

CRRSA & ARPA PLAN

Jordan-Elbridge Central School District

www.jecsd.org



*For the period March 13, 2020 - September 30, 2023
Stakeholder group consulted May 24-June 17, 2021
Final plan submitted and posted online July 1, 2021*

CRRSA

Coronavirus Relief & Response
Supplemental Appropriations (Dec. '20)

Comprised of two funding sources:
GEER II & ESSER II

Available: 3/13/20 - 6/30/24

Amount: **\$1,061,162**



ARPA

American Rescue Plan Act (Mar. '21)

Required budgeting in two parts:
ESSER-R / 20% Learning Loss

Available: 3/13/20 - 6/30/24

Amount: **\$2,802,441**



Wellness

\$143,441

- Orinda Springs Experience
- After School Activities
 - Lego League
 - STEM/Robotics
 - Karate
 - Fitness/Summer Fitness
- Positive Behavior Intervention Supports (PBIS)

Logistics

\$1,149,083

- Ongoing Professional Development
- Substitute Coverage

Equipment

\$381,735

- Musical Instruments
- Pre-K Furniture
- Chromebooks
- EE Desks
- Graphing Calculators

Academic

Improvement

\$2,189,344

- Phonics Program
- Intervention Specialists
Teachers
- Homebound Tutors
- MTSS Coordinator

MTSS Coordinator+

156 Students

High School

Grade – Students

9th – 10
10th – 13
11th – 5
12th – 8

+ ELA
Intervention
Specialist

+ 7-12 Math
Intervention
Specialist

JEMS

Grade – Students

6th – 18
7th – 10
8th – 15

+ 6-8 ELA
Specialist

+ 7-12 Math
Specialist

JEDIS

Grade – Students

4th – 9
5th – 18

+ 4-5 ELA
Specialist

✓ 4-5 Math
Specialist

+ 4-5 STEM
Specialist

Elbridge Elementary

Grade – Students

K – 11
1st – 13
2nd – 11
3rd – 15

✓ K-3 ELA
Specialist

✓ K-3 Math
Specialist

+ New hire
✓ Currently employed

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**The Board of Education of the Jordan-Elbridge Central School District meets at
6:30 PM in the Jordan-Elbridge Middle School Library.**

(Meeting times and dates are subject to change, so please refer to our website for the most current information.)

Board of Education meeting dates 2021-2022:

July 7, 2021- Reorganizational Meeting

August 18, 2021

September 1, 2021

September 15, 2021

October 13, 2021

November 3, 2021

December 1, 2021

December 15, 2021

January 12, 2022

February 2, 2022

March 2, 2022

March 16, 2022

April 6, 2022

April 27, 2022 (BOCES budget and board vote)

May 18, 2022

June 1, 2022

June 15, 2022



**Jordan-Elbridge Board of Education has three committees:
Health & Wellness, Audit & Policy**

**Committees meet at 5:30 PM in the in the
Jordan-Elbridge Middle School Library**

(Meeting times and dates are subject to change, so please refer to our website for the most current information.)

Committee Meeting Dates 2021-2022:

Health & Wellness

August 18, 2021
October 13, 2021
December 15, 2021
April 6, 2022
June 1, 2021

Audit

September 1, 2021
December 1, 2021
May 18, 2022

Policy

September 15, 2021
January 12, 2022
March 16, 2022
April 27, 2022

Code of Conduct

I. Introduction

The mission of the district is "To cultivate the BEST in personal growth and achievement."

In support of that mission is the district's vision:

Providing the **BEST** in educational opportunities by...

- ❖ Sustaining a culture that supports the intellectual and developmental needs of all
- ❖ Being committed to excellence in education and exceeding expectations
- ❖ Building a safe, dynamic learning environment where all are valued and respected
- ❖ Expanding our home-school-community partnerships
- ❖ Operating in a fiscally responsible manner

In articulation of the mission and vision are the district's values:

JE EAGLES are...

Just and caring

Excellent in all that they do

Ethical in their behaviors

Accepting of all

Global thinkers

Learners first

Examiners of why and how

Selfless

All members of the Jordan-Elbridge Central School district strive to live the JE mission, vision, and values and as part of that effort all constituents use those tenets to guide their actions and decision.

The Jordan-Elbridge Board of Education is committed to providing a safe and orderly school environment. Responsible behavior by students, staff, parents and visitors is essential to achieving this goal.

The District has a set of expectations for conduct on school property and at school functions that is based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity and is consistent with the district's mission, vision, and values. The Board recognizes the need to clearly define these expectations, identify consequences of unacceptable conduct, and ensure that discipline is administered promptly and fairly.

Additionally, the District has the legal authority to discipline students for “off-campus conduct” (i.e., conduct that occurs off school property) which endangers the safety, morals, health or welfare of others within the educational system or which adversely affects the educational process. The District also has the legal authority to discipline students for off-campus speech that actually causes, or is reasonably forecast as being likely to cause a material and substantial disruption to the work and/or function of the school.

II. Definitions

For purposes of this Code, the following definitions apply:

A **disruptive student** means any student up to the age of 21 who is substantially disruptive of the educational process or substantially interferes with the authority of a faculty or staff member at any educational setting.

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

School property is 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.

School bus means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

A **school function** means any school-sponsored or school-authorized extra-curricular event or activity, regardless of where such event or activity takes place, including any event or activity that may take place in another state.

A **violent student** means a student up to the age of 21 whom:

- A. Commits an act of violence upon a school employee.
- B. Commits, while on district property or at a school function, an act of violence upon another student or any other person lawfully on district property or at the school function.
- C. Possesses, while on district property or at a school function, a gun, knife, explosive or incendiary device, other dangerous instrument capable of causing physical injury or death, or any “weapon” as defined by this Code.
- D. Displays, while on district property or at a school function, what appears to be a gun, knife, explosive or incendiary device, other dangerous instrument capable of causing death or physical injury, or any “weapon” as defined by this Code.

- E. Threatens, while on district property or at a school function, to use any instrument that appears capable of causing physical injury or death.
- F. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on district property or at a school function.
- G. Knowingly and intentionally damages or destroys school district property.

A **weapon**, for purposes of the Gun-Free Schools Act, shall mean a "firearm" as such term is defined in 18 USC §921. For purposes of this Code, a "weapon" 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, jack knife, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary device, or other device, instrument, material or substance capable of causing physical injury or death.

Discrimination means the practice of unfairly treating a person or group of people differently from other people or groups of people as related to actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (gender identity) or sex.

Harassment means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, or physical well-being. Harassment is also conduct, verbal threats intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. Such conduct, verbal threats, intimidation or abuse includes but is not limited to bullying, cyber bullying, sexting or other conduct, verbal threats, intimidation or abuse based on a person's actual or perceived:

- A. Race
- B. Color
- C. Weight
- D. National origin
- E. Ethnic group
- F. Religion
- G. Religious practice
- H. Disability
- I. Sex
- J. Sexual orientation
- K. Gender (including gender identity and expression)

Note: In some instances, bullying or harassment may constitute a violation of an individual's civil rights. As a result, the district is mindful of its responsibilities under the law and in accordance with related district policies.

Bullying means a series of acts or a single negative act (depending on severity) that may be:

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

Cyberbullying means online social cruelty or electronic bullying that involves the use of information technology, including e-mail, social media, instant messaging, blogs, chat rooms, pagers, cell phones, and gaming systems, to deliberately harass, threaten or intimidate students. This includes but is not necessarily limited to sending mean, vulgar, or threatening messages or images; posting sensitive, private information about another person (including but not limited to "sexting"); pretending to be someone else in order to make that person look bad.

Sexting means sending, receiving or forwarding sexually suggestive, nude or nearly nude photos through text message, email or social media.

Hazing means committing an act against a student or coercing a student (typically although not necessarily as part of an induction or initiation process), into committing an act, that humiliates, degrades, abuses or endangers the student, physically or emotionally, regardless of the student's willingness to participate.

Disability means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

Sexual orientation means actual or perceived heterosexuality, homosexuality, or bisexuality.

Gender means actual or perceived sex and includes a person's gender identity or expression.

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

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. Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender, gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with imposing a 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. Act in a manner consistent with the district's mission, vision, and values.
2. Contribute to maintaining a safe and orderly school environment that is conducive to learning, and to show respect to school property
3. Respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act, and to conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, and/or discrimination
4. Report and encourage others to report incidents of harassment and/or discrimination
5. Become familiar with and abide by all district policies, rules and regulations dealing with student conduct
6. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn
7. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible
8. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner
9. Work to develop mechanisms to control their anger
10. Ask questions when they do not understand
11. Seek help in solving problems that might lead to discipline
12. Dress appropriately for school and school functions, consistent with school dress code
13. Accept responsibility for their actions

14. 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

All partners should act in a manner that is consistent with the mission, vision, and values of the Jordan-Elbridge Central School District.

A. Parents

All parents are encouraged to:

1. Recognize that the education of their children is a joint responsibility between the parent(s) and the school community
2. Send their children to school prepared to participate and learn
3. Ensure that their children attend school daily and on time
4. Ensure absences are excused
5. Encourage their children to be dressed and groomed in a manner consistent with the student dress code
6. Help their children to 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 a supportive attitude to their children toward education and the District
9. Build good relationships within the school community
10. Help their children deal positively and effectively with peer pressure
11. Inform school officials of changes in the home situation that may affect student conduct, performance or ability to learn
12. Provide a place for study and ensure homework assignments are completed
13. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act

B. Teachers and Other Professional Staff

All district teachers and other professional staff are expected to:

1. Maintain a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic

- group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-concept and promote confidence to learn
2. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct
 3. Be prepared to teach
 4. Demonstrate interest in teaching and concern for student achievement
 5. Know school policies and rules, and enforce them in a fair and consistent manner
 6. 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
 7. Communicate regularly with students, parents and other teachers concerning growth and achievement
 8. Assist students in coping positively with peer pressure and emerging personal, social and emotional problems
 9. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to provide feedback and resolve problems
 10. Review educational progress and career plans on a regular basis with students
 11. Provide information to assist students with career planning
 12. Encourage students to benefit from the curriculum and extracurricular programs
 13. Use available resources to bring about positive behavioral changes in the classroom before seeking assistance from the administration for discipline problems
 14. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function
 15. Address personal biases that may prevent equal treatment of all students in the school or classroom setting
 16. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner

C. Expectations for Student Support Service Personnel

All student support service personnel are expected to:

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

D. Expectations for Other School Staff

All school district staff members are expected to:

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

E. Administrative Staff

The role of a District Administrator is to:

1. Maintain an environment that is conducive to learning
2. Exercise the authority assigned by the Board and the Superintendent of Schools in a responsible manner
3. Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct
4. Develop effective schedules and teaching assignments for students, staff and parents
5. Be consistent, fair, and firm in decisions affecting students, staff and parents
6. Demonstrate, by word and example, respect for law and order, self-discipline, and sincere concern for all persons under their authority
7. Participate in the development of rules and regulations and to make them known and understood by students, staff and parents
8. Initiate and maintain open lines of communications with students, staff and parents
9. Become involved with students by attending school activities and visiting classrooms
10. Work with students, teachers, counselors, and parents to establish cooperative techniques for bringing about an effective educational program
11. Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn
12. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to their attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC)

F. Superintendent

The role of the Superintendent of schools is to:

1. Educate district administrators on the provisions of this Code, Board policies and state and federal laws that relate to the discipline of students and the maintenance of public order on district property and at district functions
2. Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning

3. Set a good example for students and all staff by demonstrating dependability, integrity and other standards of ethical conduct
4. Visit all school buildings on a regular basis, attend school functions, and become familiar with district operations
5. Inform the Board about new developments and trends relating to the discipline of students
6. Supervise and maintain a well-trained staff at all levels
7. Keep the community well informed of all district activities through regular publications, announcements, meetings, and other appropriate forms of communication
8. Recommend programs to the Board that provide for the needs of all students, including those with special needs
9. Support the staff by enforcing student discipline in accordance with district policies and the requirements of New York State and Federal laws
10. Be fair and consistent in rendering decisions regarding students whose behavior problems have been referred to the Superintendent

G. Board of Education

The role of the Board is to:

1. Hold a meeting at each facility on a yearly basis
2. Employ and maintain a well-trained staff at all levels
3. Keep the community well informed of all district activities through regular publications, announcements, meetings, and other appropriate forms of communication
4. Develop programs that provide for the needs of all students
5. Enforce student and staff discipline in accordance with district policies and the requirements of New York State and Federal law
6. Be fair and consistent in rendering decisions regarding the discipline of students who have appealed to the Board
7. Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, and sex (Note: The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.)

