

Safety Plan

Pocantico Hills Central School

599 Bedford Road

Sleepy Hollow, NY 10591

914-631-2440

Adopted:



2011

District Administration

Valencia F. Douglas, Ed.D., *Superintendent*

Mr. Jay Scotto-Friedman, *Assistant Superintendent*

Mr. Stanley T. Steele, *Principal*

Mr. Adam Brown, *Curriculum Coordinator*

Safety Committee members include:

Stan Steele, *Principal*

Debbi Calandrello, *School Nurse*

Nina Suchy, *cafeteria staff*

Nancy Morgan, *teaching assistant*

Bobbie McCann, *teacher*

Terry Hongell, *teacher*

Seana O'Connell, *Project Aim*

Laura Dineen, *District parent*

Stefanie Zednik, *District parent*

Mike Turnbull, *security guard*

Lauren Valentino, *Mt. Pleasant Police Department*

Consulting members: *Dr. Valencia Douglas*

Jay Scotto-Friedman

Katherine Yu

Board of Education

John Conrad, *President*

David Wilens, *Vice President*

Frederic Rickles, *Trustee*

Emily Segal, *Trustee*

Katherine Yu, *Trustee*

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Special thank you to Terry Hongell for writing and formatting

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Pocantico Hills District/School Safety Plan Introduction

Pocantico Hills Central School District is a suburban school district that is composed of one building site, hence the Safety plan for the district and school are one in the same. The pre-kindergarten through eighth grade school serves approximately three hundred children with two sections on each grade level. The majority of district children arrive and depart the building via school buses. Many other children are dropped off and picked up via cars. Some children walk to and from school with the assistance of a school crossing guard.

In the spring of 2001, a safety committee was formed to begin the ongoing process of devising a safety plan. Since the inception of the committee, administrators, teachers, pupil personnel services, building and grounds personnel, parents and students diligently have sought to create the district/school safety plan. Additionally, all those involved continue to make revisions in the effort to provide a clear and thorough plan that is specific to our unique school setting. For instance, members of the crisis committee members meet to discuss ways to thwart potential problems or emergencies.

Currently, every teacher is fully apprised of the safety plan. Each teacher has a red folder with the emergency plan specifications in their individual plan book. In addition to using the current plan, the faculty is always in the process of creating additional methods to reach the proposed goals.

During school hours, a security guard and the clerical staff monitor the front entrance. All visitors are required to sign and pick up a visitor pass in at the front entrance. The administrative, secretarial, and custodial staff, monitors and pupil personnel staff routinely communicate to each other via two-way walkie-talkies. Teachers in the elementary wing walk their children from class to class and middle school teachers monitor the hall between classes. Another critical focus of the safety plan is to provide prevention strategies. Jim McVeigh, school guidance counselor, provides social skill training for grades first through eighth. The Safety Committee and the entire school are prioritizing the goals set forth in our safety plan.

The Pocantico Hills Central District/School Safety committee meets every two weeks during the school year. The committee is presently composed of: Valencia Douglas, Jay Scotto-Friedman, Stan Steele (School Administrators), Greg Whitaker (Building and Grounds), Debbi Calendrello (School Nurse), Jim McVeigh (Pupil Personnel Services), Nina Suchy (cafeteria staff), Nancy Morgan (teaching assistant), Bobbie McCann and Terry Hongell (District teachers), Seana O'Connell (Project Aim) Laura Dineen and Stefanie Zednik (District parents), Mike Turnbull (security guard), and Lauren Valentino (Mt. Pleasant Police Department). The current Safety Plan was reviewed and updated in 2011.

Pocantico Hills Central School Safety Plan

SECTION I: General Considerations and Planning Guidelines

A. Purpose

The Pocantico Hills Central School Safety Plan was developed pursuant to Education Law §2801-a and 8 NYCRR §155.17. At the direction of the Pocantico Hills Central School Board of Education, the Superintendent of Pocantico Hills Central School District appointed a District-wide School Safety Team and charged it with developing and maintaining the District's School Safety Plan.

B. Identification of School Teams

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

Superintendent and/or designee	Building and Grounds Representative
School Principal	Teaching Assistant
Board of Education Member	BOCES Project AIIM representative
Two Parents	Security Guard
Two Teachers	
School Nurse	

C. Concept of Operations

The initial response to all emergencies at Pocantico Hills Central School will be by the Pocantico Hills School Emergency Response Team. The Emergency Response Team designates a person to activate them. Upon the activation of the School Emergency Response Team, the Superintendent of Pocantico Hills Central School or his or her designee will be notified and where appropriate, local emergency officials will also be notified. Efforts will be supplemented by county and state resources through existing protocols.

D. Plan Review & Public Comment

- Pursuant to 8 NYCRR § 155.17(e)(3), a summary of this plan will be made available for public comment at least 30 days prior to its adoption. Building-level plans will be adopted by the Pocantico Hills Central School Board of Education only after at least one public hearing that provided participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.
- Pursuant to Education Law §2801-(a)(6) and 8 NYCRR §155.17(e)(3), Building-level Emergency Response Plans must be confidential and are not subject to disclosure under article 9 of the Public Officers Law and any other provision of law.

- Full copies of the Building-level Response Plan will be supplied to both local and State Police within 30 days of their adoption by the Board of Education.
- Building-level Emergency Response Plans will be reviewed periodically during the year and will be maintained by the Building-level School Safety Team. The required annual review will be completed on or before July 1 of each year after their adoption by the Board of Education.

SECTION II: Risk Reduction/Prevention and Intervention

A. Designation of School Teams

Members of the Building-level School Safety Team

As required by Education Law §2801-a(4) and 8 NYCRR § 155.17©(11), the school Safety Team includes:

- Assistant Superintendent for Business
- Principal
- School security guard
- Representatives of the Mt. Pleasant Police Department
- Sleepy Hollow Ambulance Corp
- School Nurse
- Three representatives of the teaching staff
- Representative of the School Parent Teacher Association
- Cafeteria manager
- Representative of the Board of Education
- Head Custodian

Members of the Building-level Emergency Response Team, including members required by 8 NYCRR §155.17 (14)

- Superintendent
- Assistant Superintendent
- Principal
- School nurse
- Psychologist
- Guidance counselor
- Representatives of the Mt. Pleasant Police Department
- School Security Guard

Members of the Building-level Post incident Response Team including the following member required by 8 NYCRR §155.17(15)

- Superintendent
- Assistant Superintendent
- Principal
- School nurse
- School psychologist
- Guidance counselor
- Representatives from the Town of Mt. Pleasant Police Department
- Local Fire Department Chief
- School security guard
- Counselors and school psychologists from neighboring school districts as needed
- Westchester County Crises Team as needed

B. Prevention/Intervention Strategies

1. Building Personnel Training

Training for emergency teams includes annual CPR Training. The following School Safety drills are practiced quarterly. All drills are first table-topped and then carried out full scale with entire school population.

See Appendix A for Staff Roster

See Appendix C for Building Emergency Plan Drills

2. Coordination with Emergency Officials

The District will conduct annual drills and exercises to test components of the school's plan. Included in those drills will be tabletop exercises, in coordination with local and county emergency responders and preparedness officials. The Emergency Response Team will coordinate these exercises under the direction of the Superintendent. Among the drills occurring annually is the emergency evacuation drill in which students will evacuate the building and move to the neighboring fire house. This drill is detailed in Section IIB: *Building Personnel Training*. The District coordinates this drill with the assistance of the Pocantico Hills Fire Department personnel and the Mt. Pleasant Police Department personnel.

