be warranted, he or she shall give reasonable notice to the student and the student's parents/legal guardians of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, question witnesses against him or her, and present witnesses and other evidence on his or her behalf.

The superintendent shall personally hear and determine the proceeding or 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. An audio recording shall be deemed a satisfactory record. If a hearing officer is designated, 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, any or none thereof.

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

c. **Permanent Suspension:** Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a very real 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.

ATTACHMENT H: MINIMUM PERIODS OF SUSPENSION

1. **Students who bring a weapon to school:** Any student found guilty of bringing a weapon onto school property will be suspended for at least one calendar year, unless the Superintendent modifies the suspension. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. In deciding whether to modify the suspension, the superintendent may consider the following:

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

A student with a disability may be suspended only in accordance with the requirements of state and federal law and there are circumstances in which a student with a disability is prohibited from being suspended from school for at least one calendar year for bringing a weapon onto school property.

2. **Students who commit violent acts other than bringing a weapon to school:** Any student, other than a student with a disability in certain circumstances, who is found to have committed a violent act, other than bringing a weapon onto school property, will be suspended from school for at least five days, unless the superintendent modifies the suspension. In addition, the student may be subject to a suspension for more than five school days after a §3214 hearing is conducted. If the proposed suspension is for just five school days, the student and the student's parents/legal guardians will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension is for more than five school days, the student and the student's parents/legal guardians will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. In deciding whether to modify the consequence, the superintendent may consider the same factors considered in modifying a one calendar year suspension for bringing a weapon onto school property.

3. **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 in certain circumstances, who repeatedly and substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school at least five days, unless the Superintendent modifies the suspension. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester. If the proposed suspension is for just five school days, the student's parents/legal guardians will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension is for longer than five school days, the student and the student's parents/legal guardians will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. In deciding whether to modify the suspension, the superintendent may consider the same factors considered in modifying a one calendar year suspension for bringing a weapon onto school property.

ATTACHMENT I: REFERRALS

1. Counseling: The Social Worker, School Counselor, Nurse, and/or School Psychologist shall meet with the student to provide in-school supports, as well as handle referrals of students to appropriate human service agencies such as counseling and social services.

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 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 possessing marijuana or any substances determined to be illegal under state or federal laws, in violation of Penal Law §221.05. A single violation of §221.05 will be sufficient basis for filing a PINS petition.

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

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

The superintendent is required to refer students aged 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42) who has been found to have brought a weapon to school to the appropriate law enforcement authorities.

ATTACHMENT J: DISCIPLINE OF STUDENTS WITH DISABILITIES

It may sometimes be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. Students with disabilities are entitled to certain procedural protections beyond those available to students without disabilities whenever school authorities intend to impose discipline upon them. The school is committed to ensuring that the procedures for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

A. Authorized Suspensions or Removals of Students with Disabilities.

- 1) For purposes of this section of the Code of Conduct, the following definitions apply.
 - a) A “suspension” means a suspension from school pursuant to Education Law §3214.
 - b) A “removal” means a removal for disciplinary reasons from the student’s current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others or placement in an IAES for behavior involving serious bodily injury, weapons, illegal drugs or controlled substances or other disciplinable behaviors.
 - c) An “IAES” means a temporary educational placement, other than the student’s current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to receive educational services so as to enable the student to continue to participate in the general curriculum, although in another setting, and to progress towards meeting the goals set out in such IEP, and receive, as appropriate, a functional behavioral assessment and intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- 2) School personnel may, following the procedures set forth in Education Law Section 3214, order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a) The School Board, the district BOCES Superintendent, Superintendent of Schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b) The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed in subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - c) The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a pattern which is equivalent to a change of placement when considering the proximity of time and duration of such suspension. If those suspensions constitute a change of placement for a student, then only if a manifestation is not found can the student be suspended and placed in an IAES as determined by the Committee on Special Education (CSE).
 - d) The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 school days, when the conduct is a manifestation of the student's disability, and the student possesses or carries a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.
 1. “Weapon” means the same as “dangerous weapon” under 18U.S.C. §930 (g)(w) which includes “a weapon, device, instrument, materials 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 ½ inches in length.”

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.
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.
4. “Serious bodily injury” means bodily injury which involves a substantial risk of death, extreme physical pain, protracted or obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
5. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school days at a time, if the IHO:

e). determines that the District has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

f). 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, including a suspension of more than 10 consecutive school days, when the conduct is found not to be a manifestation of the student’s disability.

B. Change of Placement Rule

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

- a) for more than 10 consecutive school days; or
- b) for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the similarity of the student’s behavior in previous incidents, 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 manifestation team 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, or behavior resulting in serious bodily injury.

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

1) The District’s Committee on Special Education shall:

- a) Conduct functional behavioral assessments, as appropriate, to determine why a student engages in behaviors that impede learning and how the student’s behavior relates to the environment, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, controlled substances or serious bodily injury. If subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from his or her current educational placement for more than 10 school days in a school year is subjected to a suspension or removal that constitutes a disciplinary change in placement, the members of the manifestation team shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the meeting of the manifestation team shall include the modification of such plan and its implementation, to the extent the committee determines necessary.

2) A manifestation team shall conduct a determination review of the relationship between the students' 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, controlled substances or serious bodily injury or a decision is made by an IHO to place a student in an IAES in a dangerous situation or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

- a) A manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parents/legal guardians and relevant members of the CSE as determined by the parents/legal guardians and the District
- b) The manifestation team shall review all relevant information in the student's file, including the student's IEP, any teacher observation and any relevant information provided by the parents/legal guardians to determine if the conduct in question:
 1. was caused by or had a direct and substantial relationship to the student's disability; or
 2. was the direct result of the District's failure to implement the IEP.