V. Student Dress Code

Education is the first priority of Jordan Elbridge Central School District. The only exceptions would be for health, religious or medical reasons or when authorized by the school for activity and/or fundraisers.

1. Clothing will be safe, appropriate and not disrupt or interfere with the educational process.
2. No hats, coats, knit caps, bandanas or hoods will be worn or displayed after entering the building.
3. Shirts will be long enough to cover the midriff. Shirts must provide adequate coverage at the neckline in both the front and the back. Under garments must be covered at all times. At no time should bras or bra straps be visible.
4. Pants, shorts, dresses and skirts must be secured at the waist and not be excessively short. Underwear and or midriffs must not be visible. This should allow adequate coverage for normal daily activities.
5. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
6. Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability
7. Clothing should not have or make reference to violence, guns, weapons, profanity, alcohol, drugs, tobacco products, or make offensive statements about religion or gender.
8. Chains or straps that hang from clothing are not permitted in school. They have proven to be disruptive and are considered unsafe.
9. Students issued athletic uniforms may be worn as long as it complies with the guidelines listed above.
10. Items not specifically addressed will be up to the discretion of the building staff or administrators.

Each building principal or their 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.

If students are wearing something that is not appropriate for school, any of the following procedures will take place.

1. The student will be counseled about appropriate dress
2. School personnel will seek assistance from parents
3. Students will be asked to remedy the situation with another garment that they may have with them
4. Students may be sent home to change

5. Students can be subject to our discipline policy

VI. Prohibited Student Conduct

The Jordan Elbridge 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 students' ability to grow in self-discipline.

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

A. Conduct that is disorderly or disruptive

Examples of disorderly or disruptive conduct include but are not limited to:

1. Running in hallways
2. Making unreasonable noise
3. Using language or gestures that are profane, lewd, vulgar or abusive
4. Obstructing vehicular or pedestrian traffic
5. Engaging in any willful act which disrupts the normal operation of the school community
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building
7. Misusing computer(s)/electronic devices, including any unauthorized use of software, or internet/intranet account, accessing inappropriate websites, or any other violation of the district's acceptable use policy
8. Using electronic devices, including cell phones, during instructional time without prior faculty or administrative approval

B. Conduct that is insubordinate

Examples of insubordinate conduct include, but are not limited to:

1. Failing to comply with the directions of teachers, school administrators or other school employees in charge of students, or otherwise demonstrating disrespect
2. Leaving school without permission
3. Skipping class and/or detention

C. Conduct that is violent

Examples of violent conduct include, but are not limited to:

1. Committing an act of violence (such as hitting, kicking, punching, or scratching) or attempting to do so upon a student, teacher, administrator, school employee
2. Committing an act of violence or attempting to do so (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property
3. Engaging in harassing conduct, verbal threats, intimidation, or abuse of any kind
4. Possessing a weapon (A weapon is defined as a device, instrument, material or substance, animate or inanimate that is used for, or is readily capable of, causing death or bodily injury).
(Note: 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.)
5. Displaying what appears to be a weapon
6. Threatening to use any weapon
7. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property (Note: Intentional damage or destruction of property include acts of graffiti or arson.)
8. Intentionally damaging or destroying school district property
(Note: Intentional damage or destruction of property includes acts of graffiti or arson.)

D. Conduct that endangers the safety, morals, health or welfare of others

Examples of such conduct include, but are not limited to:

1. Lying to school personnel
2. Stealing school property or 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, hazing, harassment, cyberbullying, sexting and bullying (as defined in the Code of Conduct)
5. Selling, using, possessing or distributing obscene or pornographic material
6. Using vulgar, abusive and/or profane language (i.e., cursing or swearing)
7. Possessing or smoking a cigarette, an e-cigarette, cigar, pipe and/or possessing or using chewing or smokeless tobacco
8. Possessing, selling, distributing, exchanging drug paraphernalia, or consuming or being under the influence of alcoholic beverages, counterfeit and designer drugs or "illegal and/or unauthorized substances"

(Note: Illegal and/or unauthorized substances including, but not limited to inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs.”)

9. Possessing or using prescription or over-the-counter drugs without a care plan overseen by the school nurse
10. Gambling
11. Indecent exposure (showing of private parts)
12. Public displays of affection (students should not be overly demonstrative in their affections)
13. Falsely reporting an incident without valid cause or with malicious intent
14. Parking and driving--parking a student-operated vehicle on District property without a parking permit, parking in unauthorized areas, recklessly operating a vehicle on school property, failing to adhere to all state and local laws pertaining to traffic and to the operation of motor vehicles, and failing to follow the directives of faculty supervisors in the parking and driving areas of the campus, constitute violations of this Code. The District assumes no liability for vandalism/theft of the vehicle while on school property. In addition, student vehicles are subject to search with reasonable suspicion. Driving regulations as determined by New York State Motor Vehicle and Traffic law shall apply to all drivers on district property
15. No student will be allowed to drive to or from a contest or performance.

E. Off-Campus Misconduct

The District also reserves the right to discipline students for “off-campus conduct” (i.e., conduct that occurs off school property) which endangers the safety, morals, health or welfare of others within the educational system or which adversely affects the educational process. In addition, the District has the legal authority to, and reserves the right to, discipline students for off-campus speech or action that actually causes, or could be reasonably forecast to cause a material and substantial disruption to the work and/or discipline of the school.

F. Misconduct while on a school bus

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

G. Any form of academic misconduct

Examples of academic misconduct include, but are not limited to:

1. Plagiarism
1. Cheating
2. Copying

3. Altering records
4. Assisting another student in any of the above actions

VII. Student Harassment and Bullying Prevention

The Board of Education is committed to providing an educational and working environment that promotes respect, dignity, and equality. The Board recognizes that discrimination and harassment, includes but is not limited to hazing, and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of the District. Such behaviors not only affect the students who are its targets but also affect those individuals who are participants or who witness such acts.

To this end, the Board condemns and strictly prohibits all forms of unlawful discrimination and harassment on school property, at a school function, and off school property as set forth in this Code of Conduct.

No student shall be subjected to discrimination or harassment by employees or students on school property or at a school function. The school setting provides an opportunity to teach students. Cooperative, respectful behavior is the standard. The building's character education programs are designed to promote school-wide supportive relationships and to decrease the incidents of bullying. As part of these programs, students and staff will be made aware of the signs of discrimination and harassment, as well as their responsibility to become actively involved so as to prevent an overt bullying act before it occurs.

So as to have coordination in the building's character education programs, the Board will designate at its annual organizational meeting the Dignity Act Coordinators for each building. The buildings' Dignity Act Coordinators will oversee the District's character education programs and will assist with the implementation of the Code of Conduct as related to the prevention of student discrimination and harassment. In addition, the Superintendent will ask the district's health and wellness committee to annually address the topics of discrimination and harassment, including but not limited to bullying prevention and intervention. The Superintendent will also direct the building's health and wellness to establish an annual goal related to discrimination and harassment prevention and the reporting, investigating, remedying and tracking of allegations about discrimination and harassment.

The Board acknowledges that staff actions may not always lead to a resolution and therefore each situation must be addressed as a unique occurrence. All acts of discrimination and harassment should be brought to the attention of the designated Dignity Act Coordinator, the student's parents, and pertinent staff to establish accommodations as appropriate.

The Board is aware that the implementation of an effective character education program that addresses discrimination, harassment and bullying prevention and intervention

requires professional development. Such training shall be provided to all district staff that has direct contact with students on a regular basis, so as to:

- A. Raise awareness and sensitivity of school staff to potential discrimination or harassment; and
- B. Enable school staff to prevent and respond to discrimination or harassment; such training may be implemented and conducted in conjunction with existing professional development training.

Students who have been discriminated against and/or harassed, or who have witnessed these things being done to other students, and parents whose children have been discriminated against and/or harassed are encouraged and expected to make a complaint or report (as applicable) and bring it to the attention of the applicable Dignity Act Coordinator. At all times, complaints will be documented, tracked and handled in accordance with the guidelines of DASA.

A record shall be made of each allegation of discrimination and/or harassment, together with a summary of the finding(s) of the investigation into each such allegation, and the disposition of the matter. If an allegation of discrimination or harassment is substantiated, at a minimum, the record shall include information about:

- a) the nature of bias or biases involved (e.g., whether the discrimination or harassment was based on actual or perceived race, color, weight, national origin, ethnic group, religion, disability, gender, sexual orientation)
- b) whether the incident resulted from student and/or employee conduct
- c) whether the incident involved physical contact and/or verbal threats, intimidation or abuse
- d) the location(s) where the discrimination or harassment occurred

Additionally, incidents will be included in the Violent and Disruptive Incident Reporting (VADIR) system as required.

It is the responsibility of school personnel to report any incidents of student-to-student and staff-to-student harassment and/or bullying that they observe or of which they become aware. This report is to be made to the building's Dignity Act Coordinator or to their immediate supervisor if they are not assigned to a particular school building. The supervisor to whom the report is made shall then identify and forward the report to the appropriate Dignity Act Coordinator. A complaint form is available on the district's web site and is also available in each main office.

Results of the investigation will be reported back to the target and the accused. If either of the parties disagrees with the results of the investigation they can appeal the findings to the Superintendent.

A. Disciplinary Consequences

Consequences for a student who is found to have committed an act of harassment and/or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, the student's discipline record, and in accordance with the Code of Conduct and DASA regulations.

1. Remedial Disciplinary Consequences

In addition to any other disciplinary consequences set forth in the District's Code of Conduct, the Board and District are committed to implementing remedial responses to discrimination and/or harassment that are aimed at addressing the root causes of the discrimination and/or harassment and correcting and preventing the recurrence of the problem behavior.

Appropriate remedial consequences may include, but are not limited to:

- a. peer support groups
- b. corrective instruction or other relevant learning or service experience
- c. supportive intervention
- d. behavioral assessment/evaluation
- e. behavioral management plans, with goals for improvement that are closely monitored
- f. student counseling and parent conferences
- g. Cyber Justice Diversion Program

2. Environmental Remediation

In addition to imposing appropriate disciplinary consequences and remedial efforts aimed at addressing discrimination and/or harassment committed by particular students, building-wide and/or school-wide environmental remediation can be an important tool to prevent harassment. Environmental remediation strategies may include, but are not limited to the following:

- a. supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment
- b. school and community surveys or other strategies for determining the conditions contributing to the relevant behavior
- c. adoption of research based systemic discrimination and harassment prevention programs
- d. modification of schedules when possible
- e. adjustment in hallway traffic and other student routes of travel
- f. targeted use of monitors
- g. staff professional development
- h. parent conferences
- i. involvement of parent-teacher organizations
- j. peer support groups

B. Retaliation Strictly Prohibited

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

C. Periodic Review

Each year as part of the annual review of the Code of Conduct, the district's character education and harassment and bullying intervention and prevention program will be reviewed to assess its effectiveness and compliance with state and federal law. If changes are deemed necessary, the Superintendent will submit revisions to the Board for its consideration.

VIII. Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal or other trusted adult. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the Superintendent, or other trusted adult.