See Appendix I for Emergency Phone Numbers

3. Annual Multi-hazard Training for Staff and Students

Each of the Emergency drills are practiced by students, staff, and administration according to the regulations set forth in school law during the school year.

See Appendix C for Building Emergency Plan Drills

To: All staff with two- way radios
From: Stan Steele, Principal
Safety Committee Chair
Date: January 10, 2011
Reason: Radio use during Safety Drills

The school has eight different contingencies that may occur while we are in session. They are:

1. Fire Drill
2. Lockdown Drill
3. Emergency Evacuation
4. Emergency Sheltering
5. Early Dismissal
6. School Cancellation
7. Security Alert
8. Medical Emergency

When you hear over the P.A. that we are having any of these contingencies, I am requesting that all staff turn their two-way radios to channel #4. ("Four for Emergencies," if you will.) This way during the situation we will have on-going communication with all staff carrying two way radios.

Thank you for your anticipated cooperation and we will begin to practice this at our next drill.

PREVENTION FOR STAFF

1. At the beginning of the school year, all staff are reminded of the basic two-step approach when meeting visitors in the school.

- All visitors should be stopped with the question; "Can I help you?"
- All visitors then should be directed to the Main Office to sign the Visitors Log and get a Visitor's Pass at the security desk.

Full compliance with this directive by all professional and non-professional staff is an integral part of the Building Safety Plan. The district does not employ hall monitors but does have doors and hallway cameras monitored by the district security guard.

2. In a September mailing to parents, all are reminded by the Superintendent to park in driveway number 3 when visiting the school and to register in the Main Office. An adequate number of spaces needs to be maintained to meet the need for visitor parking in Gate 3 parking area. To help accommodate this primary wing teachers are encouraged to park in the upper or pool parking lot during the day.
3. The Building Emergency Management Plan Drills are kept on file for all substitute teachers. The Principal should review this file with substitute teachers on their first day of employment to increase their familiarity with our Management Plan.
4. Laminated Emergency Exit Door Plans are provided for each room.
5. During the day, all 17 external doors to the building are locked. All visitors must enter through the front door at the Main Office. All visitors must sign in and get a "Visitor's Pass. Gate 2 is locked during the day.

4. Intervention Strategies for Students

INSTRUCTIONAL SUPPORT TEAM

As part of the RTI-Response to Intervention Model, the Instruction Support Team meets weekly to discuss academic, behavioral, social, and emotional concerns as they relate to students. The Instructional Support Team is composed of the Superintendent, Principal, Coordinator of Curriculum and Instruction and other members of the instructional staff.

The Instructional Support Team provides an opportunity to discuss ideas for supporting all students in the building at risk. The team will suggest a range of possible interventions for students with academic difficulties and appropriate counseling for students with behavioral, emotional, or social difficulties. The team will monitor the student's progress at six week intervals.

Teachers initiate the discussion of a student by request to Coordinator of Curriculum and Instruction.

See Appendix D for Instructional Support Team Procedures

THE SOCIETY OF GUARDIAN ANGELS

The Society of Guardian Angels is an integral component of our school-wide character education program. Developed and first implemented in 2005 as an anti-bullying program for grades 3-8 with an overall attendance of 31 students and two facilitators, the program grew to an impressive 74 participants and four facilitators in 2009-2010. In addition, the subsidiary group known as "Guardian Angels In Training" (GIT) maintains an overall membership of approximately 100 students. Guardian Angels and GITs are trained in developmentally appropriate anti-bullying strategies and peer-mediation techniques.

In the 2009-2010 school year, six GIT's earned their way into the Society of Guardian Angels by participating in the GIT program for four consecutive years. These students entered the voting process with enough votes to become full-fledged members of the Society of Guardians; proving that with sufficient dedication and commitment to the program, anyone can become a Guardian Angel.

The positive and significant difference in the way bystanders intervene and report instances of bullying at Pocantico Hills is evidence that a constructive and meaningful change in our school culture has taken place since the program's inception.

D.A.R.E. PROGRAM

Drug Abuse Resistance Education (D.A.R.E.)

D.A.R.E. is a simple acronym with a big message: Drug Abuse Resistance Education! D.A.R.E. was originally developed in 1983 by the Los Angeles Police Department in conjunction with the United School District. Based on the premise that prevention is the only long-term answer to drug abuse, the program grew to include all 50 states.

To date, over 300 Pocantico students have graduated from the program. In fact, many D.A.R.E. graduates have returned to Pocantico Hills as high school role models.

The focus of D.A.R.E. is to...

- Build confidence and self esteem.
- Teach students to respect others and themselves.
- Provide accurate information about drugs and alcohol.
- Teach students the necessary decision-making skills.
- Show students how to resist negative peer pressure.
- Suggest healthy alternatives to drug use.

The D.A.R.E. program is designed to avoid scare tactics. Positive and substantive, it relies on accurate information and an upbeat approach. D.A.R.E. officers visit with students in the classroom, conduct faculty workshops, and present programs to teacher/parent organizations. This approach provides a constructive and highly visible presence to the students and community.

D.A.R.E. at Pocantico Hills

The 17-week elementary curriculum, taught to fifth graders, covers many topics that help students understand and deal with social pressures while strengthening their own self-image. Lessons actively involve student participation through workbook exercises, questions and answers, role playing, and group discussion. These lessons include:

- Personal safety
- Assertiveness
- Use and misuse of drugs
- Managing stress
- Consequences of behavior
- Media influences
- Building self-esteem
- Role models
- Resisting peer pressure
- Support systems
- Alternatives
- Decision-making and risk-taking

D.A.R.E. is taught on a continuum from kindergarten through eighth grade.

See Appendix E for D.A.R.E. Curriculum

C. Identification of Sites of Potential Emergencies

The Pocantico Hills Building-level School Safety Plan Team meets regularly to discuss safety issues. The team works to identify and assess both internal and external hazards on the school campus that warrant protective action. If an area of concern is discovered, the team notifies the appropriate personnel who address the issue. The team then follows up to make sure the issue has been resolved. In the event the school is notified of potential emergencies in the building or in the vicinity, building safety procedures for specific events are immediately implemented by school personnel.

See Appendix C for Building Emergency Plan Drills

SECTION III: RESPONSE

A. Assignment of Responsibilities

EMERGENCY COORDINATION

CHAIN OF COMMAND

The Superintendent shall be the District Emergency Coordinator. When the District Emergency Coordinator has been notified that an emergency exists, she will activate the Plan and direct the operation from the Command Post. If for any reason the Superintendent is unavailable, the Assistant Superintendent will take the responsibilities of the District Emergency Coordinator.

Incident Commander: Dr. Valencia Douglas

Command Staff: Jay Scotto-Friedman, Stan Steele, Mike Turnbull, Anacleto Nunez

General Staff: Jay Scotto-Friedman, Stan Steele, Mike Turnbull, Anacleto Nunez, Greg Whitaker, Antonio Oliveira

DISTRICT EMERGENCY COORDINATOR:

1. Take FULL CONTROL upon being notified of an emergency.
2. Make immediate decisions regarding emergency response.
3. Order activation of response.
4. Notify appropriate agencies.
5. Be prepared to turn over control to outside agencies.
6. Submit post-emergency reports to Board of Education and state agencies.
7. Perform testing of the Emergency Management Plan on a biannual basis.
8. Meet with local government and emergency service organization officials to develop procedures for advice and assistance for emergency situations that exceed the expertise and/or resources of the district. These procedures will then be incorporated into the District's Emergency Management Plan.