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

- a) The superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
- b) A District shall be deemed to have knowledge that such student had a disability if prior to the time the behavior occurred:
 1. The parents/legal guardians of such student has expressed concern in writing to supervisory administrative personnel or to a teacher of the student that the student is in need of special education; however, the expression may be oral if the parents/legal guardians does not know how to write or has a disability that prevents a written statement; or
 2. The parents/legal guardians of the student has requested an evaluation of the student in accordance with Part 200 of the Commissioner's Regulations; or
 3. A teacher of the student, or other personnel of the District has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's Director of Special Education or to other supervisory personnel of the District.
- c) A student will not be considered a student presumed to have a disability for disciplinary purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability:
 1. it was determined that the student is not a student with a disability, or
 2. the parents/legal guardians of the student did not allow an evaluation of the student, or
 3. the parents/legal guardians of the student have refused special education services.
- d) If there is no basis for knowledge that the student is a student with a disability or a student presumed to have a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such non-disabled student is subjected to 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.

4) The District shall provide parents/legal guardians 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, controlled substances or serious bodily injury 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.

- 5) The parents/legal guardians 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/legal guardians of non-disabled students under the Education Law.
- 6) Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension for more than five school days shall include a guilt/no guilt phase and if guilt is found and a manifestation determination in accordance with § 201.4 of the Commissioner's Regulations results in a "No" manifestation determination or a "Yes" manifestation determination when the conduct involves weapons, illegal drugs, controlled substances or serious bodily injury, then a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
- 7) The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the manifestation team has determined that the behavior is not a manifestation of the student's disability or the behavior is a manifestation of the student's disability but involves weapons, illegal drugs, controlled substances or serious bodily injury.
- 8) During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided with a Free Appropriate Public Education (FAPE) as required by federal and state law and the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearing

- 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 parents/legal guardians request 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 pursuant to a disciplinary suspension or removal, including but not limited to any decision to place the student in an IAES.
 1. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, controlled substances or serious bodily injury, 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/legal guardians and the district agree otherwise.
 2. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
 - c) An expedited due process hearing shall be completed within 20 school 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/legal guardians within 10 school days after the last hearing date without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

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

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

F. Section 504/Title II ADA Disability

Before discipline may be meted out for a student with a disability or suspected disability founded solely under §504 of the Rehabilitation Act of 1973 (hereinafter "§504") or Title II of the Americans with Disabilities Act (hereinafter the "ADA"), the §504 multi-disciplinary committee (hereinafter the "§504 committee") must make a determination of whether the conduct underlying the charge(s) was a manifestation of the disability.

- 1) If a nexus is found between the disability and the conduct underlying the charges, the §3214 proceeding must be discontinued and the matter placed under the jurisdiction of the §504 Committee for any further consideration. The record of subject discipline to be imposed shall be expunged. The §504 Committee must register a referral and bring about an evaluation of a student with a suspected disability or, if the student is already eligible under §504, it must consider possible program modification and disposition on a non-disciplinary basis.
- 2) If no nexus is found, yet a disability is indicated or has been identified, discipline may be imposed upon remand to the §3214 Hearing Officer. Students whose sole disabilities are founded under §504 and for whom no nexus is found shall be disciplined in the same manner as their non-disabled peers.
- 3) Students with a recognized 504/ADA disability who are currently illegally using drugs or using alcohol may be disciplined regardless of their disability status in the same manner and to the same extent as their non-disabled peers, provided that the students are currently engaged in the illegal use of drugs or alcohol.

Any penalty imposed may not be based on past behavior for which a nexus determination was not made or made but in the affirmative.

ATTACHMENT K: ENFORCEMENT AND PUBLIC CONDUCT ON SCHOOL PROPERTY

The building principal or his or her designee shall be responsible for enforcing the conduct required by this Code. When the building principal or their designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the principal or their designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or their designee shall also warn the individual of the interventions 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 their designee shall have the individual removed immediately from school property, school device 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, staff member or visitor, as appropriate, in accordance with the "Interventions" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code.

ATTACHMENT L: SEARCHES AND QUESTIONING

The superintendent shall establish regulations regarding personal searches and interrogations of students, with due regard for the needs of parental knowledge and involvement, in accordance with this policy and the law.

A. Student searches: Involuntary personal searches of students and their possessions shall only be conducted by the police, unless there is a serious and immediate threat as well as reasonable suspicion for a search by school personnel. In that case, the Board authorizes the Superintendent of Schools, building principals and assistant principals to search students and their possessions for illegal materials, matters which otherwise constitute a threat to the health, safety, welfare or morals of students attending our schools and matters that violate this code. Searches that require removal of clothing other than outer coats and jackets will be conducted only if the school attorney or, in his or her absence, the school superintendent, determines that such a search is justified.

Such searches must conform to state and federal laws, and must be based on reasonable individualized suspicion and must be reasonable in scope. The reasonableness of the search will depend upon the:

- Student's age, gender, and school history and record.
- Seriousness and nature of the alleged infraction.
- Urgency of an immediate search.
- Reliability of the information used to justify the search and the likelihood that the search will produce evidence that the student is violating a law or this code.

Students must be told by school administration that school desks, lockers, storage spaces and computers belong to the school district, not the student, and thus may be opened and inspected from time to time by school officials without student permission. But school officials will respect the privacy of such spaces as much as possible.

B. Questioning of Students by School Officials: School officials have the right to conduct investigations and question students regarding any violations of school rules and/or illegal activity. The student's parents/legal guardians may be contacted depending upon the nature and reasoning for the questioning and the necessity for further action which may result. However, there is no right for a student's parents/legal guardians to be contacted while school officials are investigating violations of this code.

School officials are not required to give students "Miranda warnings" prior to questioning them.

The questioning of students by school officials does not preclude subsequent questioning by law enforcement as otherwise permitted by law.

C. Questioning of Students by Law Enforcement: It is the policy of the District to cooperate with law enforcement agencies. While law enforcement do not have general power to interview children in school, or to use school facilities in connection with law enforcement work, law enforcement may enter the schools of the District if a crime has been committed on school property, they have a warrant for arrest or search or if they have been invited by school officials.

When law enforcement has properly entered the school and desire to interview students in the school, the students must be afforded the same rights they have outside the school. They must be informed of their legal rights, may remain silent if they so desire, may request the presence of an attorney and must be protected from coercion and illegal restraint. When a student is under the age of 16 and law enforcement are present for an interview or investigations, school officials must make every reasonable effort to notify the student's parents/legal guardians, unless law enforcement indicate that such interview concerns a student's parents/legal guardians or other household member and it is pursuant to a report regarding suspected child abuse, maltreatment or neglect.