All district staff, which 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 or their designee must notify the appropriate local law enforcement agency of those Code of Conduct violations that constitute a crime and substantially affect the order or security of a school as soon as practical. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

IX. 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:

- a) the student's age
- b) the nature of the offense and the circumstances that led to the offense
- c) the student's prior disciplinary record
- d) the effectiveness of other forms of discipline
- e) information from parents, teachers and/or others, as appropriate
- f) 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 who are presumed to have a 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, principal, superintendent
3. Written notification to parent – bus driver, coaches, guidance counselors, teachers, principal, superintendent
4. Detention – teachers, principal, superintendent
5. Suspension from transportation – principal or superintendent
6. Suspension from athletic participation – coaches, athletic director, 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 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 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 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 and the student's parent will be notified of the discipline imposed and the details of the incident.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to file a misconduct report. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the Superintendent or their designee. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation 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 building 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 that the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the Superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension."

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

Any student subject to an in-school suspension will be required to turn over any and all electronic communication devices to the district official or his/her designee imposing the suspension. Electronic communication devices shall include, but are not limited to, cell phones, I-pads, smart phones, e-readers, and any other device capable of connecting to the internet and social media sites. Failure on the student's part to voluntarily surrender said items shall subject the student to more progressive discipline penalties.

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 away" in an elementary classroom or in an administrator's office; (2) sending a student to the principal's office for the remainder of the class time only; or (3) 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. A teacher may remove a disruptive secondary student from class for up to one day, and a disruptive elementary student for not more than $\frac{1}{2}$ the instructional day. (Note: The removal from class applies to the class of the removing teacher only.)

If the teacher finds that the disruptive student does not pose a continuing danger to persons or property and does not present an ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why the student is being removed from the teacher's classroom and an opportunity to explain his or her version of the relevant events before the student is removed. Only after such an informal discussion, may a teacher remove a student from class.

If the teacher finds that the student(s) poses a continuing danger to persons or property or that the student(s) presents an ongoing threat of disruption to the academic process, then the teacher may remove the student 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 their 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 their 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 parents that the student has been removed from class and why. The notification must also inform the student's parents that they have the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

The principal may, at his or her discretion, 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 their 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 their designee may alter the removal of the student from class if the principal finds any one of the following:

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

The principal or their 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, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the 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. The teacher will provide lesson plans and materials for the instruction of the student for the period of removal.

Each teacher must keep a complete log for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or the 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 building 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 and record them.

a. Short-term (5 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 must 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 established.

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 five business days, unless they can show extraordinary circumstances

precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the district clerk within 30 days of the date of the Superintendents' decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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 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 their 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 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 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 a weapon to school:

Any student found guilty of bringing a "firearm" or "weapon" (as the applicable term is defined by the federal, Gun-Free Schools Act and corresponding provisions of New York Law) to school property will be suspended 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 addition, any student who brings any other "weapon" to school, or possesses any other weapon in violation of this Code (i.e. a "weapon" other than a "weapon" or "firearm" as the applicable term is defined by the federal Gun-Free Schools Act and corresponding provisions of New York Law) the student shall be subject to an automatic one-year suspension, unless modified by the Superintendent on a case-by-case basis.

In either case, whether the "weapon" or "firearm" is one that is prohibited by the Gun-Free Schools Act or is among the additional weapons prohibited by this Code, deciding whether to modify the one-year suspension, the Superintendent may consider the following:

- a) The student's age
- b) The student's grade in school
- c) The student's prior disciplinary record
- d) The Superintendent's belief that other forms of discipline may be more effective
- e) Input from parents, teachers and/or others
- f) Whether the student displayed the weapon or threatened or injured others with the "weapon" at school
- g) Other extenuating circumstances

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

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

Any student who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day

suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent 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 who repeatedly is substantially disruptive of the educational process or who substantially interfere with the teacher's authority over the classroom will be suspended 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 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 building principals 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 possessing 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. Referral to County Attorney or Law Enforcement Authorities (as applicable) 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” or “firearm” (as the applicable term is defined by the federal, Gun-Free Schools Act and corresponding provisions of New York Law) to school, except a student 14 or 15 years of age who qualifies for juvenile offender status under New York Criminal Procedure Law §1.20 (42).
- b) The superintendent is required to refer students age 16 and older and any student 14 or 15 years of age who qualifies for juvenile offender status, who has been determined to have brought a “weapon” or “firearm” (as the applicable term is defined by the federal, Gun-Free Schools Act and corresponding provisions of New York Law) to school, to the appropriate law enforcement authorities.

4. 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 attempt to provide alternative means of instruction for the student.

X. Discipline of Students with Disabilities

The District recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The District 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 federal and state laws and regulations. This Code of Conduct in is not intended to afford students with disabilities greater or lesser rights than those expressly afforded by applicable federal and state law and regulations. Insofar as any provision of this Code of Conduct confers greater or lesser rights than those afforded by applicable federal and state law and regulations, the Code of Conduct shall be read, interpreted and applied strictly in accordance with applicable law.

A. Definitions

For purposes of this section of the Code of Conduct, the following definitions apply:

A disciplinary change of placement is a removal from the child's current educational placement for more than ten consecutive school days in the course of a school year, or a series of removals that constitute a pattern, because they cumulate to more than ten school days in a school year and because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to each other.

An illegal drug means a controlled substance, but does not include such a substance that is legally possessed or used under the supervision of a licensed health-care professional or under any other authority under the Controlled Substances Act or under any other provision of federal law. "Controlled substance" means a drug or other substance as defined under certain schedules of the Controlled Substances Act.

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

A manifestation means where the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct was a direct result of the school district's failure to implement the IEP.

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.

A serious bodily injury shall mean a bodily injury that involves a substantial risk of death; extreme physical pain; protracted or obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

A suspension means a suspension pursuant to Education Law § 3214.

A weapon is defined as a device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or bodily injury.

B. Suspensions or Removals

Students with disabilities shall be afforded the same procedural protections set forth in Education Law §3214 as non-disabled students.

1. CSE Involvement

- a) The student is identified as a student with a disability;
- b) A referral is pending with the home school district's CSE; or
- c) The student is "deemed to be a student with a disability"; which includes students in the following situations:
- d) The parent has expressed concern in writing to school personnel that the student is in need of special education and related services (or orally if the parent cannot write or has a disability which prevents the parent from putting it in writing);
- e) The behavior or performance of the student demonstrates the need for special education in accordance with the definition of "a student with a disability";
- f) The child's teacher or other school district personnel has expressed concern about the behavior or performance of the student to the chairperson, a teacher, the principal, or other school personnel in accordance with the Child Find or CSE referral system.

2. Suspensions Up To 5 Days

A Principal, the Superintendent or the Board of Education may suspend a student from school for up to five (5) days, as long as the discipline imposed is consistent with the discipline imposed on non-disabled students under similar circumstances.

If a student with a disability is suspended from school, then the Principal, District Superintendent or Board of Education will be required to follow the procedures outlined in Article IX(B)(2)(a).

If it is determined that the suspension will not result in a disciplinary change of placement, then the suspension may be imposed without a manifestation determination.

a. Disciplinary Change of Placement & CSE Involvement

If it is determined that the suspension would result in a disciplinary change of placement, then the suspension may not be imposed until the District's CSE has conducted a manifestation determination. A manifestation determination must be scheduled as soon as possible, but

in no case later than 10 school days after the date on which a decision involving a disciplinary change of placement is made.

- b. If the CSE finds a manifestation,** then no discipline may be imposed (unless the student is found guilty of possessing weapons or drugs and is placed in an IAES).
- c. If the CSE does not find a manifestation,** then discipline may be imposed in a manner similar to that imposed on a non-disabled student.

3. Suspensions Over 5 Days

If an out of school suspension of more than five (5) days is sought, a superintendent's hearing must be held in accordance with Education Law §3214(3)(c) and Article IX(B)(2)(b) of this Code of Conduct.

a. Notice Of Due Process Rights

Parents are to be provided with written notice of their due process rights. Notice of procedural safeguards must be given not later than the day on which a decision to take disciplinary action which could result in a suspension of over ten (10) days is made. The notice must include a full explanation of procedural safeguards available, including those relating to procedures for students who are subject to placement in an interim alternative educational setting.

b. Disciplinary Change of Placement & CSE Involvement

If it is determined that the suspension would result in a disciplinary change of placement, then the suspension may not be imposed until the home school district's CSE has conducted a manifestation determination. A manifestation determination must be scheduled immediately, but in no case later than 10 school days after the date on which a decision involving a disciplinary change of placement is made.

- c. If the CSE finds a manifestation,** then no discipline may be imposed (unless the student is found guilty of possessing weapons or drugs, or inflicting a serious bodily injury upon another person while at school, on school premises, or at a school function under jurisdiction of a school district, and is placed in an IAES).
- d. If the CSE does not find a manifestation,** then discipline may be imposed in a manner similar to that imposed on a non-disabled student. The CSE should be notified of any disciplinary action which will be imposed so that it can meet within 10 days to develop/review the functional behavioral assessment and behavior intervention plan.
- e. If the suspension to be imposed will not result in a disciplinary change of placement,** then a manifestation determination will not have to be conducted.

4. IAES for Drugs/Weapons/Serious Bodily Injury

If a student with a disability has been found guilty of possessing weapons or drugs, or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function under jurisdiction of a school district, then school personnel may order the student to be placed in an interim alternative educational setting ("IAES") for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five (45) days.

After a finding of guilt has been made at the superintendent's hearing, but prior to placing a student with a disability in an IAES, the CSE must conduct a manifestation determination. If the CSE determines that the student's behavior is a manifestation of his/her disability, the student may still be placed in an IAES for up to forty-five (45) days if he/she was found guilty of possessing weapons or drugs, or inflicting serious bodily injury upon another person while at school, on school premises, or at a school function under jurisdiction of a school district. Under such circumstances, the Superintendent may order the student to be placed in an IAES, but the appropriate interim alternative educational setting must be determined by the CSE.

5. IAES for Dangerous Students

In addition, or in the alternative, if the student is dangerous, the District may request an expedited hearing before an impartial hearing officer, who can order that the student be placed in an IAES for up to forty-five (45) days. The FAPE provided to such students shall meet the same requirements as an IAES.

If a suspension results in more than 10 cumulative days of suspension, but does not result in a disciplinary change of placement, the principal (or other designated school administrator) in consultation with the student's special education teacher, must arrange for services "to the extent necessary to enable the student to:

- Progress appropriately in the general curriculum; and appropriately advance toward achieving the goals in the student's IEP.

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 comply with a request 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. Students are not entitled to any sort of "Miranda" type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent, building principals, the school nurse and appointed district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law, the district Code of Conduct, or other school rules.

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.

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.

Random or blanket searches of school lockers and their contents help deter violations of school rules, ensure proper maintenance of school property, and provide greater security for students and personnel. Therefore, the school may search lockers and their contents at any time on a blanket or random basis. This means a search may be conducted without warning and without the need for suspicion that prohibited items are present in a particular student's locker. At times these random or blanket searches may be conducted with the assistance of drug-detecting canines.

B. 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 an 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 in connection with a matter relevant to the work or discipline of the school.

Before police officials are permitted to question or search any student, the building principal or their designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or their 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.

C. Child Protective Services Investigations

The District has a commitment to keep students safe from harm and the legal obligation to report to child protective services when there is reasonable cause to suspect that a student has been abused or maltreated. Thus, 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.

Interviews and examinations of students at school by CPS workers shall be conducted in accordance with District Policy.

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 building principal or their designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor
2. All visitors to the school must report to the office of the principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the principal's office and sign out before leaving the building
3. Visitors attending school functions that are open to the public, such as Parent Teacher Organization meetings or public gatherings, are not required to register
4. Parents of a student who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) and building principal, so that class disruption is kept to a minimum; provided, however, that nothing in this Code shall be deemed to give parents or other visitors a legal right to visit classrooms during instructional time
5. Teachers are expected not to take class time to discuss individual matters with visitors
6. Any unauthorized person on school property will be reported to the principal or their 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 and **emulates the district's mission, vision, and values**. 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 of Conduct, "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 of Conduct 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 of Conduct is to maintain public order and prevent abuse of the others rights.