COMMAND POST

Location: Superintendent's Office

1. Equipped to receive messages from all sources:
 - a. Emergency Broadcast System
 - b. Manually tuned electric/battery powered commercial radio receivers
 - c. Radio receiver/transmitter on school bus frequency
 - d. National Weather Bureau
 - e. Manually tuned electric/battery powered AM-FM commercial radio receivers.
 - f. 20 Handheld Motorola two-way radios. (See list for assignments.)
2. Telephone System/P.A. System
3. Emergency lighting:
4. Generator
5. Flashlights
6. Office Supplies
7. Binoculars
8. List of EMERGENCY TELEPHONE NUMBERS
9. List of Hazardous materials
10. Blue prints, maps, charts, etc.

To: All staff with two- way radios
From: Stan Steele, Principal
Safety Committee Chair
Date: January 10, 2011
Reason: Radio use during Safety Drills

The school has eight different contingencies that may occur while we are in session. They are:

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7. Security Alert
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When you hear over the P.A. that we are having any of these contingencies, I am requesting that all staff turn their two-way radios to channel #4. (“Four for Emergencies”, if you will.) This way during the situation we will have on-going communication with all staff carrying two way radios.

Thank you for your anticipated cooperation and we will begin to practice this at our next drill.

B. Continuity of Operations

- In the event of an emergency, the Superintendent or her designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of a local emergency response agency.
- After relinquishing command, the Superintendent or her designee may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency.
- The Chain of Command is as follows:

Incident Commander: Dr. Valencia Douglas

Command Staff: Jay Scotto-Friedman, Stan Steele, Mike Turnbull,
Anacleto Nunez

General Staff: Jay Scotto-Friedman, Stan Steele, Mike Turnbull,
Anacleto Nunez, Greg Whitaker, Antonio Oliveira

C. Access to Floor Plans and Campus Map

- Blue prints and schematic and other maps of the building are available in the Command Center. In addition, the Mount Pleasant Police Department and the Pocantico Hills Fire Department both have maps of the building and grounds including on campus road maps.
- Emergency exits are indicated on the building floor plans in each classroom as is a map of the building and grounds including campus roads.

See Appendix H for Building Floor Plans and Campus Map

D. Notification and Activation

The district has an internal communication system that included telephones in each classroom and office capable of dialing all other rooms in the building. The district also has approximately 35 portable radios. All administrators carry radios as do the secretaries and business offices staff, school nurse, guidance counselor, cafeteria/lunch monitors, custodians and district security guard. There is an intercom system for communication within the building and on the grounds near the school. The busses are equipped with two way communication for communicating with district offices. Bull horns are also available as is NOAA Weather Radio. In addition,

the district utilizes Connect Ed for direct and immediate phone communication with parents and staff.

The report of an incident or a hazard's development will be reported to the Building Principal or his designee as soon as possible following the incident.

In the event of an emergency, the Building Principal or his or her designee will notify all building occupants to take the appropriate protective action using the district intercom system.

E. Hazard & Crises Guidelines

CRISIS GUIDELINES POCANTICO HILLS CRISIS RESPONSE TEAM

Crisis Guidelines

1. As soon as the Superintendent learns of the crisis, she will immediately inform all Crisis Team members. Crisis Team members are:

Valencia Douglas (Superintendent)

Jay Scotto-Friedman (Assistant Superintendent)

Stan Steele (Principal)

Eileen Vail (School Psychologist)

Jim McVeigh (School Guidance Counselor)

Debbi Calandrello (School Nurse)

Marty Greenberg (Lieutenant Mount Pleasant Police Department)

2. The Crisis Team and Superintendent will meet as soon as possible to discuss details and plan a strategy for the day.
3. If the crisis occurs during the school day, the Superintendent and Principal will be calmly called to the scene immediately by all call.
4. The Superintendent will obtain all the facts in the case. Students should be informed according to their ability to understand. The Superintendent and the Crisis Team will decide who needs to be informed of the situation, and the most appropriate method.
5. If the event occurs before the school day, a memo will be distributed to faculty mailboxes before the start of the school day to assist teachers and inform them of planned procedures.
6. An emergency faculty meeting may be called prior to the start of the school day.
7. Ordinary school schedules may be altered in order to deal sensitively and appropriately with the crisis.
8. The Crisis Team will take into consideration that students may be affected by symbolic meaning of desk, locker and belongings.
9. Crisis Team member offices will be made available to teachers as well as students and staff to discuss feelings, talk or cry. Any Crisis Team member's office is available.
10. When appropriate, the Superintendent will deliver an announcement at the close of school and allow for a moment of silence.

11. At the close of this difficult day, there will be an opportunity for faculty to meet to discuss their own feelings, reactions, issues, etc., and to make recommendations for subsequent days.
12. Any staff member should notify the Crisis Team of any student who may need individual support. Parents may need to be notified. Teachers should be informed of “at risk” students.

NOTE: Students who cannot be contained in a classroom and who are felt to be in need of individual or small group assistance should be encouraged to see a Crisis Team member.

13. The Superintendent will be the only person authorized to talk with representatives from the media. Under no circumstances should cameras be allowed in the building or teachers and students interviewed without the consent of the Superintendent. All contacts by the media should be referred to the Superintendent.
14. Staff and students should be informed of the family’s wishes and be encouraged to send messages of sympathy to the family of the deceased.
15. Large numbers of staff and students may wish to attend funeral services. A member of the Crisis Team should be present at all times during the wake and funeral.
16. In the event of a suicide, the memory of the deceased should be respected, but no activity will be authorized that “honors” the deceased, i.e., special assemblies or bulletin boards.
17. If the crisis is a suicide, no assemblies will be scheduled so as to prevent the contagion of hysterical behavior. Rather, students will be supported in an individual or small group setting. Teachers and Crisis Team members are encouraged to see and identify students who are in need of extra services.
18. Plan appropriate follow-up activities for grieving students and teachers. Group meetings often evolve naturally from the initial sessions.
19. At the discretion of the Superintendent and the Crisis Team, the above guidelines should be followed or appropriately modified following the death of a teacher or support staff member.

See Appendix J for District Procedural Guides for School Crises

Memo to Teachers
for
Dealing with the Death of a Student/Parent

The following information will hopefully help you get through this most difficult day:

1. The Crisis Team is available for staff and students.
2. Regular classwork may not be possible. Try to teach a lesson if you can, based on your feelings as well as those of your students. If this is not possible, a quiet class period is certainly appropriate.
3. Be aware of the facts regarding this situation to counteract rumors. The district administration will provide the facts.
4. It is OK for a teacher to feel uncomfortable about dealing with the situation. Call for help if you want it.
5. It is OK for teachers to show their feelings but as adults you do not want to encourage hysteria.
6. Both teachers and students need to support each other as much as possible.
7. Staff may be overwhelmingly upset, especially those who have had contact with the child. Staff may want to speak with someone in the faculty lunchroom during preparations or with a Crisis Team member.
8. What may seem like inappropriate feelings expressed by some children reflect real feelings which we may not immediately understand. There is no inappropriate immediate response. Children can be helped to empathize with others and express honest feelings appropriately.
9. Expect the entire range of emotional reactions from hysterical behavior to joking. All reactions are normal.
10. Teachers may get the feeling that there are some students who are using this tragedy to avoid school responsibility. We all need to be careful not to judge the feelings or motivations of others.
11. If a child expresses his feeling that he should have done something to prevent the death, listen to what he has to say, do not shut him off until he has expressed himself, and let him know he was not responsible.