D. Child Protective Services Investigations: Child Protective Services may in some cases desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse, maltreatment or neglect. A school official should be present during the interview unless it is decided that the presence of the school official is not essential to protect the interests of the student and that the Department of Social Services worker's job can best be accomplished by conducting the interview without the school official present.

ATTACHMENT M: VISITORS TO THE SCHOOLS

Parents/legal guardians and other District citizens are encouraged 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:

- A. Anyone who is not a regular staff member or student of the school will be considered a visitor.
- B. All visitors to the school must report to the sign in desk upon arrival at the school. There they will be required to sign the visitor's register, show identification 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 sign-in desk before leaving the building.
- C. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
- D. Parents/legal guardians 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) and principal(s), so that class disruption is kept to a minimum.
- E. Teachers are expected not to take class time to discuss individual matters with visitors.
- F. Any unauthorized person on school property will be reported to the principal or their designee. Unauthorized persons will be asked to leave. Law enforcement may be called if the situation warrants.
- G. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

ATTACHMENT N: DISSEMINATION AND REVIEW OF CODE

The District will ensure that the community is aware of this Code of Conduct by:

- Mailing a summary of the Code of Conduct written in plain language to all parents/legal guardians of district students before the beginning of the school year and making this summary available later upon request.
- Making full copies of the District Code available to all parents/legal guardians at the beginning of the school year.
- Providing a summary of the Code of Conduct written in a plain-language age-appropriate matter to students at a school assembly held at the beginning of the school year.
- Providing a copy of the code, and subsequent amendments to the code, to all current teachers, and other staff members, and to newly hired employees when first hired as soon as practical after adoption.
- Making copies of the code available for review by students, parents/legal guardians and community members.
- The code is available on the District website, in the District Office and in the main offices of each school.
- Providing an in-service education program for district staff members.
- Reviewing the Code of Conduct every year and updating it as necessary.
- Holding a public hearing before adopting any code revisions.
- Filing any amendments to the code with the Commissioner of Education.

A building's regulations, procedures, Code of Conduct or Dress Code must be consistent with and non-contradictory to the District Code of Conduct / Dress Code. Distribution of regulations and procedures relating to the individual building Code of Conduct/ Dress Code, is the responsibility of the building principal.

Review of Code

An in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct will be provided. 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 of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

An advisory committee will be appointed to assist in reviewing the code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

At a regularly scheduled Board meeting the Code of Conduct Committee will present any code revisions for review. The Board will vote on the code approximately thirty days later after conducting a public hearing. The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

ATTACHMENT O: SCHOOL BUILDING DIGNITY ACT COORDINATORS

Duzine Elementary School	Jennifer Mojica, Coordinator of Student Support Services jmojica@newpaltz.k12.ny.us	845-256-4305
Lenape Elementary School	Jennifer Mojica, Coordinator of Student Support Services jmojica@newpaltz.k12.ny.us	845-256-4305
New Paltz Middle School	Jessica Miller, Assistant Principal jmiller@newpaltz.k12.ny.us	845-256-4206
New Paltz Senior High School	Kathleen Schneck, Assistant Principal kschneck@newpaltz.k12.ny.us	845-256-4106



1 Eugene L Brown Drive
New Paltz, NY 12561

District-Wide School Safety Plan

2022-2023

Approved by the Board of Education on August 17, 2022

I -TABLE OF CONTENTS

I -TABLE OF CONTENTS	1
II - INTRODUCTION.....	3
III - GENERAL CONSIDERATIONS	3
A. Purpose	3
B. Identification of School Teams	3
C. Concept of Operations.....	3
D. Plan Review and Public Comment.....	4
IV - RISK REDUCTION/PREVENTION AND INTERVENTION.....	5
A. Prevention/Intervention Strategies	5
B. Early Detection of Potentially Violent Behaviors	8
C. Hazard Identification	8
V - RESPONSE	9
A. Notification and Activation (Internal and External Communications)	9
VI - RECOVERY.....	13
A. District Support for Buildings	13
B. Disaster Mental Health Services	13
VII - APPENDICES.....	14
Appendix 1 - Listing of all school buildings covered by the District.	15
Appendix 2 – New Paltz Central School District Building-Level Emergency Response Plan Summary	16
Appendix 3 - The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities	20
Appendix 4: Protocols for a Public Health Emergency	26

NEW PALTZ CENTRAL SCHOOL DISTRICT

District-wide School Safety Plan

Commissioner's Regulation 155.17 Project 14

II - INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The District-wide School Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law.

This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The New Paltz Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

III - GENERAL CONSIDERATIONS

A. Purpose

The New Paltz Central School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the New Paltz Central School District Board of Education, in conjunction with the Superintendent appointment of a District-Wide School Safety Team and charge it with the development, maintenance, and update of the District-Wide School Safety Plan for the protection and education of the school community.

B. Identification of School Teams

The New Paltz Central School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel.

The Chief Emergency Officer shall act as the liaison between the District and external agencies during time of emergencies as well as during plan development and maintenance. The Chief Emergency Officer for the New Paltz Central School District shall be the Superintendent of Schools.

The District-wide School Safety Team developed the District-wide School Safety Plan with input from appropriate school employees, (e.g., transportation and food services coordinator).

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans as a matter of protocol. The activation of the Building-level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District-wide Emergency School Safety Plan and District-wide Response Team.
- The District-wide School Safety Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration, and local emergency services, the plan has been developed to address the specific needs of the New Paltz Central School District and the community.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The Building Principal is responsible for notifying the Superintendent or the highest-ranking person in the chain of command of any necessary Building-level plan activation. This notification shall be accomplished through the use of telephone or the district's radio network.
- Upon the activation of the School Emergency Response Team, the Superintendent or their designee shall be notified and, where appropriate, local emergency officials shall also be notified.
- County and state resources supplement the school districts emergency action planning in a number of ways:
 - State and local law enforcement provide building reviews and employee training.
 - Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing building-level emergencies.
 - A protocol exists for the school district to use certain facilities for sheltering during times of emergencies.
 - A protocol exists for the use of county mental health resources during post-incident response.
 - The school district is a member of the local Town/Village Emergency Planning Committee. Through this committee, information, communication, and training will be cooperatively accomplished with the recommended local agencies. The District has direct communication capabilities with local emergency services and has developed interagency protocols for emergent situations.