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. Damage or destroy district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property
3. Disrupt the orderly conduct of classes, meetings, school programs or other school district activities
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, disability, or on the basis of any other legally protected classification or characteristic
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 illegal substances, or be under the influence on district 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 district
11. Loiter on or about school property
12. Gamble on district property or at school functions, except for appropriately licensed or authorized charitable organizations engaging in lawful fund raising activities (e.g., raffles and/or games of chance), to the extent permitted by the district's facilities use policy and rules
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 district property or while at a school function
16. Smoke anywhere on school property or while at school functions or use any tobacco products on district property (pursuant to New York State Law)

B. Penalties

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

1. Visitors

Their authorization, if any, to enter or remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, or enter upon school premises without authorization, they shall be subject to removal and arrest as circumstances may warrant

2. Students

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

Those in the classified service of the civil service are 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 subdivision 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 building principal or their designee shall be responsible for enforcing the conduct required by this Code of Conduct.

When the building principal or their 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 their designee shall tell the individual that the conduct is prohibited and direct the individual to stop. The principal or their designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or their designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

XV. Dissemination and Review

A. Dissemination of the Code of Conduct

The Board will direct the Superintendent or their designee to ensure that the community is aware of this Code of Conduct by:

1. Providing copies of a summary of the Code to all students in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year
2. Mailing (or otherwise providing, as specified by applicable law) a summary of the Code of Conduct written in plain language to all persons in parental relations to district students before the beginning of the school year and making this summary available later upon request
3. Providing all current teachers with a copy of the Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practicable after adoption, and providing new teachers with a complete copy of the current Code of Conduct upon their employment
4. Providing all new employees with a copy of the current Code of Conduct when they are first hired
5. Making copies of the Code of Conduct available for review by students, parents and other community members on the district website, in school building offices and the district office
6. Posting the complete Code of Conduct, including any annual updates and/or amendments to the Code of Conduct, on the district's web site.

The Board will direct the Superintendent or their designee to 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 of Conduct has been applied fairly and consistently.

The Board and District will direct the Health and Wellness Committee to assist in reviewing the Code of Conduct. The committee may be comprised of representatives of students, teachers, administrators, members of the Board of Education, community members, parent organizations, school safety personnel and other school personnel.

The District shall file a copy of its Code of Conduct and any amendments with the Commissioner, in the manner prescribed by the Commissioner.

JECSD



Athletic and
Extracurricular
Policy Handbook

UPDATED JULY 2021

ACKNOWLEDGEMENTS

- Thank you to the members of the 2011-2012 Athletic Policy Committee who wrote the original document.
 - Thank you to the members of the 2014-2015 District Health and Wellness Committee who revised this document to encompass the athletic and extracurricular programs.
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SECTION I

Mission

To cultivate the BEST in personal growth and achievement

Vision

Providing the BEST in educational opportunities by...

- Sustaining a culture that supports the intellectual and developmental needs of all
- Being committed to excellence in education and exceeding expectations
- Building a safe, dynamic learning environment where all are valued and respected
- Expanding our home-school-community partnerships
- Operating in a fiscally responsible manner

Values

JE EAGLES are...

Just and caring

Excellent in all that they do

Ethical in their behaviors

Accepting of all

Global thinkers

Learners first

Examiners of why and how

Selfless

SECTION II

Purpose

- The purpose of the Jordan-Elbridge Athletic and Extracurricular programs is to support the District's mission, vision and values. The responsibility for fulfilling this purpose lies with the entire school community: students, parents, staff, administrators, coaches and advisors.

SECTION III

Definition of Participant

A participant is a student who is committed to dedicating the time and effort necessary to achieve excellence.

Participant Expectations

A Jordan-Elbridge participant will act in a manner consistent with the District's mission, vision, and values.

A Jordan-Elbridge participant, while modeling the District's values, will demonstrate:

- Responsibility
- Accountability
- Dedication
- Trustworthiness
- Self-control
- Enthusiasm
- Grace under pressure
- Class
- Respect
- Fairness
- Caring
- Persistence
- Perseverance
- Dedication
- Loyalty
- Teamwork
- School spirit
- Pride

Any action that is inconsistent with the District's mission, vision and values is unacceptable. Any action that is prohibited by the District's Code of Conduct is unacceptable. Examples of unacceptable behavior include but are not limited to:

- Taunting, intimidation, or hazing
- Abusive or disrespectful behavior toward officials, opponents, coaches, advisors and/or spectators
- Substance abuse
- Failure to respect individual differences
- Excessive celebration
- Intimidation or humiliation of teammates
- Academic failure
- Pressuring peers to break the code of conduct

Procedures Related to Participation in the Athletic and Extracurricular Programs

- Every participant must obtain a copy of the JE Athletic and Extracurricular Programs Policy handbook.
- Copies of this handbook are available on the district's website and from the athletic director's office. Additionally, copies will be made available at all pre-season meetings.
- Students are required to read, sign and submit a verification form before they can begin participating in a sport or extracurricular activity.
- Every participant must also complete and submit a sign-up packet, which is available on-line. If you do not have on-line access, contact the health office or the athletic office and a hard copy version will be sent to you.
- A parent is the person who is to complete the sign-up packet. This is not a form that students complete on their own.

Note:

- ✓ Each school nurse will notify advisors and coaches about any participant who has an allergy and who, as a result, may require an EpiPen injection.

Additional Procedures Specific to Athletes

- Every athlete must have a sports physical on file prior to the start of the season.
- Physical records are maintained in the health office.
- Sport physicals are valid for one calendar year.
- A student who wishes to have the school doctor perform his or her sports physical should contact the health office for further details.
- A student may have his or her private physician perform the sports physical; however, the school's doctor must grant his or her endorsement before the student can begin participation.

Notes:

- ✓ Sports physical forms are available in the health office and the main office of each building.
- ✓ The athletic health eligibility form should be submitted to the school nurse. The school nurse will review said form and forward it to the athletic director for his or her approval. All coaches will receive copies of the approved forms.
- ✓ In order to be considered eligible, a student must be in good standing with the athletic department. A student is in good standing if she or she has returned all previously issued school equipment and uniforms or made restitution.

Academic Eligibility

- Students participating in athletics and extracurricular activities are expected to maintain passing grades in all academic classes.
- Students who have a grade of 64 or lower in two or more classes at the mid or end-points of a given marking period must meet the following criteria to be considered academically eligible:
 - Attend class;
 - Be on time for class;
 - Complete classwork and homework in a satisfactory manner;
 - Stay with teachers for extra help;
 - Submit the academic probation form according to procedures;

- For an athlete who is failing two or more subjects, the Director of Health, Physical Education and Athletics will review the student's academic probation form every week.
- For a participant in an extracurricular activity who is failing two or more subjects, the advisor will review the student's academic probation form every week.
- *For athletics:* A student's eligibility may be reinstated only if he or she:
 - ✓ Submits the academic probation form, signed by the teachers of the deficient subject areas, to the Director of Health, Physical Education and Athletics.
 - ✓ Earns a satisfactory standing in all the subject areas he or she is failing.
- *For extracurricular activities:* A student's eligibility may be reinstated only if he or she:
 - ✓ Submits the academic probation form, signed by the teachers of the deficient subject areas, to the advisor.
 - ✓ Earns a satisfactory standing in all categories of the subject areas he or she is failing.
- During the first week of the academic eligibility period, a student may participate and compete in all contests and activities. However, if a student fails to abide by the conditions specific to academic probation, he or she will be ineligible the following week. Academic eligibility shall commence immediately after meeting with the Director of Health, Physical Education and Athletics or advisor, should all conditions be met. The Director of Health, Physical Education and Athletics or advisor will be responsible for informing the parent or guardian, within a 24 hour period, of a student's eligibility. If a student fails to submit his or her academic probation form by the deadline (Monday at 2:50PM) he or she will remain ineligible.
 - A student will need to continue to have his or her academic probation form signed each week until the next grade report is issued.
 - At the five and ten week marks, the Director of Health, Physical Education and Athletics, advisor or building administrator will check the student's grade report. If the student is no longer failing two or more classes the academic probation ends.
- Regardless of the previous year's academic performance, a student is eligible to participate during the first week of the next school year; however any student who failed two or more subjects at the end of the previous year is immediately placed on academic probation. Subsequently, if a student does not abide by the conditions specific to being on academic probation, he or she will remain ineligible for the following week.

Notes:

- ✓ Successful completion of failed courses during the summer will result in immediate reinstatement upon submission of proper documentation to the Director of Health, Physical Education and Athletics or advisor.

Ineligibility Period

During a student's ineligibility period he or she must attend all practices and contests and conduct him or herself in a manner befitting the athletic or extra-curricular program.

Notes:

- ✓ Athletes who are ineligible may not dress in a game uniform; however, they are expected to attend contests to support their teammates.
- ✓ A scrimmage is a form of practice and does not qualify as a contest as defined in the New York State Public High School Athletic Association's handbook.

Athletic Placement Process Specific to Athletes

The Athletic Placement Process (APP) is a protocol governed by the NYSPHSAA (New York State Public High School Athletic Association) and approved by the Board of Education. The intent of this process is to allow mature, exceptionally skilled athletes to advance to an upper level. This process is not to be used to fill positions on teams, provide an athlete additional experience or to reward an athlete. The athletic placement process is also designed to create a more equitable and competitive learning environment for athletes at the modified level.

The District considers an athlete for athletic placement on a case-to-case basis. If a student is selectively classified, every effort will be made to keep experienced, upper-class athletes on the respective team. The process of selectively classifying an athlete will involve a discussion with the student and his or her parent. Pending parent agreement, the head coach will submit the name of the athlete to the Director of Health, Physical Education and Athletics. The process will then commence as follows:

- Parents must sign a permission slip approving the start of the Athletic Placement Process.
- The school's medical director will perform a physical screening.
- The Director of Health, Physical Education and Athletics or a member of the PE staff will administer a physical fitness test.
- An athlete who passes both the physical screening and the physical fitness test will then be allowed to try out for the given sport. At the end of a maximum five day try-out period, the head coach will assign the athlete to the junior varsity or varsity team or return said student to his or her previous level.
- When an athlete is placed at a higher level, he or she permanently loses the opportunity to play at the modified level of that given sport.
- Each time an athlete is under consideration to play at an advanced level, he or she must go through the selection/classification process.

If an athlete can successfully meet the requirements of the athletic placement process, he or she will be allowed to participate in an extended athletic career. Under normal circumstances a student is only eligible for senior high athletic competition in a sport for a total of four consecutive seasons, commencing with the student's entry into the ninth grade. However, by meeting the selection/classification requirements, an athlete's eligibility can be extended to permit participation during five consecutive seasons in the approved sport after entry into the eighth grade. The selection /classification process occurs three times a year per the deadlines listed below:

- Modified athletes have until 50% completion of their respected modified season to be selectively classified.

Quitting Teams/Activities

If a student, who has participated in a sport or extracurricular activity for 15 or more practices, decides to quit, he or she will be deemed ineligible for 50% of his or her next season's contests

or events for the remainder of said academic year. This rule also applies if a student is dismissed from a team or activity. The coach or advisor is responsible for notifying the parent in the event that a student makes the determination to quit.

Additionally, students who quit a sports team may not immediately tryout for another sports team during that same season.

Notes:

- ✓ Athletes who have been cut from a team due to the evaluation/tryout process are immediately eligible to try out for another sport during that same season.
- ✓ A student who has quit his or her athletic team or extracurricular activity due to extenuating circumstances may petition the JE Athletic and Extracurricular Policy Appeals Review committee for a waiver. This committee will be comprised of building administration, the Director of Health, Physical Education and Athletics, a coaching representative, an advisor representative, a staff representative, a parent representative and a student body representative. At the hearing, the student is expected to be accompanied by his or her parent. During the hearing, the student may present factual evidence and testimony to support his or her cause. Upon review, the committee may decide to enforce the aforementioned penalty or it may offer a waiver to the student.