12. Talk about whom children can talk with, at home, at school.
13. For those students who are extremely upset, locations have been set up in various parts of the building where support services are available to assist them. Students should not be in the corridors unsupervised, but rather sent to designated areas in the building. They will be returned to class when they are ready to do so.
14. All services available to students are available to staff as well!
15. Be aware of students who might need encouragement to seek out individual services.
16. Continue to monitor reaction and review with Crisis Team. Be prepared to deal with intensity for some time after the crisis.
17. Discuss what the students can do to express sympathy to the family. Suggest they write notes of sympathy. Some children may wish to attend the funeral with an adult.
18. Get back to routines as soon as possible after students have had a chance to express their feelings.

THE STAFF MEETING

The Superintendent and the Crisis Team will do the following at the first staff meeting during a school crisis:

1. Share materials gathered on how to handle crisis.
2. Review the facts of the crisis and dispel rumors.
3. Pass around a photograph of the deceased/injured student to familiarize staff with the student.
4. Help staff members process their responses to the situation.
5. Describe the feelings that students may experience and suggest how teachers might handle specific situations.
6. Encourage teachers to allow for expressions of grief, anger, etc., in the homeroom or class in which the announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions.
7. Encourage and allow students to meet with a Crisis Team member to discuss and sort out feelings.
8. Return to the normal routine as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
9. Encourage staff to dispel rumors whenever possible and discourage any “glorification” of the event (especially in suicidal death).
10. Request staff to meet at the end of the day to review procedures and debrief.

VIOLENCE PREVENTION FOR STUDENTS

I. Response to threats of violence.

All verbal and written threats of violence will be taken seriously and reported immediately to the Principal for investigation. The Principal will make a decision on appropriate consequence and follow-up.

See Appendix L for Code of Conduct

II. Prevention Programs:

A. K-8 District Health Program

This program starts in the classroom for grades K-5. Teachers use "The Great Body Shop" books (The Children's Health Market, Inc.) This series covers topics including

1. **Drug Education:** Students learn about medicines, smoking, alcohol awareness and how to say "No" to drugs.
2. **Feelings:** Students learn to identify the verbal and non-verbal cues that go along with feelings. They also learn how to deal with angry feeling.
3. **Communication Skills:** Students learn listening skills, practice communicating in different situations, what it means to be "trustworthy", and personal safety issues. These issues are touched upon and expanded at every grade level,

For students starting in 6th grade and continuing through 8th grade, Health is taught as one of the 4th period seven-week rotation classes. Students use the "Teen Health" book from McGraw Hill. Students in 6th 7th and 8th grade address a number of topics including: social and emotional health, drugs and alcohol awareness, and personal safety. These issues are also expanded on at each different grade level.

B. District Mentoring Program

This program involves pairing at-risk youngsters with a caring adult faculty member. Adults meet with their assigned students on a weekly basis throughout the school year with both structured activities and discussion time. This close relationship provides nurturing and guidance to "at-risk" students. During the 2009-2010 school year, this program had 27 adult mentors and 42 students. Approximately 14% of the student body was involved in this program.

C. Middle School Retreat

Every fall all 7th and 8th graders go on a two-day camping trip. The wilderness activities for students emphasize team building, "challenge by choice", and social skills.

D. D.A.R.E. Program

Students in the 5th grade are part of this drug resistance and education program.

F. Evacuation Procedures

See Appendix C: Building Emergency Plan Drills

All bomb threats are reported to the State Department of Facilities Planning at
Fax: (518) 473-3444.

G. Security of Crime Scene

From: School Crime Scene Management

http://www.troopers.state.ny.us/Publications/Crime_Prevention/SchoolCrimeSceneMgmt4-01.pdf

During school hours, the first person on the scene of a crime should call the school security guard who will in turn notify local police. If a crime occurs after school hours the first person on the scene should call Tony Oliveri, head night custodian or his designee who will in turn notify the local police.

Respond . . .

- Personal safety - Your safety comes first! You can't help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

Evaluate . . .

- Evaluate the severity of the situation. Is the crime/incident in progress or not? School Emergency Response Team should be calling Mt Pleasant Police at 914-769-1941 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims.
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don't touch anything unless necessary.

Secure . . .

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- Police will adjust the perimeter if they need to.

Protect . . .

- Safe guard the scene - limit and document any people entering the area.
- Don't use phones or bathrooms within the scene area.
- Don't eat, drink or smoke in the area of the scene.

Observe . . .

- Write down your observations - These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.
- Record detailed information - don't rely on your memory.

Notify . . .

- Call 911 (Police/EMS/Fire Personnel), if not already called or there.

Document . . .

- Take good notes - Such as: time, date, people at scene, weather, doors open or closed, lights on or off and position of furniture.
- Be prepared to provide your notes and information to police.

IV. RECOVERY

- A post incident debriefing with the School Emergency Response Team will be scheduled as soon as possible after the incident to debrief members of the team. Security, medical, mental health, and other pertinent issues will be addressed by team. School Emergency Response Team will evaluate the school response and institute modifications they deem appropriate.
- School Safety Committee will be convened to discuss building security modifications, both temporary and long term, if necessary.
- Neighboring school districts and the county health department will be asked to send counselors to speak with students and staff as necessary.
- Ongoing mental health issues will be monitored by school guidance counselor and school psychologist as needed.
- Custodians will restore building to normal operating conditions, as needed.

Tips for Helping Students Recovering from Traumatic Events

From: <http://www2.ed.gov/parents/academic/help/recovering/index.html>

Tips for Administrators

The decisions educators make early on will have far-reaching implications for both displaced students and for the overall school climate. Even if principals have not received any new registrations, they can think ahead about how to handle the registration process when the first family arrives.

- Some parents may have difficulty letting their children be separated from them. This is normal. Also, while some students look forward to the normalcy of school, others may not.
- Principals may want to sponsor parent gatherings for all parents in the mornings as school starts so they have a place to meet each other and share the challenges of being a parent.
- While assemblies often pay recognition to students involved in sports and leadership activities, administrators may want to recognize a wider range of students, with a special focus on making new students feel valued.
- Staff will need extra support for a while. The full scope of challenges may not be obvious at first and will likely change over time. Principals can provide in-service staff development on helping disaster victims, as well as time for teachers to gather and share their frustrations and successes. Teachers also need the opportunity to generate ideas on how to welcome the new students.
- Administrators can provide teachers with guidelines for leading class discussions on how to cope with disasters. Principals can encourage lessons on such topics as the science of hurricanes and other natural disasters, environmental impact issues, local development and economic revitalization, disaster preparedness and volunteerism. It may also be appropriate for teachers to lead class discussions on what it was like for students to experience the disaster and move to a new place and school. However, it will be important to let teachers know that every displaced child is different and that some will not find in-class discussion of the disaster helpful.

As with many things in life, flexibility and adaptability are key for school leaders.

Tips for Teachers

Teachers are among the most important adults in the transition and recovery of students impacted by a natural disaster or other crisis. Their efforts will begin to give students a sense of stability, security and belonging. Not only will students look to teachers for support, but the learning process and social environment of the classroom can all contribute to their ability to cope.