D. Plan Review and Public Comment

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

- Full copies of the District-wide School Safety Plan and any amendments shall be made available to the New York State Education Department within 30 days of adoption.
- This plan shall be reviewed periodically during the year and maintained by the District-wide School Safety Team. The required annual review shall be completed on or before September 1 of each year after its adoption by the Board of Education.

IV - RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Program Initiatives

The district has developed a number of programs and activities to aid in risk reduction. Duzine and Lenape Elementary Schools offer the following program initiatives:

- Fire Safety
- Kindness to Animals
- Responsive Classrooms
- Individual and Group Counseling
- Personal Safety
- Justice Challenge
- Therapeutic Crisis Intervention
- Banana Splits
- Responsive School Bus
- Diversity Activities
- Cultural Proficiency Action Plan

New Paltz Middle School offers the following program initiatives:

- Team Skills Building
- Individual and Group Counseling
- Diversity Training
- Kindness Campaign
- "Mix It Up" Day
- Personalized Locker Project through Art
- Red Ribbon Week
- Start With Hello
- Drug Awareness
- Social Media Campaigns

New Paltz High School offers the following program initiatives:

- Team Skills Building
- Individual and Group Counseling
- Diversity Training
- Kindness Campaign
- "Mix It Up" Day
- Personalized Locker Project through Art
- Red Ribbon Week
- Start With Hello

- Drug Awareness
- Social Media Campaigns

These individual school-based initiatives are offered in conjunction with the following district-wide programs:

- Non-violent conflict resolution training programs
- ATOD Prevention Programs
- Peer mediation programs and youth courts
- Extended day and other school safety programs
- Youth-run programs
- Partner with Community Partnership for a Safer New Paltz
- "Developmental Design" (Middle School)
- Creating a forum or designating a mentor for students concerned with bullying or violence
- Others based on building needs and as indicated in the District code of conduct
- Parenting workshops geared to student behavior issues.
- District consults with Ulster County Mental Health, Ulster County Department of Health, Ulster County BOCES,
- Institute for Family Health, New Paltz Police Department and other agencies to provide staff and student training in areas of prevention and intervention

Facilities Initiatives

The district has attempted to enhance the security of its facilities through a number of initiatives, including the following:

- The school district has developed a procedure to secure exterior doors that are not routinely used for student or staff entrances.
- The school district has developed a procedure to limit entrance to school buildings to the main entrance of each building.
- The school district has developed a visitor sign-in procedure for the single point of entry at each school building.
- The school district utilizes a visitor management system that requires individuals to be "buzzed in" to the campus prior to entry.
- The school district utilizes an employee identification badge system.
- The school district continually monitors for updates and upgrades to the district's security system, including, but not limited to, the use of security cameras, door alarms, swipe cards, etc.
- The school district utilizes monitors who are strategically placed around the school district to help encourage and ensure that safety is maintained.

Training, Drills, and Exercises

- The district has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:
 - The New Paltz Central School District shall arrange to provide annual multi-hazard school training for staff and students at each educational site. Such training shall include Incident Command Training for administrators and selected faculty members and other multi-hazard training for staff and students as deemed appropriate by the Board of Education and Superintendent of schools.
 - The New Paltz Central School District annually performs eight fire drills at each of its school buildings, which are timed and documented for review prior to the annual

Fire Safety Inspection. Also, the District conducts three bus evacuation drills annually. In addition, the New Paltz Central School District participates in the annual "Go-Home Early" Drill and practices at least one Relocation/Sheltering Drill per building per school year and the annual Weather Hazards Awareness Drill, sponsored by the National Weather Service. [The efficacy of these drills is assessed annually by building administrators and teaching staff.]

- The District has repeatedly reviewed and revised the policy and procedure for pre-clearance, sanitizing of school buildings, evacuation of buildings, early dismissal for students and staff, and emergency closure of buildings. The reviews and revisions enabled the District to upgrade communication procedures to staff, students and community in the event of violent incidents. The communication procedures were also revised to include use of media, including radio, television (local cable), public meetings to address questions and concerns, and letters sent to parents and community members. Working relationships with Local, County and State Police regarding the implementation of school safety and security are well established. State and Federal Officials also made presentations to staff members on procedures and safety measures when confronted with threats, intruders and crisis situations.
- The District will conduct tabletop exercises in coordination with local and county emergency officials.
- The District maintains membership on the Town of New Paltz Local Emergency Planning Committee.
- The District will maintain participation in the Readiness and Emergency Management for Schools program.

School Safety Personnel

School safety personnel have a critical role in violence prevention. The following represents a description of the responsibilities of school safety personnel in the district:

The building principal or his/her designee shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

- Monitor hallways, entranceways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building level safety issues or concerns.
 - Represent the building on the District-wide Health and Safety Committee.
 - Serve on building level School Building Response Team.
 - Attend school safety meetings and be a resource on school safety and security issues for building employees.
 - Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
 - Participate in school incident investigations.
 - Respond to all school emergencies as part of the building's Emergency Response Plan.
 - Coordinate annual school safety multi-hazard training for students and employees. Multi-hazard training shall include crisis intervention, emergency response and management.
 - Employees and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lock-down, relocate to hallway, fire emergency, bus drills and appropriate violence prevention strategies.

- Designate procedure for informing substitute teaching and non-teaching employees of school safety protocols.
- o Comply and encourage compliance with all school safety and security policies and procedures established by the Board of Education.
- o Attend professional development activities on school safety and violence prevention.

All school safety personnel shall be provided with training on violence prevention and school safety. All training courses shall receive prior approval from the Superintendent.