Rules Relating to Misconduct

It is the expectation that all participants in the Jordan-Elbridge Athletic and Extracurricular programs will exhibit pride, dignity, compassion and character. The practice of "hazing" or bullying is prohibited in school buildings and on school premises. Additionally, such behavior is prohibited at any district-sponsored activity, on or off school grounds. According to the U.S Department of Justice, *bullying* is defined as a form of aggressive behavior manifested by the use of force or coercion to affect others, particularly when the behavior is habitual and involves an imbalance of power. Bullying can include verbal harassment, physical assault or coercion. Bullying may be directed toward a particular victim on the grounds of race, religion, gender, weight, sexuality, and/or ability. Cyber-bullying is the use of technology to harass, threaten, embarrass, or target another person.

A Jordan-Elbridge student who, after administrative investigation, is determined to have engaged in any form of bullying will be subject to disciplinary measures as set forth in the District's Code of Conduct. These measures can include, but are not solely limited to:

- ✓ Suspension from practices, games, and/or contests
- ✓ Suspension from school
- ✓ Dismissal from the team or activity;
- ✓ Dismissal from the athletic or extracurricular program.

No student as outlined in the District's Code of Conduct may use, possess, sell, purchase or distribute tobacco products (tobacco cigarettes, electronic cigarettes, cigars, chewing tobacco, snuff), alcohol and/or other substances. The term "alcohol and/or other substances" refers to the use of all substances including, but not limited to alcohol, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, bath salts, steroids, representation of drugs, and any of those substances commonly referred to as *designer drugs*. The inappropriate use of prescription and over-the-counter drugs is also prohibited.

Note:

- ✓ The use of tobacco products, alcohol, and/or other substances has been proven to be detrimental to health and athletic performance. An athlete is expected to maintain the prescribed training rules for his or her own health and the betterment of the team.

Misconduct Reports

The Director of Health, Physical Education and Athletics and/or building administrator will monitor misconduct reports. The Director of Health, Physical Education and Athletics or building administrator will inform coaches and advisors as appropriate.

- A student's first misconduct report will result in a warning by the coach or advisor. All other misconduct reports will result in a suspension from the next scheduled practice/contest at the discretion of the coach, advisor, Director of Health, Physical Education and Athletics and/or building administrator. All in-school and out-of-school suspensions will also result in a suspension from the next contest, event, or activity for the student. Behavior subject to a superintendent's hearing may include, but is not limited to, fighting, stealing, bullying, and weapon possession.

Code of Conduct Violations

Alleged violations of the District's Code of Conduct must be immediately reported in writing to the Director of Health, Physical Education and Athletics or advisor. Upon notification of an alleged violation, the Director of Health, Physical Education and Athletics, advisor, or building administrator will begin an investigation of the incident. If a student is found to have violated the code of conduct, the following consequences shall be applied:

First offense during enrollment at JE

- The Director of Health, Physical Education and Athletics, coach, advisor or administrator will meet with the student and his or her parent to discuss the matter and outline the concern.
- The penalty for a first offense shall be a suspension from the sport or activity for 7 calendar days. The suspension from the sport or activity will begin immediately following the meeting with administration.
- The student will be expected to complete five sessions with a school-approved alcohol/drug counselor.
- The student will not be allowed to practice with the team or extracurricular group during his or her suspension period.
- The student will not be allowed to dress for any contests, games or performances during his or her suspension period.
- A meeting with the student, the student's parent, the, Director of Health, Physical Education and Athletics the principal, the coach, the advisor, and/or a guidance counselor will be held prior to the student's re-instatement.

Second offense during enrollment at JE

- The penalty for a second offense shall be suspension from the sport for the season.
- The penalty for a second offense shall be suspension from the extracurricular activity for a marking period.
- The student will be expected to complete five sessions with a school-approved alcohol/drug counselor.

- The student will not be allowed to practice or formally perform with the team or extracurricular group during his or her suspension period.
- The student will not be allowed to dress for any contests, games, or performances during his or her suspension period.
- A meeting with the student, the student's parent, the Director of Health, Physical Education and Athletics, the principal, the coach, the advisor, and/or a guidance counselor will be held prior to the student's reinstatement.
- The student may petition the athletic/extracurricular policy review/appeals committee for reinstatement to the program. This action is to be taken prior to requesting an opportunity to appeal to the BOE.

Third offense during enrollment at JE

- The penalty for a third offense will be permanent suspension from the District's athletic and extracurricular programs.
- The student may petition for reinstatement to the athletic/extracurricular policy review/appeals committee. This action is to be taken prior to requesting an opportunity to appeal to the BOE.

Due Process

The due process procedures, as identified in the District's Code of Conduct, will be followed. The student and his or her parent will be informed in writing by the Director of Health, Physical Education and Athletics or building administrator of the violation and proposed penalty. Should the student and/or the student's parent desire a meeting to clarify and discuss the basis on which the penalty is being imposed, a written request must be submitted to the Director of Health, Physical Education and Athletics or building administrator within 72 hours of notification of the investigative findings.

Notes:

- ✓ A student, Director of Health, Physical Education and Athletics or building administrator may ask that the athletic/extracurricular policy/appeals review committee be convened.
- ✓ Should the student and/or the student's parent wish, they might submit a written request to appeal a third offense penalty to the superintendent of schools whose decision shall be final and binding.

Rules Relating to Attendance

All students must arrive by 8:00 AM and remain in school the entire day in order to participate in any activity, practice or contests. Students who arrive after 8:00 AM due to a legal reason, other than sickness, may participate in an activity, practice, or contest only upon the submission of an official notification from a doctor, dentist, or college official. If a student arrives to school late and does not have a legal excuse, he or she will not be allowed to participate.

Notes:

- ✓ Absences and tardiness due to illness will exclude students from activities, practices or games on that same day unless otherwise excused by a physician.
- ✓ Attendance will be monitored by the school nurse, Director of Health, Physical Education and Athletics, athletic department personnel, coach, and/or or advisor on a daily basis.
- ✓ Students are to communicate with their coach or advisor if they are going to be absent for any reason.

Students involved in the District's athletic and extracurricular programs will understand the significant commitment that participation requires. Attendance at all practices, performances,

and/or contests during the season is required. Excused absences in excess of two days require practices to be made up at the discretion of the Director of Health, Physical Education and Athletics, building administrator, coach or advisor. This attendance requirement is inclusive of vacation times. These guidelines will be administered consistently across all sports and extracurricular activities.

Notes:

- ✓ Exceptions to the attendance requirements will be made for absences due to college visits, school-sponsored trips, family tragedies, and legal absences.
- ✓ A legal absence is defined in accordance with the District's attendance policy. In these situations, the student must provide advanced notice to the coach or advisor in order to be considered eligible to participate once he or she returns. Absences of this kind in excess of 2 days typically require practices to be made up. The number of practices that will be required to be made up will be left to the discretion of the Director of Health, Physical Education and Athletics, building administrator, coach or advisor.

Attendance Specific to Athletes

Uninterrupted participation enhances conditioning and reduces the risk of injury; thus, attendance at all practices and games during the season is required. Practice times and dates are left to the discretion of the Director of Health, Physical Education and Athletics and/or coach. When setting the practice schedule, the and/or coach will take into consideration the following factors:

- Physical demands of the sport
- Level of competition
- Practice time available between contests
- Consequences for athletes not attending practices and/or games during vacation periods

Participation in PE

Students must actively participate in physical education class in order to be eligible to practice, play, or perform in a contest or an activity that same day.

Equipment/Uniforms

Students are responsible for returning any school-issued equipment or uniforms at the end of the season or upon leaving the team or activity. Participants are required to secure equipment and uniforms throughout the season. Uniforms issued to participants are not to be worn in physical education classes. Uniforms are not to be worn in public except during authorized events. Failure to return school-issued equipment and/or uniforms will require restitution.

Transportation

The District provides transportation to and from contests and performances. In light of liability concerns, students are required to travel to and from all contests and performances on the bus. Riding to and from contests or performances also builds camaraderie and strengthens unity among students, coaches and/or advisors.

In certain circumstances, however, alternate methods of transportation may be approved by the coach, Director of Health, Physical Education and Athletics, advisor, or a district administrator.

- A student's parent must complete and submit to the coach or advisor the alternate transportation form if they wish to take their child home from an event.
 - A new form must be completed by the parent on each occasion.
 - The coach or advisor is to submit all transportation forms to the Director of Health, Physical Education and Athletics or a building administrator the day after the event.
 - Consent for alternate transportation will not be granted by any coach or advisor to any participant without a completed alternate transportation form.
-
- In the event of an emergency or extenuating circumstance, the parent will be allowed to transport their son/daughter without prior approval. This exception will be at the discretion of the coach, advisor, or district administrator. These conditions may include, but are not limited to, family emergency, injury and illness.
 - Under extenuating circumstances, a parent may take his or her student to a contest provided the parent has obtained prior approval from the Director of Health, Physical Education and Athletics or a district administrator.
 - No student will be allowed to drive to or from a contest or performance.
 - All coaches and advisors must make every effort to inform the Director of Health, Physical Education and Athletics or a district administrator of any extenuating transportation circumstances before they occur.

Chain of Command-Athletic Program

If a concern or question arises, a student or parent is asked to follow the steps outlined below:

- Contact the coach directly to discuss the situation. If the situation remains unresolved contact the Director of Health, Physical Education and Athletics. If the matter remains outstanding, contact the superintendent.

Chain of Command-Extracurricular Programs

If a concern or question arises, a student or parent is asked to follow the steps outlined below:

- Contact the advisor directly to discuss the situation. If the situation remains unresolved contact the building principal. If the matter remains outstanding, contact the superintendent.

Risk of Injury

A certain risk of injury accompanies participation at any level in any activity. Although the District strives to minimize injuries, it should be duly noted that participation could cause serious physical injury or even death. A student who voluntarily chooses to participate in athletics and/or extracurricular programs assumes said risk.

Injury Reporting

If a student sustains an injury while participating in an athletic or extracurricular program, the student must report the injury immediately to the coach, advisor or athletic trainer. Injury reports are to be completed by the coach, advisor or athletic trainer and submitted to the school nurse within 24 hours. If the student has been seen by a doctor, a signed medical release is required before the student can resume participation. In the event of trauma or injury to the head, the student, the student's parent and the student's physician must follow the District's return to play/participation protocol.

Insurance

If a student sustains an injury that requires medical treatment, the responsibility for primary coverage falls to the parent's insurance. The district provides secondary insurance only.

SECTION IV

As of July 1, 2012, NYS school districts are authorized to establish a concussion management team (CMT) in order to establish rules and regulations relative to concussions and ensure that appropriate faculty members are provided training.

The CMT at Jordan-Elbridge is comprised of the following members:

- the district's physician
- the Director of Health, Physical Education and Athletics
- the athletic trainer
- the school nurses
- the school psychologists
- the guidance counselors
- a coach
- a community representative

The District offers to conduct Immediate Post Concussion Assessment and Cognitive Testing (ImPACT) prior to the start of a season to establish baseline data for a student. This data is valid for two years.

Notes:

- ✓ ImPACT is the most widely used and scientifically validated computerized concussion evaluation system currently available.
- ✓ Athletes in collision and contact sports which include football, lacrosse, basketball, and wrestling, are to take a "new" baseline test every two years: grade 7, grade 9, and grade 11.

A student recovering from a concussion can experience significant academic difficulties due to impaired cognitive abilities. Mental exertion and environmental stimulation can aggravate concussion symptoms such as headache and fatigue, which in turn can prolong recovery. Accordingly, accommodations should be available to the student who is recovering from a concussion. Ensuring adequate rest, avoiding overexertion, avoiding over-stimulation, reducing risk of re-injury and providing accommodations are the essential components of a return-to-school plan after a concussion. In some cases, home tutoring may be needed. As the student recovers, he or she may need to attend school part-time or full-time with rest breaks. Academic demands should be reduced to essential material, as the concussed student will typically take longer and use more mental energy to complete the same amount of work as before the injury. Physical education class should be modified to reduce risk of re-injury. After an initial period of rest, the student may be able to participate in physical activities where there is a low risk of head injury. Substituting mental activity for physical activity is not recommended, as mental exertion can aggravate symptoms. Increased sensitivity to noise or light is also common after a concussion, so the student should not be required to stay in a loud or bright gym.