- Some students will cope fairly well early on and may have difficulty in the weeks or months ahead. Still others will be resilient when surrounded by caring and supportive adults.
- Some students may have difficulty concentrating, may feel a need for success or may exhibit anger.
- It is important to ensure that displaced students feel welcomed and supported and that they are not bullied or ostracized. Teachers should make sure that students understand that bullying will be taken seriously and will not be tolerated. It is helpful to establish clear expectations about bullying and to discuss those expectations with students.
- Students will also benefit from teachers who:
 - Care and reassure students that they will be okay.
 - Avoid using television programs to watch disaster-related events (especially for younger elementary school students).
 - Maintain consistent and fair discipline.
 - Provide flexibility such as extra time to do work, extra support for challenging subjects and different ways of showing competence.
 - Show empathy for what they are going through and make time to listen.
 - Help them feel welcomed and part of a social group.
 - Allow them to keep in contact with others who survived the disaster.
 - Provide a variety of methods and opportunities to express their reactions to the disaster and to tell their stories of survival, if they want to.
 - Create opportunities to do something to help others, even in small ways. Group activities such as fundraising events are ideal because they also reinforce a sense of connectedness.
- Teachers may already have children in their schools who are experiencing life stress and are not receiving the support provided to those who have been displaced by a natural disaster. This can provide fuel for contention, so teachers should try to ensure fairness and help for all students including those coping with distressing events. teachers

Tips for Parents

Children will react in their own way and in their own time to their disaster experience. Most reactions are normal and typically go away with time. Parents should be observant, though, if this does not happen.

- Often children will cling to parents and may not want to be away from them. When a child shows excessive clinging and unwillingness to let a parent out of sight, the child is expressing fear and anxiety of separation or loss. These fears should dissolve when the threat of danger dissipates and children feel secure again under a parent's protection. Parents should give them comfort and reassure them that they are safe. Once they feel safe, they'll begin to let go.
- Some children need to talk about a traumatic experience all the time and others don't want to talk at all. This is normal. While it is important not to force children to talk about their experiences, it is also critical for parents to let them know they're willing to listen, and then, to listen.
- Anxiety about disaster experiences and problems sometimes keeps children awake at night, or nightmares might wake them. Temporary changes in sleeping arrangements following a disaster may be helpful, such as parents letting children put sleeping bags on the floor in their room or sleeping closer to them at first. After a brief period of temporary changes, it is helpful to move back to pre-disaster bedtime routines.
- Giving children choices helps them feel some control when their environment has felt out of control. Choosing food, clothes, what games to play—any appropriate choices—can be helpful.
- Children still need discipline. It helps them feel safe to know their parents won't let them get away with too much and that normal rules still apply.
- Going to a new school is hard, especially now. Parents may want to see if they can visit the school with their child ahead of time.
- Enabling children to stay in contact with their old friends or even children they met in a shelter can help them feel that their whole world is not gone. The child's new school may want to help evacuated children get in touch with friends also relocated in the area.
- Parents will want to establish daily routines as soon as they can. Meals, bedtimes and other regular parts of their day can help children feel comforted and know what to expect.
- Sometimes students react to trauma and stress with anger. They may feel it gives them a sense of control. Adults should be understanding but hold children responsible for their behavior. It is not OK to hurt others and break other home and school rules, even if students are stressed.
- It doesn't help younger children to watch coverage of the disaster over and over. However, some older adolescents may find viewing some factual media reports helpful in order to better understand the disaster and recovery efforts. As an alternative, parents may want to read newspaper accounts with their child.
- Parents should remember to take good care of themselves, too. This will help them have the energy necessary to take care of their children. Their ability to cope with this disaster will help their children cope as well.

Tips for Students

Here are some things to think about for students who are at a new school because their families had to move after a natural disaster:

- Millions of Americans watched the news coverage of the natural disaster and are volunteering their time and resources to help students and their families recover and rebuild their lives.
- With so many TV channels and news reports, it's easy to get too much exposure to news about the disaster.
- Students should remember to stay in touch with their old friends.
- Students should tell their new teachers what will help them feel comfortable in their classes and tell them if they are having trouble concentrating or doing schoolwork.
- Students should get involved in activities that they enjoy at school or in their new neighborhoods. They may also want to join a youth group such as the Boy Scouts, Girl Scouts, or 4-H. This will help them meet new friends who share their interests.
- Some students may find it helpful to have lunch or get together at other times during school with other students who have relocated because of the disaster.
- Students may want to find some way to express what they're feeling by creating artwork, writing, playing music, singing in a choir or just talking to a friend or trusted adult.
- Students should get enough sleep and exercise and eat food that is good for them.
- Students should make time to do things they enjoy. They should play sports, read good books, go to movies, spend time with friends, go for walks or listen to music. Students should try to not dwell on the disaster or their family's situation all the time.
- It isn't unusual for students to want a light on at night or to leave music on while they sleep. They might have nightmares for a while, but this is normal. If they still feel really upset two or three weeks after a return to their normal routine, they should tell their parents or a teacher or school counselor.
- If students or their friends feel really upset, they should take time to talk to an adult about what happened. Some feelings can be overwhelming after a crisis, and talking to an adult can help students feel better.
- This experience has changed students' lives. While they may not feel better immediately, most people will find that they start to feel better after a few weeks and begin to realize that things will be okay.
- If people ask about things that students don't want to talk about, it is fine for them to say that they don't want to talk about those things.
- When students feel anxious, it may help to find a calming activity. Doing math, working out, listening to music, making lists, doing crossword puzzles, or memorizing something sometimes helps give students a rest from worry.
- Students may feel better if they can help someone. It may make them feel good to help at home, do some volunteer work, help make dinner or clean up, babysit a little brother or sister, or fold laundry. It can make a real difference for students to help their parents and others.

Tips for School Psychologists, Counselors and Social Workers

Professionals who work with students are in a critical position to support displaced families as well as their teachers and administrators.

- While some displaced students may want to spend time with each other even though they aren't at the same grade level, by sitting together at lunch or in assemblies, it's important for educators to ensure that the school is not unnecessarily separating these students from their peers.
- Educators can help the school find ways to express the value contributed by all of its students, not just those who succeed academically and athletically.
- Staff members should try to keep red tape to a minimum whenever possible, realizing that school will be the place many families gain access to social services.
- School leaders should realize that not all students who arrive will have significant adjustment difficulties and a few will have very delayed responses.
- Children who have experienced a great loss will still often benefit by feeling like they can give to others less fortunate than themselves. School leaders should consider activities that allow them to help others in need.
- Educators should provide an in-service training program for school staff on the warning signs of serious crisis reactions and make certain that a referral process has been established and is understood by teachers and other staff members.
- Educators should create ways to help all families, not just the new families, to have social time together. Establishing these opportunities can be a helpful way of disseminating important information and ensuring that community support is provided.
- Educators should be mindful of the significant needs of all students, not just those affected by the disaster.
- Educators should work with community mental health service providers to help ensure a variety of services are available to students in need.

Tips for Coaches

Coaches hold an influential position in the lives of the nation's youths. For some students, sports can offer the opportunity to connect with others, to succeed in activities that require athletic skills and concentration, to temporarily escape disaster-related problems and to find a sense of normalcy.