Hiring and Screening of School Personnel

The following hiring and screening practices are followed for the hiring of all personnel:

Fingerprinting and Criminal Background Checks

For all employees hired by the school district, the district completes a fingerprinting and criminal background check prior to appointment. Employees include: any person receiving compensation for work from the school district; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes).

Reference Checks

References are thoroughly checked prior to extending an employment offer.

- o Reference check forms are used for instructional, non-instructional and transportation personnel.
- o Reference checks are completed and reviewed by both the hiring supervisor and the administrator in charge of the program area.
- o Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:
 - Do you have knowledge of any violations of safety or security by (prospective employee) related to students, employees or others?
 - Why did (prospective employee) leave your employment? Or, Do you know why (prospective employee) is leaving your employment?
 - Would you rehire (prospective employee)? If no, why not?

B. Early Detection of Potentially Violent Behaviors

The district has implemented policies and procedures related to the early detection of potentially violent behaviors. Each building principal is responsible for the dissemination of informative materials regarding the early detection of potentially violent behaviors to employees and parents each school year. (Appendix 4). In addition, employees shall receive training on the districts Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the Superintendent.

C. Hazard Identification

The following sites have the potential for internal or external emergency situations:

Building	Employees	Students
----------	-----------	----------

New Paltz High School Telephone: 845-256-4100 Principal: Dr. Samuelle Simms	100	732
New Paltz Middle School Telephone: 845-256-4200 Principal: Ann Sheldon	94	444
Lenape Elementary School Telephone: 845-256-4300 Principal: Sean Inglee	82	389
Duzine Elementary School Telephone: 845-256-4350 Principal: Ross Hogan	76	309

The buildings and grounds associated with each of these facilities have the potential for a district or building-level emergency or incident. Specific, individual hazards for the New Paltz Central School District and each of its school buildings are addressed in the individual Building-Level Emergency Response Plans

V - RESPONSE

A. Notification and Activation (Internal and External Communications)

- In cases of a serious violent incident the district would use the procedure listed below to meet the requirements for notification and activation. A serious violent incident is an incident of violent criminal conduct that is or appears to be, life threatening and warrants the evacuation of students and employees because of an imminent threat to their safety or health, including but not limited to; the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot; hostage-taking or kidnapping.
 - Communications systems are:

Internal

Teachers and building employees	Public address system
Students	Public address system and verbally from supervising teachers
Superintendent of Schools	Phone by principal's secretary
Buildings and Grounds	Phone or radio by principal's secretary
Board of Education	Phone or E-mail

External

State Police/Ulster County Sheriff	911
Rescue Squad	911
Fire Department	911 (Direct to specific entrance)
Parents	By Phone whenever possible; mass direction via radio to a neutral location. Efforts by Law Enforcement to keep parents from removing students is paramount
News Media	Superintendent of Schools

- The Superintendent of Schools shall be responsible for conveying emergency information to educational facilities within the New Paltz Central School District. The Superintendent shall take appropriate steps to secure the following information about each educational agency within the district: number of students, number of employees, transportation requirements associated with the evacuation of each facility; and the business and home telephone numbers of key officials of each agency.
- Information will be provided to parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal through the use of telephone by employees at the building level using the student/parent directory and/or local and regional radio and TV stations. These are the same stations that are used to announce official school delays or closings.

B. Situational Responses – Multi-Hazard Response and Response Protocols

Responses to Acts of Violence: Implied or Direct Threats

In the event of an act of violence or implied or direct threat, the district shall follow the following protocol:

- Follow the classroom emergency procedures as directed by the Building Principal.
- Use of employees trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence

In the event of serious acts of violence, district personnel shall follow the following protocol:

- Follow the classroom emergency procedures as directed by the Building Principal.
- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal/Superintendent.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

The New Paltz Central School District has a comprehensive multi-hazard Emergency Response Plan as part of the Building-Level Emergency Response Plan. Elements of the plan include:

- Chain of Command
- Other Relevant Parties
- Emergency Planning Committee
- Emergency Telephone Numbers
- Telephone Tree

- First Aid List
- Fleet List
- A list of hazardous incidents and a response plan for each (e.g. bomb threat, hostage, intruder, natural disaster, structural failure, et. al.)

Arrangements for Obtaining Emergency Assistance from Local Government

The School's Administration shall use the following process in making arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies:

- Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.
- Superintendent/Designee contacts highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The School's Administration shall use the following protocol for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law:

- Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency from the following agencies: (examples include the Red Cross, fire department, police, private industry, private individuals, religious organizations and others).

District Resources Available for Use in an Emergency

Each New Paltz Central School District Building is equipped with resources available for use during emergency situations. These include communication devices, first aid and medical supplies, AEDs, food/water, fire extinguishers, flashlights, batteries, and emergency phone number lists. Additional resources (e.g., tools, duct tape, hardware) are located in the maintenance shops and with the supplies of the Head Custodian of each building. Each school building of the New Paltz Central School District can serve as a Relocation/Sheltering site, if required, during emergencies.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The district shall use the following procedure to coordinate the use of school district resources and manpower during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent or the District-wide School Safety Team and request the necessary manpower or resources.
- The Superintendent or the highest-ranking person in the chain of command shall assess the request and allocate personnel and resources as necessary.

Protective Action Options

The New Paltz Central School District shall follow the following protocols in assessing the appropriate protective action option. The decision to cancel school, to dismiss early, shelter in place or evacuate shall be made in cooperation with state and local emergency responders as appropriate.

- School cancellation
 - Monitor any situation that may warrant a school cancellation – *Superintendent/District Team*.
 - Make determination – *Superintendent*.
 - Contact local media.

- School delay
 - Monitor any situation that may warrant school delay – *Building Administrators/Superintendent/District Team*.
 - If conditions warrant, delay opening of school.
 - Contact Transportation Supervisor to coordinate transportation issues. *Superintendent or Designee*
 - Contact local media to inform parents of delayed opening.
 - Set up information center so that parents may make inquiries as to situation.
 - Provide for safety and security of employees and students who do come to school.