Depending on the severity and duration of concussion-related symptoms and evidence of academic difficulties a 504 accommodation plan may be implemented. Collaboration and communication with the medical providers treating the concussed student will foster development of an appropriate plan. Accommodations and activity restrictions will need to be modified according to the student's particular symptoms and his or her rate of recovery. Additional information about the academic consequences of a concussion and ways to help a student who is recovering from a concussion can be found at the following web addresses:

- <http://bianys.org/children.htm>
- <http://www.upstate.edu/uh/pmr/concussion/pdf/classroom.pdf>

The Jordan-Elbridge CSD seeks to provide a safe return to activity for all participants after injury, particularly after a concussion. In order to effectively and consistently manage these injuries, procedures have been developed to aid in ensuring that concussed students:

- Are identified, treated and referred appropriately;
- Receive appropriate follow-up medical care during the school day, including academic assistance;
- Are fully recovered prior to returning to a sport or an extracurricular activity.

Recognition of concussion is two-fold:

Signs observed by others:

- Confusion
- Forgetfulness
- Altered coordination
- Problems with balance
- Changes in personality
- Slowed response time

Symptoms reported by a participant:

- Headache
- Fatigue
- Nausea or vomiting
- Double/blurry vision
- Sensitivity to light or noise
- Feeling sluggish
- Feeling "foggy"
- Problems concentrating
- Problems remembering

Management and Referral Guidelines for All Staff

- Any participant with a witnessed loss of consciousness (LOC) of any duration is to be spine boarded and transported immediately to the nearest emergency room via an ambulance.
- Any participant who has symptoms of a concussion and who is not stable is to be transported immediately to the nearest emergency room via an ambulance.
- Any participant who exhibits any of the following symptoms is to be transported immediately to the nearest emergency room via an ambulance:
 - A deterioration of neurological function
 - A decrease in the level of consciousness
 - A decrease or irregularity in respirations
 - A decrease or irregularity in pulse

- Unequal, dilated, or unreactive pupils
- Any signs or symptoms of associated injuries
- A change in mental status
- Any seizure activity
- Any cranial nerve deficits
- Any participant who is symptomatic but stable may be transported by his or her parent. The parent should be advised to contact the student's primary care physician or seek care at the nearest emergency room on the day of the injury.

Note:

- ✓ The option of emergency transportation is to be extended to the parent without exception.

Procedures for the Certified Athletic Trainer (AT)

The AT will assess the injury or provide guidance to the coach or advisor if unable to personally attend to the participant. An immediate referral to the participant's primary care physician or to the hospital will be made when medically appropriate. The AT will notify the participant's parent and give follow-up care instructions. The AT will notify the school nurse of the injury prior to the next school day in order to ensure proper follow-up.

Procedures for the Certified Athletic Trainer (AT) Specific to Athletics

The AT is responsible for administering post-concussion ImPACT testing. The initial post-concussion test will be administered within 48-72 hours of the injury, whenever possible. Repeat post-concussion tests will be given at appropriate intervals, dependent upon the athlete's clinical presentation. The AT will review post-concussion test data with the athlete and the athlete's parent. ImPACT data will be forwarded to the school's doctor for review and consultation. Pending a signed release of information from the athlete's parent, the AT will forward testing results to the treating physician. The AT will monitor the athlete and keep the school nurse informed of the student's symptomatology and neurocognitive status for the purposes of developing or modifying an appropriate health care plan. The AT is also responsible for monitoring recovery and coordinating the appropriate return to participation activity progression. The AT will maintain appropriate documentation regarding assessment and management of the injury.

Guidelines and Procedures for Coaches and Advisors

- All coaches and advisors are to be knowledgeable about the signs and symptoms of a concussion.
- If a coach or advisor suspects that a participant has sustained a concussion, they are to end the student's participation until he or she has been medically evaluated.
- Coaches and advisors are to report all head injuries to the AT for medical assessment, management, and follow-up care.
- Coaches and advisors are to seek assistance from the host site's AT if at an away contest or event.
- If the Jordan-Elbridge AT is unavailable or the participant is injured at an away contest or event, the coach or advisor is responsible for notifying the student's parent of the injury.
- In the event that the student's parent cannot be reached and the participant is able to be sent home the following protocol is to be followed:
 - The coach or advisor is to ensure that the participant will be with a responsible adult who is capable of understanding the home care instructions. If the

circumstances are such that the student will not be adequately monitored, the coach or advisor should arrange for medical transport and remain with the student until his or her parent arrives.

- The coach or advisor is to continue efforts to reach the student's parent until contact is made.

Follow-up Care during the School Day

The responsibilities of the school nurse include:

- Re-evaluating the participant utilizing a graded symptom checklist;
- Providing an individualized health care plan based on the student's initial injury information and current condition;
- Notifying the student's guidance counselor and teachers of the injury. Informing the PE teacher to restrict the student from all exertion activities until notified otherwise;
- Monitoring the student on a regular basis during the school day.

The responsibilities of the student's guidance counselor include:

- Monitoring the student closely and recommending appropriate academic accommodations for students who are exhibiting symptoms of post-concussion syndrome;
- Communicating with the school nurse on a regular basis to provide the most effective care for the student.

Return to Play or Participation (RTP) Procedures after a Concussion

A student who exhibits signs or symptoms of a concussion or who has abnormal cognitive testing should not be permitted to continue participation on the day of the injury. Additionally, any athlete who denies symptoms but who has abnormal sideline cognitive testing should not participate in any way. The student must meet all of the following criteria in order to progress to participation:

- Be asymptomatic at rest and with exertion (including mental exertion in school) for a 48 hour period;
- Be within a normal range of baseline on post-concussion ImPACT testing (if applicable);
- Have written clearance from his or her primary care provider or specialist or the school's doctor.

Progression is individualized and will be determined on a case by case basis. Factors that may affect the rate of progression include:

- Previous history
- Duration and type of symptoms
- Age of the student
- Sport or activity in which the student participates

In the instance where consecutive concussions have occurred and the student's primary care provider or specialist has released him or her to participate, the school doctor will need to grant final approval. Also, the RTP protocol must be followed prior to the student's return to physical education classes.

Note specific to consecutive concussions and athletes:

- ✓ The AT and athlete will discuss appropriate activities for the day. The athlete will be given instructions regarding permitted activities. The AT and athlete will each sign these instructions.

One copy of the instructions will be provided to the athlete to give to the coach, one copy will be kept by the AT to file and one copy will be given to the school nurse to file. The athlete should see the AT daily for re-assessment and instructions until he or she has progressed to unrestricted activity and has in his or her possession a written report to that effect.

SECTION V

Coach and Advisor Responsibilities

A coach or advisor in the Jordan-Elbridge Central School District demonstrates the leadership necessary to help his or her participants grow as both individuals and as team members. A coach or advisor facilitates a balance between competition and enjoyment. He or she is a motivator, a teacher of skills, and a developer of character.

Coach and Advisor Roles

- The coach or advisor promotes the connection between the sport or activity to academic learning and character development.
- The coach or advisor maintains the flexibility required to work successfully with a diverse group of students. Each coach or advisor supports the complex needs of maturing adolescents. A coach or advisor is sensitive to the fact that different approaches will be needed for different individuals.
- The coach or advisor is expected to recognize the need for balance in the lives of students.

Hiring Process for Coaches and Advisors

Candidates indicate their interest by completing an online application form or by submitting a letter of interest. The timeline for postings is as follows:

- The District will post open positions as soon as possible.
- The District will post within school buildings and in local media outlets as appropriate.

Additional Hiring Steps Specific to Coaches

- The District will ask its current physical education staff to reach out to potential coaching candidates.
- The District will canvas Section 3 Director of Health, Physical Education and Athletics for possible candidates.

All candidates will be screened relative to certification, qualifications and experience. All coach and advisor appointments are one year in duration. All coaches and advisors are evaluated at the end of each season. All coaches and advisors need to re-apply at the end of their appointed year. Incumbent coaches or advisors with positive evaluations who have reapplied will be given preference for re-appointment. Specific to open coaching and advisor positions, preference will be given to members of the Jordan-Elbridge Teachers' Association.

Expectations for Coaches and Advisors

- A coach or advisor must be able to develop rapport with participants, parents, community groups, team personnel, the student body, the professional staff, the spectators, officials, and media representatives.

- A coach or advisor must work cooperatively with students, parents, staff, the Director of Health, Physical Education and Athletics and/or administration.
- A coach or advisor's public demeanor is to serve as a model for students.
- A coach or advisor is to regularly attend district meetings, clinics, special workshops and training opportunities. Membership in professional organizations and associations is to be maintained. Keeping abreast of current literature in professional journals, newspapers and magazines is expected.
- All coaches and advisors are to work together to enhance the development of their sport or activity across all levels.
- Although the head coach or advisor is to assume leadership responsibilities, independent thought should be encouraged from all staff members. Disagreements between coaches or advisors are to be discussed privately and as soon as possible.
- A coach or advisor must always bear in mind that his or her sport or activity is one part of the total program. Therefore, it is important to support, promote and cooperate with all the other coaches and advisors for the well-being of all programs.
- A coach or advisor is expected to cooperate with every faculty member.
- The coach or advisor is responsible for keeping practice areas/locker rooms in order.
- The coach or advisor is responsible for demonstrating to students the proper use of equipment.
- The coach or advisor is responsible for keeping storage areas and access to the facilities locked.

Pre-Season Planning for Athletics Only

The Director of Health, Physical Education and Athletics will meet with the head varsity coach prior to the beginning of the season in order to set goals. Head varsity coaches will oversee the program for their respective sports. The varsity coach will meet with coaches at the JV and modified levels to outline procedures and expectations. Coaches are required to have an articulated plan comprised of the following elements:

- Game strategies
- Game rules
- Game and practice schedules
- A process for distributing equipment, supplies, and uniforms

Coaches are also required to hold a team meeting, the first week of the season, in order to provide information on the following topics:

- On-line registration
- Academic eligibility
- Practice schedule for the season
- Game schedule for the season
- General expectations, procedures, and format of tryouts as applicable.

Tryouts

The duration of the tryout period will be at least three days and no more than five. Coaches will keep an attendance register during tryouts. Tryouts are closed to the public.

Cuts-Modified Level

The intent of the modified sports program is to provide all interested students with the opportunity to participate. As such, the District is committed to adding modified teams where needed. However, in the event that the number of interested students cannot be accommodated, the following guidelines will be followed:

- Coaches will notify students, relative to cuts, after the last tryout session or after school the next day.
- Coaches will communicate with individual students relative to the reasons for his or her non-selection.

Cuts-Junior Varsity and Varsity Levels

- Coaches will notify students, relative to cuts, after the last tryout session or after school the next day
- Coaches will communicate with individual students relative to the reasons for his or her non-selection.

Notes:

- ✓ Tryouts may be extended for a student only in the case of a legal absence.

In-Season Planning and Responsibilities for Athletics Only

The coach is expected to be on site fifteen minutes prior to all practices. At the JV and varsity levels, the coach is responsible for the supervision of his or her team from the beginning of practice until the end of practice. At the modified level, the coach is responsible for supervision until the last athlete has been picked up by his or her parent or has left the campus to walk home. The coach is to notify the athletic director or building administrator of any behavioral problems encountered at practice or games.

Note:

- ✓ These supervision responsibilities may be delegated to an assistant coach; however these supervision responsibilities may not be delegated to a manager, custodian, or parent.

Care of Equipment, Supplies, and Uniforms

The coach or advisor is responsible for maintaining a list of all equipment, supplies and uniforms issued to his or her team. A coach or advisor will complete and submit an end of season report. The coach or advisor's last paycheck will not be issued until all uniforms, equipment, supplies and keys have been returned to the athletic director or building administrator.