- Coaches should consider ways for displaced students to play on sports teams. If fall teams are already formed, they may want to encourage new students to participate in intramural teams or to try out for winter sports. Coaches may want to consider creating new intramural teams, if necessary, and perhaps encourage players on competitive teams to serve as mentors, assistant coaches or referees for intramural leagues.
- Students often look up to coaches as role models. School leaders can identify ways for coaches to help new students feel welcome and promote their acceptance by other students in school.
- The role of a coach and the context of athletics are ideal for building trust between students and adults. This can be particularly important for displaced students who may feel vulnerable. Coaches should let new students know that they are there to help them and are willing to listen if they would like to talk.
- Coaches should be observant of new students' behaviors, as they may be able to identify signs of serious distress; if they do, then coaches should seek help for the student from administrators or school counselors.
- The school may want to offer informal pickup games after school. Members of the community can help with this effort.
- School leaders can support informal mentoring opportunities related to sports to connect youths with adults in the community.
- Coaches can encourage their players to help welcome new students.

Additional Resources

These resources are intended only as a partial listing of the resources that may be relevant and available to readers. The U.S. Department of Education does not endorse private or commercial products, services or organizations.

Federal Agencies

Department of Education

www.hurricanehelpforschools.gov/index.html

Department of Education Office of Safe and Drug-Free Schools

www.ed.gov/admins/lead/safety/crisisplanning.html

Department of Homeland Security

www.ready.gov

Federal Emergency Management Agency

www.fema.gov/kids/hurr.htm

Department of Health and Human Services

www.hhs.gov

Centers for Disease Control Division of Adolescent Health

www.cdc.gov/HealthyYouth/crisis/hurricane.htm

National Institute of Mental Health

www.nimh.nih.gov

Substance Abuse and Mental Health Services Administration's National Mental Health Information Center

www.mentalhealth.samhsa.gov

Office of the Surgeon General and the Office of Public Health Emergency Preparedness

<https://volunteer.ccrf.hhs.gov>

Other Agencies

American Red Cross

www.redcross.org/services/disaster/0,1082,0_587_,00.html

National Child Traumatic Stress Network

www.nctsnet.org

Office of Safe and Drug-Free Schools Emergency Response and Crisis Management (ERCM) Technical Assistance Center

rems.ed.gov

Center for Mental Health in Schools at UCLA

<http://smhp.psych.ucla.edu>

Salvation Army National Headquarters

www.salvationarmyusa.org

Private Organizations

American Psychiatric Association
www.psych.org

American Academy of Child and Adolescent Psychiatry
www.aacap.org

National Center for Missing and Exploited Children
www.missingkids.com

National Center for the Study of Traumatic Stress
www.usuhs.mil/centerforthestudyoftraumaticstress

National Organization of Victim Assistance (NOVA)
www.trynova.org

National Association of School Psychologists (NASP) Hurricane Katrina Resources
www.nasponline.org/NEAT/katrina.html

Council for Exceptional Children
www.cec.sped.org/cec_bn/Hurricane_Katrina.html

National Association of State Directors of Special Education (NASDSE)
<http://edla.aum.edu/serrc/partbhurricane.html>

American Counseling Association
www.counseling.org/hurricane

American School Counselor Association
www.schoolcounselor.org

APPENDIX:

Staff Roster.....A-1

Available Staff Cell Phone Numbers..... B-1

Building Emergency Plan Drills..... C-1

Instructional Support Team Procedures..... D-1

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Crises Team & Local Official Phone Numbers..... I-1

District Procedural Guides for School Crises..... J-1

Bus/Van Inventory.....K-1

5300 Pocantico Hills Central School Code of Conduct..... L-1

5300.400 Disciplinary Penalties, Procedures and Referrals.....M-1

5450 Student Safety.....N-1

Rules for Fighting Fair.....O-1

Playground Rules.....P-1

Bomb Threat Caller Checklist.....Q-1

New York State Bomb Threat Instruction Card..... R-1

APPENDIX D: Instructional Support Procedures

Instructional Support Team: New Kindergarten Student Screening Procedures

1. Stan Steele meets and tours with family
2. Parent registers with Mary McIntrye
3. Mary schedules screening
 - Nicole Marples (Kindergarten)
 - Joy Scantlebury (for potential ESL students)
 - Psychologist - meets with parents for background information
4. Mary requests records from previous school
5. On day of screening:
 - Psychologist meets with parents while child is being screened
6. Nicole Berardi writes short summary on screening results
7. Team reviews results, records, background information
8. Follow-up meeting/phone conference with parents to discuss screening results and placement plan
 - Present expectations of prospective grade level
 - Skills necessary

POCANTICO HILLS CENTRAL SCHOOL IST REFERRAL FORM

CLASSROOM OBSERVATION TEACHER'S REPORT

Student:	Date of Report:
Teacher:	Subject Area:
Grade:	

Description of classroom functioning in academic and/or special subjects

Social relationships:

Learning style:

Classroom behavior:

Strengths and Affinities

Areas in Need of Improvement

Academic:

Behavioral:

Meeting the Standards	
ELA	MATH
Currently meeting the standards <input type="checkbox"/>	Currently meeting the standards <input type="checkbox"/>
Currently working toward the standards <input type="checkbox"/>	Currently working toward the standards <input type="checkbox"/>

Accommodations and Interventions

Recommendations

Academic:

Behavioral:

MIDDLE SCHOOL VERSION
CLASSROOM OBSERVATION TEACHER'S REPORT

Student:	Date of Report:
Teacher:	Grade: 6

Description of classroom functioning in academic and/or special subjects

Social Relationships:

Learning Style:

Classroom Behavior:

ENGLISH:

SOCIAL STUDIES:

MATH:

SCIENCE:

Strengths and Affinities	
ENGLISH:	
SOCIAL STUDIES:	
MATH:	
SCIENCE:	
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Behavioral:

ENGLISH:

SOCIAL STUDIES:

MATH:

SCIENCE:

Meeting the Standards	
ELA	MATH
Currently meeting the standards <input type="checkbox"/>	Currently meeting the standards <input type="checkbox"/>
Currently working toward the standards <input type="checkbox"/>	Currently working toward the standards <input type="checkbox"/>
Accommodations and Interventions	
Recommendations	
Academic:	
Behavioral:	
page 2 of 2	

APPENDIX E: D.A.R.E. Curriculum

Objectives for D.A.R.E. Elementary School Curriculum

Lesson 1: Purpose and Overview of the D.A.R.E. Program

- Students will be able to say in their own words the theme of the D.A.R.E program by participating in discussions.
- Students will explain the steps in the D.A.R.E. Decision-Making Model by practicing with a partner.
- Students will write a personal reflection in response to the lesson.

Lesson 2: Tobacco and You

- Students will review the D.A.R.E. Decision-Making Model by applying it to authentic situations.
- In a graphic representation, students will compare their estimates of the extent of tobacco use among adolescents with estimates reported in national surveys.
- Students will compare and contrast “common” beliefs about tobacco use through discussion, and analyze the validity of personal beliefs about tobacco use through a think, pair, share activity. They will recognize and correct personal misconceptions about tobacco use.
- Students will identify harmful effects of tobacco to the body by creating a warning label.
- Students will write a personal reflection in response to the lesson.

Lesson 3: Smoke Screen

- Students will draw conclusions regarding the impact of advertising on the sale of tobacco by analyzing marketing techniques.
- Students will apply the D.A.R.E. Decision-Making Model to tobacco situations through group consensus.
- Students will recognize the harmful effects of marijuana use on the body by completing a worksheet in a think, pair, share format.
- Students will write a personal reflection in response to the lesson.