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

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat – *Superintendent*.
 - Contact Transportation Supervisor to arrange transportation – *Superintendent or Designee*.
 - Clear all evacuation routes and sites prior to evacuation.
 - Evacuate all employees and students to pre-arranged evacuation sites.
 - Account for all student and employee population. Report any missing employees or students to Building Principal.
 - Make determination regarding early dismissal – *Superintendent or Designee*.
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal.
 - Ensure adult supervision or continued school supervision/security.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate district personnel until all students have been returned home.

- Sheltering sites (internal and external)
 - Determine the level of threat – *Superintendent/Incident Commander /Designee*.
 - Determine location of sheltering depending on nature of incident.
 - Account for all students and employees. Report any missing employees or students to designee.
 - Determine other occupants in the building.
 - Make appropriate arrangements for human needs.
 - Take appropriate safety precautions.

- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
- Retain appropriate district personnel until all students have been returned home.

VI - RECOVERY

A. District Support for Buildings

The New Paltz Central School District District-wide Team will support the Building-level Emergency Response Team and the Post-Incident Response Teams in affected schools.

B. Disaster Mental Health Services

The district office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools. The Superintendent or his/her designee may activate the Ulster BOCES Crisis Intervention Team or gain additional resources from Ulster County Mental Health Services, as the situation requires.

VII - APPENDICES

Appendix 1:

Listing of all school buildings covered by the District-wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building employees.

Appendix 2:

Summary of Building-level plan.

Appendix 3:

The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Appendix 4:

Protocols for a Public Health Emergency

Appendix 1 - Listing of all school buildings covered by the District.

New Paltz Central School District Office

1 Eugene L. Brown Dr.
New Paltz, NY 12561

Telephone: 845-256-4000
Superintendent: TBD

New Paltz High School

130 S Putt Corners Road
New Paltz, NY 12561

Telephone: 845-256-4100
Principal: Dr. Samuelle Simms

New Paltz Middle School

196 Main St
New Paltz, NY 12561

Telephone: 845-256-4200
Principal: Ann Sheldon

Duzine Elementary School

31 Sunset Ridge
New Paltz, NY 12561

Telephone: 845-256-4350
Principal: Ross Hogan

Lenape Elementary School

1 Eugene L. Brown Dr.
New Paltz, NY 12561

Telephone: 845-256-4300
Principal: Sean Inglee

Appendix 2 – New Paltz Central School District Building-Level Emergency Response Plan Summary

Commissioner’s Regulation 155.17

INTRODUCTION

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The New Paltz Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS AND GUIDELINES

A. Purpose

The New Paltz Central School District’s Building-level Emergency Response Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the New Paltz Central School District Board of Education, the Principals of the New Paltz Central School District schools appointed a Building-level Emergency Response Team and charged it with the development and maintenance of the School Emergency Response Plan.

B. Identification of School Teams

Each building has developed two emergency teams:

- Building-level Emergency Response Team
- Building-level Post-incident Response Team

C. Concept of Operations

- The initial response to all emergencies will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by county and state resources through existing protocols.

D. Plan review and public comment

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

PLAN SUMMARY

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Designation of School Teams

- A Building-level Emergency Response Team, including the members required by regulation, has been created. Members of the team include: school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education.
- A Building-level Post-emergency Response Team, including the members required by regulation, has been created. Members of the team include: school personnel; medical personnel; mental health counselors; and others who can assist the school community in coping with the aftermath of a serious violent incident or emergency.

B. Prevention/Intervention Strategies

- Training for emergency teams and individuals who have safety responsibility, including de-escalation training, has been conducted as determined in the district-wide school safety plan.
- Procedures for an annual review and the conduct of drills and exercises to test components of this school's plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials have been developed and will be implemented.
- The District-wide School Safety Plan requires annual multi-hazard training for students and staff. The school's plan describes how this training will be provided to staff and students in the building.

C. Identification of Sites of Potential Emergencies

The District-wide School Safety Plan requires an identification of sites of potential emergency. The Building-level Emergency Response Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

RESPONSE

A. Assignment of Responsibilities

A chain of command consistent with the National Interagency Incident Management System (NIIMS)/Incident Command System (ICS) will be used in response to an emergency in the building. In the event of an emergency, the building's response team may adapt NIIMS/ICS principles based on the needs of the incident.

B. Continuity of Operations

The building has developed procedures to continue operations during an emergency.

C. Access to Floor Plans

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

D. Notification and Activation

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

Internal and external communication systems have been developed that will be used in emergencies.

Procedures are in place for notification and activation of the Building-level Emergency Response Plan.

E. Hazard Guidelines

The District-wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building's plan includes building-specific guidelines for the following types of emergencies: Threats of Violence, Intruder, Hostage/Kidnapping, Explosive/Bomb Threat, Natural/Weather Related, Hazardous Material, Civil Disturbance, Biological, School Bus Accident, Radiological, Gas Leak, Epidemic, or Others as determined by the Building-level Emergency Response Team.

F. Evacuation Procedures

Policies and procedures have been developed for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident which include at least the following:

- Evacuation before, during and after school hours (including security during evacuation)
- Evacuation routes (internal & external)
- Sheltering sites (internal & external)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students
- Other procedures as determined by the Building-level Emergency Response Team.

G. Security of Crime Scene

Policies and procedures have been established for securing and restricting access to the crime scene in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property.

RECOVERY

The Building-level Emergency Response Plan will be coordinated with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident.

Short-term actions for recovery include:

- Mental health counseling (students and staff)
- Building security
- Facility restoration
- Post-incident response critique
- Other

Long-term actions for recovery include:

- Mental health counseling (monitor for post-traumatic stress behavior)
- Building security
- Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
- Other

Appendix 3 - The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. School personnel and students as well as parents are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

The information that follows and such other information as may be appropriate concerning Early Warning shall be made available to all employees in a form to be determined by the Superintendent. It is the policy of the New Paltz Central School District that employees and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled **Early Warning, Timely Response: A Guide to Safe Schools** and are presented with the following qualifications: **they are not equally significant and they are not presented in order of seriousness**. They include:

- Social withdrawal. In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- Excessive feelings of isolation and being alone. Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- Excessive feelings of rejection. In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways--including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- Being a victim of violence. Children who are victims of violence--including physical or sexual abuse--in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- Feelings of being picked on and persecuted. The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways--including possible aggression or violence.