Transportation

Transportation requests for all sport contests will be made by the Director of Health, Physical Education and Athletics. Transportation requests for all extracurricular activities will be made by a building administrator. The head coach or advisor is to accompany his or her team on all bus trips. The coach, advisor, and participants are responsible for ensuring that the bus is clean at the end of each trip. Coaches and advisors are responsible for the conduct of their team. Any changes to a trip are to be communicated to the Director of Health, Physical Education and Athletics or a building administrator.

Facilities

It is the duty of the Director of Health, Physical Education and Athletics or advisor to arrange for the use of the facilities for practices, games or events. The coach or advisor is responsible for keeping the facilities as neat as possible. Custodians are responsible for the changeover between practices and games. A coach or advisor may not hold practice while a changeover is taking place. Locker rooms are to be secured when not in use. The coach or advisor is responsible for locking the building if there is no custodian on duty at the end of a practice, contest, and/or event. District procedures are to be followed when opening or closing the gym dividers.

Emergency School Closings

When school is closed, all related activities, including athletic events and student activities, will be suspended for that day and evening. Should the District close early and send students home all practice, contests, and events are cancelled. When after school activities are cancelled, all practices contests and events are cancelled. Per the Superintendent's discretion, exceptions may include any extra-curricular activities involving multiple schools that cannot be rescheduled.

Use of Facilities on Weekends and during Holidays and School Vacations

The use of school facilities on the weekend and during holidays and school vacations has to be approved by the athletic director and/or a building administrator.

Accident/Injury Related Procedures

Responsibilities of the coach or advisor include:

- Submitting an accident report to the Director of Health, Physical Education and Athletics or building administrator within 24 hours of the incident;
- Restricting a student's participation until a signed medical release has been received.

Responsibilities of the student include:

- Reporting all injuries to the adult in charge;
- Informing the adult in charge if you are seen by a doctor;
- Providing a signed medical release to the adult in charge prior to resuming participation.

Responsibilities of the student's parent include:

- Submitting a District claim form to the business office;
- Filing a claim under his or her own policy and if a balance remains filing a claim under the school's policy.

Responsibilities of the school nurse include:

- Sending a copy of the accident report to the business office;
- Maintaining a file of all accident reports;
- Maintaining a file of all signed medical releases;
- Issuing a copy of said release to the student to provide to his or her coach or advisor.

Officials (Athletics Only)

All requests for officials are made by the Director of Health, Physical Education and Athletics. Coaches will be notified accordingly.

Media (Athletics Only)

The head coach is responsible for providing information to the *Syracuse Post Standard* and the *Auburn Citizen* following a contest. The head coach is also responsible for providing a summary of each contest to the Director of Health, Physical Education and Athletics .

Emergency Procedures

The coach, advisor or AT is required to have the first aid kit and student contact information in his or her possession at every practice, game or event. Additionally an AED must be present at all home games or events.

Coach or Advisor End of Season Responsibilities

- Submit an end-of-season report to the Director of Health, Physical Education and Athletics or building administrator;
- Return all equipment, unused supplies, and uniforms to the Director of Health, Physical Education and Athletics or building administrator;
- Label any equipment that is in need of repair or reconditioning and return it to the Director of Health, Physical Education and Athletics or building administrator;
- Return all keys to the Director of Health, Physical Education and Athletics or building administrator;
- Submit a list of participants who did not return school-issued equipment or uniforms to the Director of Health, Physical Education and Athletics or building administrator.

Additional Responsibilities (Athletics Only)

The head varsity coach is responsible for preparing a budget for his or sport that is in keeping with the parameters communicated by the Director of Health, Physical Education and Athletics. The head varsity coach is also responsible for responding to college inquiries regarding individual athletes. All head coaches are to attend the athletic awards banquet and the senior athlete awards banquet. All head coaches are responsible for summarizing the season and presenting the most valuable player and coach's awards to his or her respective team members.

Section Three Scholar Athlete Award

This award is presented to one male and one female student at the section three scholar athlete dinner. The criteria for the award, as determined by the section three athletics association are as follows:

- The student must be a senior.
- The student must have earned at least two varsity letters during his or her junior and senior years.
- The student must have earned the highest un-weighted GPA in his or her class.

Three Sport Plaque

This award is presented at the senior athlete awards banquet. The criterion is as follows:

- The student must have participated in three varsity sports during his or her senior year.

Senior Athlete Award

This award is presented to one male and one female student at the senior athlete awards banquet. The process is as follows:

- All varsity coaches submit nominations which comprise the ballot.
- All varsity coaches place their votes.
- The male athlete and the female athlete with the most votes are selected to receive the award.

Eagle Pride Award

This award is presented to one male and one female student at the senior athlete awards banquet. The process is as follows:

- Members of the varsity club submit nominations which comprise the ballot.
- All varsity club members place their votes.
- The male athlete and the female athlete with the most votes are selected to receive the award.

SECTION VI

Head Varsity Coach Job Description

Qualifications

- Possesses New York State physical education teacher certification or NYS coaching certification
- Has the ability to organize and supervise a total sports program
- Has previous coaching experience
- Possesses substantial knowledge of the technical aspects of the sport
- Has current first aid, AED, and CPR certifications

Reporting Mechanism

- A head varsity coach reports to the Director of Health, Physical Education and Athletics.

Roles

- Coordinates the sports program at 3 levels: varsity, junior varsity, and modified
- Oversees all other coaches
- Facilitates a positive working relationship with the surrounding sport-specific youth programs

Responsibilities

- Instructs athletes in the fundamental skills, strategies and physical training necessary to realize a degree of individual and team success
- Instructs athletes in the pride of accomplishment and self-discipline

Duties

- Conducts orientation programs for parents, athletes and other coaches
- Assists the Director of Health, Physical Education and Athletics in schedule development
- Develops procedures for open communication with parents and athletes
- Responds to college inquiries about athletes and facilitate communication among all relevant parties as appropriate
- Establishes positive relationships between varsity and youth community recreational programs
- Oversees budget preparation and requests

- Maintains equipment
- Supervises athletes at practice and games
- Enforces the District's Code of Conduct
- Ensures all sign-up procedures are followed
- Coordinates a pre-season parent and student information meeting
- Distributes team rosters and contest schedules to all players and parents
- Monitors athlete attendance, behavior, and academic status
- Interacts with the press in accordance with District policy
- Attends section, league and district-sponsored meetings
- Attends athletic award nights and the senior athlete award banquet
- Selects award recipients
- Submits reports by the designated date
- Develops students' sportsmanship
- Develops students' conditioning
- Provides appropriate skill training
- Provides appropriate game preparation
- Has the ability to provide first-aid and CPR
- Interacts with all relevant parties following injury to an athlete
- Ensures that an athlete is cleared by his or her primary care physician or specialist, the school's doctor, the school nurse, and the athletic trainer in order to return to practice

Junior-Varsity/Modified Coach Job Description

Qualifications

- Possesses New York State physical education teacher certification or NYS coaching certification
- Has the ability to support the organization and supervision of a sports program
- Has previous coaching experience
- Possesses knowledge of the technical aspects of the sport
- Has current first aid, AED, and CPR certifications

Reporting Mechanism

- A JV or modified coach reports to head coach and the Director of Health, Physical Education and Athletics.

Responsibilities

- Supports the instruction of athletes in the fundamental skills, strategies and physical training necessary for them to realize a degree of individual and team success
- Supports the instruction of athletes in the pride of accomplishment and self-discipline
- Creates a balance between competition and participation. At the modified level coaches are to provide opportunities for all students to participate and develop their skills.

Duties

- Helps conduct orientation programs for parents, athletes and other coaches
- Assists the head coach and Director of Health, Physical Education and Athletics in schedule development
- Helps develop procedures for open communication with parents and athletes

- Helps establish positive relationships between varsity and youth community recreational programs
- Helps maintain equipment
- Helps supervise athletes at practice and games
- Helps enforce the District's code of conduct
- Helps ensure all sign-up procedures are followed
- Helps coordinate a pre-season parent and student information meeting
- Helps distribute team rosters and contest schedules to all players and parents
- Helps monitor athlete attendance, behavior, and academic status
- Helps develop students' sportsmanship
- Helps develop students' conditioning
- Helps provide appropriate skill training
- Helps provide appropriate game preparation
- Has the ability to provide first-aid and CPR

Director of Health, Physical Education and Athletics Job Description

Qualifications

- Possesses valid New York State teacher certification or administrator certification
- Has previous experience as a coach
- Has knowledge of the overall operation of the athletic program

Reporting Mechanism

- The Director of Health, Physical Education and Athletics reports to the superintendent.

Roles

- Supervises coaches and other personnel involved in the District's athletic program
- Provides overall leadership, supervision and coordination of all sports programs

Duties

- Supervises the implementation of the District's interscholastic policies and procedures
- Supervises the implementation of the rules and bylaws of Section III
- Makes recommendations for the improvement of facilities
- Schedules all interscholastic contests
- Approves the publication of schedules
- Procures officials and supervise the payment of fees
- Interprets board policy for coaches
- Submits financial reports to the superintendent
- Makes travel, lodging, and meal arrangements for all interscholastic teams as needed
- Serves as the manager for all league and tournament playoff activities that are assigned to the school district
- Sends reminders of upcoming events to schools and officials
- Cancels or postpone contracted contests, officials and transportation because of weather or other hazardous conditions
- Maintains permanent records for each sport
- Assumes responsibility at all home interscholastic contests and for the accounting and deposit of game receipts
- Arranges for EMS and fire department services for varsity home contests

- Plans, organizes and supervises all athletic awards programs
- Represents the school at league, conference and state meetings
- Performs other duties as the superintendent may direct
- Observes coaches and make recommendations
- Evaluates each coach at the close of the sports season
- Resolves conflicts within the ranks of the athletic department
- Works with coaches and administrators to develop the annual athletic budget
- Reviews the policy handbook annually
- Evaluates and seeks ways of improving the interscholastic athletic program
- Presents recommendations for changes in policies to the superintendent
- Formulates interscholastic athletic program targets
- Maintains a permanent file of medical examinations, insurance forms, records, parent consent forms, insurance payments and emergency treatment forms
- Maintains a file of all athlete suspensions and expulsions
- Monitors academic eligibility of athletes
- Works with the principal, student government advisors, cheerleading advisors and coaches to schedule athletic assemblies and pep rallies
- Schedules physical examinations
- Attends all home varsity athletic contests and/or arrange for proper supervision.
- Coordinates and supervise all radio and television broadcasts including the operation of the public address system
- Promotes publicity for all interscholastic sports
- Attends most athletic booster club meetings
- Serves as a liaison between the coaches and the athletic booster club
- Coordinates pre-season information meetings with coaches, parent, and students
- Evaluates equipment requests from authorized coaches
- Coordinates the use of school athletic facilities for teams within the district
- Coordinates the use of facilities by community groups
- Provides for the cleaning, repairing and storing of all athletic equipment
- Maintains an accurate inventory of all equipment
- Works with the AT to establish procedures for the management and safe operation of the training room
- Coordinates all repair and maintenance activities related to facility upkeep for varsity with the supervisor of buildings, grounds, and maintenance
- Manages athletic facilities and control access by all user groups
- Coordinates the necessary arrangements to have personnel on site in charge of parking and security
- Issues keys to athletic facilities in coordination with the supervisor of buildings, grounds and maintenance
- Develops and implements policies for operation and supervision of the press boxes

VII. EXPECTATIONS OF PARENTS

A parent of a Jordan-Elbridge participant will demonstrate:

- Support for the students, the coach or advisor, the officials, other parents, and spectators or audience members;
- Support for the enforcement of academic eligibility and the District's Code of Conduct;
- Support of discipline decisions;
- Abidance of individual coach or advisor's policies;
- A willingness to follow the chain of command.

A parent of a Jordan-Elbridge participant agrees to:

- Attend meetings;
- Review the handbook ;
- Sign and abide by policies;
- Following a contest, please wait 24 hours before addressing concerns to a coach
- Supervise own children at contests or events.