Lesson 4: Alcohol and You

- In a graphic representation, students will compare their estimates of the extent of alcohol use among adolescents with estimates reported in national surveys.
- Students will compare and contract “common” beliefs about alcohol use through discussion, and analyze the validity of personal beliefs about alcohol use through a think, pair, share activity. They will recognize and correct personal misconceptions about alcohol use.
- Students will identify harmful effects of alcohol use to the body and the brain by completing a true/false worksheet.

- Students analyze risky situations and apply the D.A.R.E. Decision-Making Model in addressing strengths, needs, and health benefits of NOT using alcohol.
- Students will write a personal reflection in response to the lesson.

Lesson 5: **The Real Truth**

- Students will review the D.A.R.E. Decision-Making Model by applying it to authentic personal situations.
- Students will recognize and describe the powerful effects of alcohol advertising by viewing a video and discussing the impact of alcohol advertising ploys.
- Students will identify harmful effects of inhalants on the body through questions and answers.
- Teams of students will brainstorm and list in a relay race the health risks in using drugs such as tobacco, alcohol, marijuana, and inhalants.
- Teams of students will brainstorm and list in a relay race and healthy things to do with friends that do not involve the use of tobacco, alcohol, marijuana, or inhalants.
- Students will write a personal reflection in response to the lesson.

Lesson 6: **Friendship Foundations**

- Students will discuss recently observed advertisements and how the concept of friends was used in the ads.
- Students will describe qualities of positive friendships.
- Students will identify personal social support networks by starring specific resources.
- Students will identify types of peer pressure, and effective refusal responses in a written situation.
- Students will apply the D.A.R.E. Decision-Making Model in written peer pressure situations.
- Students will write a personal reflection in response to the lesson.

Lesson 7: **Putting it Together**

- Students will discuss recent personal peer pressure situation, and how they responded.
- Students will demonstrate confident response styles in using “way to be in charge” through role-play.
- Students will apply the D.A.R.E. Decision-Making Model process by analyses of confident responses to the role-play situations.
- Students will write a personal reflection in response to the lesson.

Lesson 8:

Personal Action

- Students will discuss recent personal examples of how they responded Confidently and Responsibly in situations.
- Students will identify internal sources of personal pressure by group analyses and discussion.
- Students will develop a plan of action to make healthy and wise decisions about alcohol, tobacco, and other drugs in the D.A.R.E. Report.
- Students will write a personal reflection in response to the lesson.

Lesson 9

Practice! Practice! Practice!

- Students will practice refusal skills to enhance health by using authentic pressure situations in a game activity.
- Students will evaluate and reflect their learning by sharing the D.A.R.E. Report and Pledge.

Lesson 10:

Special Event

- Students will participate in an appropriate D.A.R.E. culminating activity, which recognizes individual achievement of all participants, and reinforces the knowledge and skills they have learned.

APPENDIX L: Student Code of Conduct

POCANTICO HILLS CENTRAL SCHOOL **Section 5000 – STUDENT POLICIES** **5300 POCANTICO HILLS - CODE OF CONDUCT**

I. Introduction

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

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

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

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

II. Definitions

For purposes of this code, the following definitions apply.

"Disruptive student" means a student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

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

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

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

"Violent student" means a student under the age of 21 who commits an act of violence upon a school employee, or attempts to do so. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so. Possesses, while on school property or at a school function, a weapon.

Displays, while on school property or at a school function, what appears to be a weapon.

Threatens, while on school property or at a school function, to use a weapon.

Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.

Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC 921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade, knife, gravity knife, brass knuckles, sling shot, metal knuckles knife, box cutter, can sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

III. Student Rights and Responsibilities

A. Student Rights:

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities: All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to disciplinary action
9. Dress appropriately for school and school functions.

10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. Essential Partners

Parents: All parents are expected to:

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

B. Teachers: All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers

concerning growth and achievement.

C. Guidance Counselors:

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

D. Superintendent/Principal:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review the policies of the board of education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Ensure that students and staff have the opportunity for redress of grievances.
7. Evaluate on a regular basis all instructional programs.
8. Support the development of and student participation in appropriate extracurricular activities.

F. Board of Education:

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

V. Student Dress Code

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

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the classroom except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

The Superintendent/Principal or his or her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VI. Prohibited Student Conduct

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior.

District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to

grow in self-discipline.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

A. Engage in conduct that is disorderly. Examples of disorderly conduct include:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate web-sites; or any other violation of the district's acceptable use policy.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness, missing or leaving school without permission.
3. Skipping detention.

C. Engage in conduct that is disruptive. An example of disruptive conduct include:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.

D. Engage in conduct that is violent. Examples of violent conduct include:

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

5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee of any person lawfully on school property, including graffiti or arson.
6. Intentionally damaging or destroying school district property.

E. Engage in any conduct that endangers the safety, morals, health or welfare of others.
Examples of such conduct include:

1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. 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.
8. Selling, using or possessing obscene material.
9. Using vulgar or abusive language, cursing or swearing.
10. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
12. Inappropriately using or sharing prescription and over-the-counter drugs.
13. Gambling.
14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in misconduct while on a school bus.

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver.

Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Vandalism, excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of academic misconduct. Examples of academic misconduct include:

Plagiarism, cheating, copying, altering records, and assisting another student in any of the above actions.

VII. Reporting Violations

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

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

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

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

VIII. Disciplinary Penalties, Procedures and Referrals

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

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

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

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

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

1. Oral warning - any member of the district staff
2. Written warning - bus drivers, coaches, guidance counselors, teachers, assistant principal, superintendent/principal
3. Written notification to parent - bus drivers, coaches, guidance counselors, teachers, assistant principal, superintendent/ principal
4. Detention - teachers, principal, superintendent
5. Suspension from transportation - assistant superintendent, superintendent
6. Suspension from athletic participation - coaches, superintendent or designee
7. Suspension from social or extracurricular activities - activity director, superintendent or designee

8. Suspension of other privileges -superintendent
9. In-school suspension - superintendent
10. Removal from classroom by teacher -teachers, superintendent or designee
11. Short-term (five days or less) suspension from school –superintendent, board of education
12. Long-term (more than five days) suspension from school -superintendent, board of education
13. Permanent suspension from school -superintendent, board of education

B. Procedures

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

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

1. Detention

Teachers, and the superintendent/principal may use after school detention as a penalty for the students misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

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

Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the superintendent/principal to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extracurricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities

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

4. In-school suspension

The board recognizes that school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved

5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the superintendent/principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

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

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation of 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.

The teacher must complete a district-established disciplinary removal form and meet with the or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal forms. If the Superintendent 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 Superintendent or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the Superintendent/Principal must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the Superintendent to discuss the reasons for the removal.

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Superintendent may require the teacher who ordered the removal to attend the informal conference. If at the informal meeting the student denies the charges, the Superintendent must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Superintendent. The Superintendent may overturn the removal of the student from class if the Superintendent finds any one of the following:

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

The Superintendent may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested.

No student removed from the classroom will be permitted to return to the classroom until the

Superintendent makes a final determination, or the period of removal expires, whichever is less.

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

return to the classroom.

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

Removal of a student with a disability under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Superintendent/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 is a severe penalty, which may be imposed only upon student who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent.