- Low school interest and poor academic performance. Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- Expression of violence in writings and drawings. Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional--such as a school psychologist, counselor, or other mental health specialist--to determine its meaning.
- Uncontrolled anger. Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors. Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- History of discipline problems. Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.
- Past history of violent and aggressive behavior. Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- Intolerance for differences and prejudicial attitudes. All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- Drug use and alcohol use. Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

- Affiliation with gangs. Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- Inappropriate access to, possession and use of firearms. Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- Serious threats of violence. Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, employees, or other individuals. Usually, imminent warning signs are evident to more than one employee member--as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

Threat Assessment

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one's hands as though shooting or strangling another person. There are principally four types of threats – direct, indirect, veiled and conditional.

Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, compel desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself.

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

Personality Traits

Personality traits and behaviors that should be considered in assessing the likelihood of a student carrying out a threat include:

- a student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices;
- poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationship, cannot accept or comes to term with humiliation or rejection;
- injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- depression manifested by lethargy, physical fatigue, morose or dark outlook on life, malaise, lack of interest in activities once enjoyed, unpredictable anger, generalized or excessive hatred to others, hopelessness about the future, psychomotor agitation, restlessness, inattention, sleep and eating disorders;
- narcissism, self-centered, lacking insight to the needs / feelings of others, blames others for failure and disappointment, may embrace the role of victim, display signs of paranoia, self-importance or grandiosity masking feelings of unworthiness, notably think or thin skinned;
- alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- dehumanizes others, fails to see others as humans, sees them as objects to be thwarted;
- lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;
- exaggerated / pathological need for attention, positive or negative, regardless of the circumstances;
- externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a “non-entity” by peers;
- anger management problems, manifested by consistent temper tantrums, melodramatic displays, brooding, sulking, seething silence, reacts out of proportion to cause, may direct anger to those who have no connection to triggering incident;
- intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions;
- inappropriate humor, macabre, insulting, belittling, or mean.
- Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Rigid and opinionated, judgemental and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic and reasoning;
- Demonstrates unusual interest in sensational violence;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;

- Has negative role models, drawn to negative, inappropriate role models, Hitler, Satan or others associated with violence and destruction;
- Manifests behavior that is relevant to carrying out a threat, spends inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, class, work, time with friends.

Family Dynamics

Family dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Turbulent parent / child relationship, relationship is particularly difficult, can be uniquely evident following recent or multiple moves, loss of parent, addition of step-parent, dismisses parents role in his / her life, evidence of violence in the home;
- Acceptance of pathological behavior, parents do not react to behavior that most would find disturbing' parents appear unable to recognize or acknowledge problems in their children, respond quite defensively to real or perceived criticism of child, parents appear unconcerned about, minimize or reject reports of inappropriate behavior by child;
- Access to weapons, family keeps guns, weapons, explosives materials in the home and accessible to the children, weapons treated carelessly, without normal safety precautions, parent or role model may handle weapons irresponsibly or use as device for intimidation;
- Lack of family intimacy or closeness;
- Student "rules the roost," few limits set for children, parents regularly submit to child's demands, student insists on inordinate degree of privacy, parents have little information about student activities, school life, friends, or other relationships.
- No limits or monitoring of TV or Internet, parents do not supervise, limit or monitor TV, Internet, computer use or access.

School Dynamics

School dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Student attachment to school, student appears detached from school, other students, teachers, and school activities;
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged;
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees;
- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding and insensitive to changes in society and the changing needs of newer students;
- Pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials;
- Code of silence, prevails among students, little trust between students and employees;
- Unsupervised computer access, access is unsupervised and unmonitored, students are able to play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making etc.

Social Dynamics

Social dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Media, entertainment and technology, easy unmonitored access to media, entertainment and Internet sites with violent themes and images;
- Peer groups, intense and extensive involvement with a group that shares fascination with violence or extremist beliefs;
- Drugs and alcohol, knowledge of student's use of drugs or alcohol or changes in such use is important;
- Outside interests, outside interests of students are important to note as they can mitigate or increase the school's level of concern in assessing a threat;

- Copycat effect, school shooting and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere, school employees should be highly vigilant in then aftermath of such incidents.

2801-a(m) District Plan - Protocols for a Public Health Emergency

This past Labor Day, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The new legislation will constitute New York State Labor Law [Section 27-c](#), and serves as a response to the effects of the sudden onset of the COVID-19 pandemic this past Spring. In addition to 27-C, the following section was added to [2801-a of the Education Law](#) that will require additions to the District Plan.

2801-a (m) - protocols for responding to a declared public health emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.

Please be aware that Governor Cuomo extended the original deadline (30 days after the passage of the law) to allow companies and districts time to work out all of the logistics with unions etc. The [NYS website states](#), "such a plan must be finalized and published by April 1, 2021".

Requirement: a.

A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, and a justification of such consideration for each position and title included.

DEPARTMENT	TITLE	JUSTIFICATION
Information Technology	Director Technicians	This group is needed to maintain the internet capability including remote learning and working from home.
Custodial and Maintenance	Director Asst. Director Senior Custodians Custodians Maintenance Mechanics Grounds	This group is needed to maintain the cleanliness and continued functioning of the building & grounds.
Administration	Superintendent, Deputy Superintendents, & Asst. Superintendents	Required to ensure continuity of the response efforts.
Building Administration & Clerical Support	Building Administrators & Clerical Support	Required to ensure continuity of the response efforts.
Faculty and Staff	Teacher/ Related Service Provider	Should it become necessary to meet a student's needs under IDEA and/or Section

		504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.
--	--	--

Security	Security Coordinator & Security Assistants	To ensure the safety/security of the campuses.
Transportation	Director of Transportation, Support Staff & Transportation Contractor	To transport food to students who receive home meals and/or to transport students in the event they are attending in-person instruction.
Food Service	Food Service Director & Food Service Workers	To prepare and distribute meals to students.
Health Services	Director of Health Services and staff as deemed necessary	To assist with testing requirements, reporting and contact tracing.
Business Operations	Accounting, Payroll, Accounts Payroll, Purchasing	Where necessary to ensure the continued operation of the District.