Any staff member may recommend to the Superintendent that a student be suspended. All staff members must immediately report and refer a violent student to the Superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

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

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

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

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Superintendent/Principal. Both the notice and informal conferences shall be in the dominant language or

mode of communication used by the parents. At the conference, the parent shall be permitted to ask questions of complaining witnesses under such procedures as the Superintendent/Principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such 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 Superintendent shall promptly advise the parents in writing of his or her decision. The Superintendent shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the board of education with the district clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

When the Superintendent determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

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

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well being of

other students, school personnel or any other person lawfully on school property or attending a school function.

C. Minimum Periods of Suspension

1. Students who bring or possess a weapon onto school property

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

1. The student's age;
2. The student's grade in school;
3. The student's prior disciplinary record;
4. The Superintendent's belief that other forms of discipline may be more effective;
5. Input from parents, teachers and/or others; and/or
6. Other extenuating circumstances.

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

2. Students who commit violent acts other than bringing or possessing a weapon on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing or possessing a weapon on school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent/Principal has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent/Principal may consider the same factors considered in modifying a one-year suspension for bringing or possessing a weapon.

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, who is repeatedly substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s)

pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for bringing or possessing a weapon.

D. Referrals

1. Counseling

The School Counselor and/or Psychologist shall handle all referrals of students to counseling.

2. PINS Petitions

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

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

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the County Attorney:

For a juvenile delinquency proceeding before the Family Court.

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

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

IX. Alternative Instruction

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

X. Discipline of Students with Disabilities

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

This code 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 "suspension" means a suspension pursuant to Education Law §3214.

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

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

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board, the District (BOCES) Superintendent of Schools or a Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent/principal determines that the student has engaged in behavior

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

- c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - 1.) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable for causing death or serious bodily injury, except. . . [for] a pocket knife with a blade of less than 2 1/2 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 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.
3. Subject to specified conditions required by both federal and state law regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

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

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

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

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

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

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.
 - b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a

disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The Superintendent or other school official imposing suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
 - b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IASE for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension. The procedural safeguard notice prescribed by the Commissioner shall accompany the notice of disciplinary removal. or removal that constitutes a disciplinary change in placement.
4. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for

an informal conference available to parents of non-disabled students under the Educational Law.

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

D. Expedited Due Process Hearings

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

the placement prior to removal to the IAES, except where the student is again placed in an IAES.

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

E. Referral to law enforcement and judicial authorities

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

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

XI. Corporal Punishment

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

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

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

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

XII. Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search. Before searching a student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search.

If there is a belief that a student or faculty member is concealing evidence of a violation of law or the district code and the superintendent/principal believes that the potential offense has risen to the level of needing local law enforcement officers, those officers will be called and involved as is appropriate.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places.

Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. By action of the Board of Education, strip searches are not allowed by Pocantico Hills School staff members.

C. Documentation of Searches.

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

1. Name, age and grade of student searched
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type of scope of search.
6. Person conducting the search and his or her title and position.

7. Witnesses, if any, of the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

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

D. Police Involvement in Searches and Interrogations of Students

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

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

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

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

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

E. Child Protective Services Investigations

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

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

A child protective services worker may not remove a student from school property without a court order, unless the worker, in consultation with the Superintendent/Principal, reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before each court order and reasonably be obtained. If the worker believes the student would be subject to danger or abuse, the worker may remove the student without a court order and without the parent's consent.

XIII. Visitors to the Schools

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the Superintendent upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.

4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Superintendent/Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIV. Public Conduct on School Property

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly.

The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs of other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminates against any person on the basis of race, color,

- creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
 7. Obstruct the free movement of any person in any place to which this code applies.
 8. Violate the traffic laws, parking regulations or other restrictions on vehicles;
 9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
 10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
 11. Loiter on or about school property.
 12. Gamble on school property or at school functions.
 13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
 14. Willfully incite others to commit any of the acts prohibited by this code.
 15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

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

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be written and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the code of conduct.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

The Superintendent or his or her designee shall be responsible for enforcing the conduct required by this code.

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

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

XV. Dissemination and Review

A. Dissemination of Code of Conduct

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

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

The board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. 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.

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

Adoption date: July 5, 2006

Revised: November 6, 2006

POCANTICO HILLS CENTRAL SCHOOL DISTRICT

APPENDIX M: Disciplinary Penalties, Procedures and Referrals

POCANTICO HILLS CENTRAL SCHOOL

Section 5000 – STUDENT POLICIES

5300.40 DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

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

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

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

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

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP).

A. Penalties

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

1. Oral warning – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent

4. Detention – teachers, Principal, Superintendent
5. Suspension from transportation – Director of Transportation, Principal, Superintendent
6. Suspension from athletic participation – coaches, Principal, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent
8. Suspension of other privileges – Principal, Superintendent
9. In-school suspension – Principal, Superintendent
10. Removal from classroom by teacher – teachers, Principal
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
12. Long-term (more than five days) suspension from school – Superintendent, Board
13. Permanent suspension from school – Superintendent, Board.

B. Procedures

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

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

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the penalty involved.

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 is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

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 to establish an environment conducive to learning. As such, the Board authorizes 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 teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

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

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

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

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

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

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

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

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

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his/her class. The Principal must keep a log of all removals of students from class. Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

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

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or 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 (five days or less) Suspension from School

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

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

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

After the conference, the Principal shall promptly advise the parents in writing of his or her decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within **ten (10)** business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School

When the Superintendent determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

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

c. Permanent suspension

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

d. Procedure After Suspension

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

C. Minimum Periods of Suspension

1. Students who bring or possess a weapon on school property

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

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The Superintendent's belief that other forms of discipline may be more effective.

5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

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

2. Students who commit violent acts other than bringing or possessing a weapon on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

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

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

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

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

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 the Family Court:

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

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

Cross-ref: 5100, Attendance

Ref:

Education Law §2801 Education Law §3214

Appeal of Trobly, 26 EDR 214 (1986) Appeal of Amara S, 39 EDR 90 (1999) 8

NYCRR §100.2 (l)(2)(ii)(m), (l)(4) 8 NYCRR §275.16

18 USC § 921 Penal Law § 221.05 Penal Law § 265 Penal Law § 220.00(14) Criminal Procedure Law § 1.20, (42)

Adoption date: May 26, 2009

POCANTICO HILLS CENTRAL SCHOOL DISTRICT

APPENDIX N: Student Safety Policy

Pocantico Hills Central School Board of Education Policy

5450 STUDENT SAFETY

In case of accident or injury, students shall receive first aid by the nurse or other qualified personnel. The school nurse or teacher shall notify the parent(s) as soon as possible or, if neither parent is available, he/she shall notify the family physician or school physician.

Accident prevention activities shall include:

1. Maintaining a safe school environment through periodic inspection of the physical condition of all buildings and grounds by the Assistant Superintendent.
2. Observation of safe practices on the part of school personnel and students, particularly in those areas of instruction or extra-curricular activities which offer special hazards. Section 409-a of the Education Law and relevant sections of Commissioner's regulations regarding the wearing of eye safety devices in shops and laboratories, etc., will be strictly observed.
3. Offering safety education to students as applicable to subjects such as laboratory courses in sciences, shop courses, and health and physical education.

Adoption date: August 26, 2006

POCANTICO HILLS CENTRAL SCHOOL DISTRICT

APPENDIX O: Rules for Fighting Fair

RULES FOR FIGHTING FAIR

1. Identify the problem.
2. Focus on the problem.
3. Attack the problem, not the person.
4. Listen with an open mind.
5. Treat a person's feelings with respect.
6. Take responsibility for your actions.