Requirement: b.

A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace.

To enable all non-essential employees and contractors to telecommute, District staff will be guided by *The Continuity of Instruction Plan* and the *District Reentry Plan* contained within the District Wide Safety Plans. We would follow a contingency plan in a similar format as we had during the pandemic shut down in March 2020.

Teachers will continue to have access to various digital platforms, including, but not limited to:

Email, Google Drive	G Suite for Education (Classroom, Meet, etc.)
Castle Learning	Edpuzzle

Co:Writer/Snap&Read	BrainPop/BrainPop Jr.
Flipgrid	Learning A-Z (Reading A-Z/RazKids)
Screencastify	Kami
Discovery Ed	Newsela
Library Database Subscriptions	

Teachers can communicate via district-issued or personal computers along with the use of teacher's personal cell phones.

Requirement: c.

A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding on public transportation systems and at worksites.

The district will conduct transportation activities that are consistent with the Department of Health and NYSED School Reopening guidelines. In order to maintain social distancing, district buses will operate at reduced capacity, and students and the driver will need to utilize Personal Protective Equipment and take the following additional measures:

- Class schedules may be staggered to a morning and afternoon cohort.
- In-person days may be staggered by cohorts groups.
- Staff and students may walk or drive a personal vehicle to campus.
- Staff may be required to arrive on campus prior to students in a staggered work shift or staggered assigned day of work.
- Employees may be permitted to work remotely.
- Contractors may not be permitted on campus during school hours.
- Visitors may not be permitted on campus during school hours.

With respect to managing transportation services provided to the district, the following measures will be taken:

- Seats will be occupied by one student per seat.
- When boarding, children will occupy seats from back to front, where feasible. Students shall be loaded in sequential route order. When going to school, the first Student on the bus will sit in the back. When going home from school, the last student off the bus sits in the back.
- Dismissal times will be staggered to best suit building needs and to promote social distancing.
- Arrival and departure activities shall be supervised to ensure social distancing. Stagger arrival times of both buses and parent transportation to reduce density.
- The district will add or modify bus routes to reduce load levels on buses.
- Whenever possible, a single driver will be assigned to the same bus and routes.

Requirement: d.

A description of the protocol the employer will implement in order to procure the appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months. Such description shall also include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

- The New Paltz Central School District will maintain an inventory of PPE in accordance with the following NYS Education Department guideline, and continually restock the same as needed.
- Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
- PPE equipment will be readily available, if needed.

Requirement: e.

A description of the protocol in the event an employee or contractor is exposed to a known case of the communicable disease that is the subject of the public health emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace. Such protocol shall also detail actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. Such protocol shall not involve any action that would violate any existing federal, state, or local law, including regarding sick leave or health information privacy.

In the event an employee, student or contractor is exposed to a known case of a communicable disease that is subject to a public health emergency, exhibits symptoms of such disease, or tests positive for such disease, the District will respond as per the Infectious Disease annex found in the Building Level Emergency Plan, section 25 and the District's Reopening Plan.

REOPENING PLAN: CLEANING & DISINFECTIONS OF SCHOOLS

The CDC has provided reopening guidance for cleaning and disinfections, with specific guidance for schools. School wide cleaning must include classrooms, restrooms, cafeterias, libraries, playgrounds, and busses. The guidance provides a framework for cleaning and disinfection practices which includes:

- Normal routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure.
- Disinfection using US Environmental Protection Agency (EPA)-approved disinfectants against COVID-19. Where disinfectants are used, products should be registered with EPA and the NYS Department of Environmental Conservation (DEC). Frequent disinfection of surfaces and objects touched by multiple people is important.
- When EPA-approved disinfectants are not available, alternative disinfectants can be used (e.g., 1/3 cup of bleach added to 1 gallon of water or 70% alcohol solutions). Do not mix bleach or other

cleaning and disinfection products together. This can cause fumes that may be extremely dangerous to breathe in. Keep all disinfectants out of the reach of children.

- Identifying cleaning and disinfection frequency for each facility and area type; and
- Maintaining logs that include the date, time, and scope of cleaning and disinfection in a facility or area. Considerations and training have been made regarding the safety of custodial staff and other people who are carrying out the cleaning or disinfection. The following high touch surfaces will be cleaned and disinfected throughout the day. These include:
 - Tables
 - Doorknobs
 - Light switches
 - Countertops
 - Handles
 - Desks
 - Phones
 - Keyboards and tablet
 - Toilets and restrooms
 - Faucets and sink

Requirement: f.

A protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees and contractors in order to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.

- All entrances will be locked and monitored by security guard/greeter.
- All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises.
- Payroll, attendance, and/or leave request forms will further document an employee's presence on campus.
- Contractors will sign in with the security guards/greeters, and their presence registered in the visitor logbook or visitor management system.
- Non-essential visitors will not be allowed on site however exceptions will be made on a case by case basis.

Requirement: g.

A protocol for how the public employer will work with such employer's locality to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency, to the extent applicable to the needs of the workplace.

- If emergency housing is needed the District will lodge an essential employee on a district property or at a local hotel.

**2022-2023 ANNUAL NOTICES TO EMPLOYEES
RECEIPT FORM**

**I HAVE RECEIVED AND REVIEWED THE 2022-2023 ANNUAL NOTICES
TO EMPLOYEES WHICH INCLUDES THE ANNUAL EMPLOYEE
NOTIFICATIONS, DISTRICT CODE OF CONDUCT, AND THE
DISTRICT-WIDE SCHOOL SAFETY PLAN.**

PLEASE SIGN AND RETURN THIS FORM ON THE DATE OF RECEIPT TO
YOUR ASSIGNMENT'S MAIN OFFICE OR YOUR SUPERVISOR.

NAME (Please Print): _____

SIGNATURE: _____

DATE RECEIVED: _____

BUILDING/DEPARTMENT _____