VIII. EXPECTATIONS OF SPECTATORS

The expectations for the conduct of spectators include:

- Support for the students, the coach or advisor, the officials, other parents, and spectators or audience members;
- Abidance to all school policies including those specific to possession and/or being under the influence of drugs, alcohol or tobacco products;
- Supervision of own children at contests or events.

IX. CONTEST/EVENT MANAGEMENT

The activities below are the responsibility of the athletic director and administration:

Before the contest or event

- Arrange for chaperones;
- Provide supervised parking and arrange for adequate support services;
- Make announcement relative to spectator or audience expectations;
- Make sure AED and first aid equipment is available.

During the contest or event

- Provide adequate supervision of students and facilities.

After the contest or event

- Direct the route of movement for visiting team or group buses.
- Facilitate orderly movement of traffic lines for cars leaving the parking area.

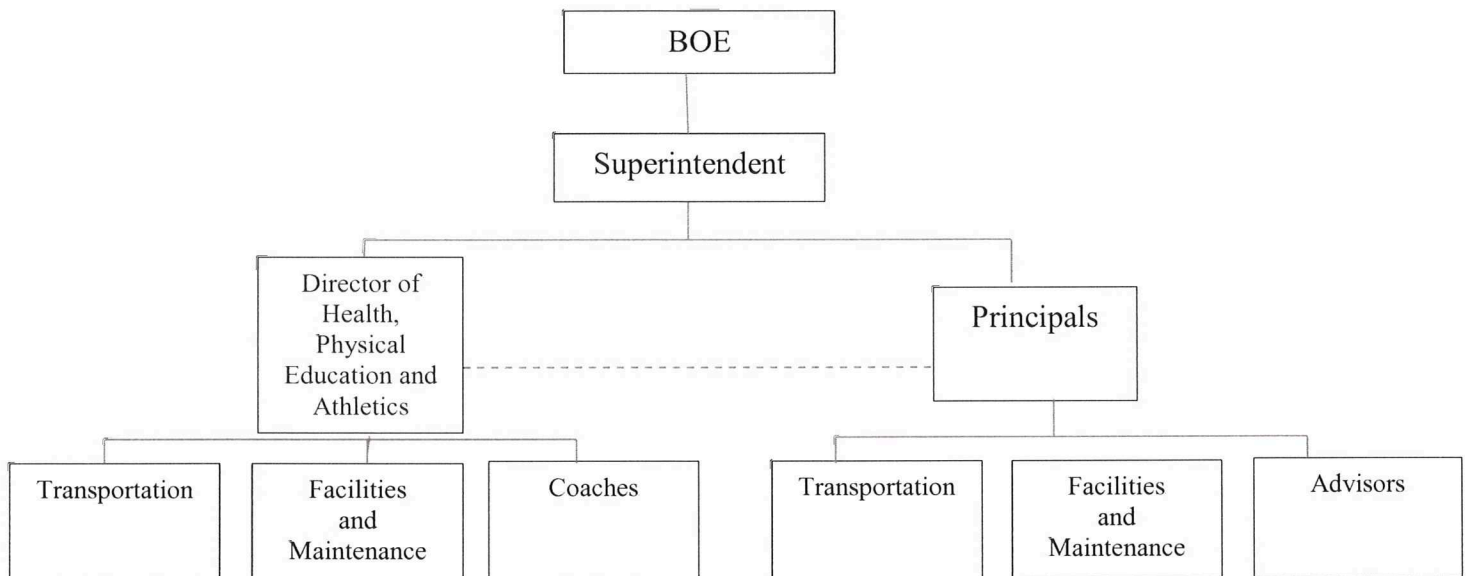
X. FACILITIES & TRANSPORTATION

- The Director of Health, Physical Education and Athletics, administration, and the staff of the buildings, grounds and maintenance department will communicate on a regular basis to review facility needs.

- The Director of Health, Physical Education and Athletics and administration will ensure that the buildings, grounds and maintenance staff have a copy of all practice and game schedule and a copy of all fine rehearsals and events.
- The Director of Health, Physical Education and Athletics and administration will communicate with transportation personnel specific to program need.
- Buses and drivers will remain on site at athletic events and extracurricular activities.

XI. DISTRICT RESPONSIBILITIES

- Outlined below is the organizational structure for the Jordan-Elbridge Athletic and Extracurricular programs



XII. Appendix

Sports Participation Health History
Jordan-Elbridge Sports Online Registration Directions
Jordan-Elbridge Central School District Physical Form
Athletics Academic Probation Form
Athletics Academic Probation Flow Chart
Parent/Athlete Concussion Information Sheet
Authorization for Return Transportation
Athletic Department Performance Standards
Accounts Payable Claim Form (staff)
Section III Official Fees for 2016-2017
Accounts Payable Claim Form (officials)
JE Community Sports Boosters
Transportation Student Sign-Out Sheet
Parent Meeting Sign-In Sheet

SPORTS PARTICIPATION HEALTH HISTORY
TO BE COMPLETED BY PARENT/GUARDIAN PRIOR TO PHYSICAL EXAM

Student Name _____ Grade ____ Age ____ Date of Birth ____/____/____
 Name of Family: Physician _____ Dentist _____

Allergies _____	Mononucleosis _____	Seizure Disorder _____
Asthma _____	Missing Organ _____	Ear Conditions _____
Vaccine Preventable Disease _____	Injuries _____	Rash/Eczema _____
Frequent Colds/Sore Throats _____	Diabetes _____	Pneumonia _____
Surgery _____	Other _____	

	YES	NO
1. Have you had any injuries in the past year	_____	_____
2. Have you had any illness lasting more than one week	_____	_____
3. Have you had any operation or been hospitalized overnight	_____	_____
4. Are you taking any medicine now or will medication be needed during the sports season	_____	_____
5. Have you ever passed out or been knocked out?	_____	_____
6. Have any members of your family had a heart attack or heart problems <u>under the age of 50</u> ?	_____	_____
7. Are you presently receiving medical care for any condition?	_____	_____
8. Do you have any bleeding tendencies/clotting problems?	_____	_____
9. Have you ever had jaundice [not including birth]?	_____	_____
10. Is there a history of diabetes () student () family	_____	_____
11. Any Visual problems () loss of vision in one eye () contact lenses () severe nearsightedness () other _____	_____	_____
12. Any Hearing difficulties? () hearing aid () deaf () other	_____	_____
13. Difficulty Breathing? () Asthma () TB () wheezing	_____	_____
14. Heart Disease (congenital or acquired)/Problems with rate/rhythm	_____	_____
15. History of Hypertension (high blood pressure)	_____	_____
16. Hernia(s) or past hernia surgery	_____	_____
17. Any fractures or dislocations in the past 18 months	_____	_____
18. Any muscle, bone or joint pain, strain or sprain	_____	_____
19. Previous head injury or unconsciousness	_____	_____
20. Convulsive disorder, seizures, epilepsy	_____	_____
21. Kidney Disease, absence or loss of function of a kidney	_____	_____
22. Allergies () medications () fabrics () foods () Bees () pollens () molds () trees/grasses	_____	_____
23. Fully immunized against Hepatitis B	_____	_____
24. Chicken Pox () Disease _____ [date] () Vaccine _____ [date]	_____	_____
25. <u>Date</u> of last Tetanus Immunization ["up to date "is not acceptable]	_____	_____

PLEASE EXPLAIN IF ANY OF THE ANSWERS ABOVE ARE YES

Yes answers do not necessarily disqualify, but will be reviewed by the physician to evaluate the best circumstances for your child's interest/safety for the present and future years. We understand and realize that the above questions are asked in order to determine if my child is in physical condition to participate in an athletic activity. It may be necessary to seek further medical evaluation from your own physician if the school physician deems necessary. The answers above are correct as of this date.

 Parent/Guardian Signature

 Date

Follow these steps:

1. To find your program, (Go to jecsd.org athletics page and click a link on the blue button) Next click on the green **Register Now** button and scroll, if necessary, to the **Create Account/Log In** green buttons. If this is your first time using FamilyID, click **Create Account**. Click **Log In**, if you already have a FamilyID account.
2. **Create** your secure FamilyID account by entering the account owner First and Last names (parent/guardian), E-mail address and password. Select **I Agree** to the FamilyID Terms of Service. Click **Create Account**.
3. You will receive an email with a link to activate your new account. (If you don't see the email, check your E-mail filters (spam, junk, etc.).
4. Click on the link in your activation E-mail, which will log you in to FamilyID.com
5. Once in the registration form, complete the information requested. All fields with a red* are required to have an answer.
6. Click the **Save & Continue** button when your form is complete.
7. Review your registration summary.
8. Click the green **Submit** button. After selecting 'Submit', the registration will be complete. You will receive a completion email from FamilyID confirming your registration.

All students must have a current physical in order to participate. If the physical is more than 30 days before the start of the sports' date, student-athletes must electronically complete a health review form. To complete the process electronically, click on the 'Register Now' button above.

All sports related forms will be processed electronically by clicking on the button above. These forms include: the code of conduct agreement, the concussion protocol, and health review. The only forms that should be returned to coaches are the *pink emergency cards* and the *authorization of transportation form*.

**JORDAN-ELBRIDGE CENTRAL SCHOOL DISTRICT
PHYSICAL FORM**

STUDENT NAME _____ AGE _____ DATE OF BIRTH ____/____/____
 SCHOOL: () High School () Middle School GRADE _____
 Sport(s): Football Tennis Soccer Cheerleading Volleyball Basketball Track
 Cross Country Lacrosse Golf Baseball Softball Wrestling

EXAMINATION:

Height _____ (inches) Weight _____ lbs BMI _____ Blood Pressure ____/____ Pulse _____
 Vision: R) _____ L) _____ Corrective Lenses () Y () N
 Hearing _____ Urinalysis: Glucose _____ Protein _____

General Appearance _____
 Skin _____
 Nutrition _____
 Lymph Glands _____
 Head _____
 Ears _____
 Tympanic Membrane _____
 Eyes _____
 EOM/Pupils _____
 Nose _____
 Mouth _____
 Teeth/Gums _____
 Throat _____
 Tonsils _____
 Neck _____
 Thyroid _____
 Cardiovascular _____
 Rhythm _____
 Murmur _____
 Pulses _____

Allergies _____
 Immunization (s) given _____

Thorax _____
 Size, Shape, Symmetry _____
 Breasts _____
 Lungs _____
 Abdomen _____
 Hernia _____
 Liver, Spleen, Kidney _____
 Male: Testes/Penis _____
 Pubertal Changes (Tanner) _____
 Hernia _____
 Female: Menses _____
 Pubertal Changes (Tanner) _____
 Skeletal _____
 General (Posture/Gait) _____
 Spine (scoliosis) _____
 Joints, Range of Motion _____
 Extremities _____
 Neurological _____
 Speech _____
 Coordination/Reflexes _____

Current Medications _____
 Hepatitis B Series Completed () Y () N

Qualified for: () all contact/collision sports () noncontact or endurance sports
 () other (bowling, archery, golf) () Disqualified _____

Physician's Signature _____ Date _____
 Date of Physical if different than date signed: _____

Comments/Recommendations:

Extracurricular and Athletic Academic Probation Form

Administrative Disposition	
<input type="checkbox"/>	OK to compete
<input type="checkbox"/>	Did not meet requirements, cannot compete

Student Name: _____

Dear Teacher,

The above student is a participant in an extra-curricular activity and is currently failing your class. In accordance with our policy, he/she is being placed on Academic Probation. The student must demonstrate that they are performing satisfactorily in all of the categories listed below in your class. Students will be given this academic probation sheet as soon as failures have been identified via the five and ten week grade reports. Students must turn this form into administration by the day noted below. Failure to turn in the sheet results in an automatic mark of unsatisfactory. Administration will notify coaches, advisors and parents if the student is not eligible to compete in activities for the upcoming week.

Subject: _____ Teacher: _____

	Performed Unsatisfactorily	Performed Satisfactorily	Performed Exceptionally	Comments:
For the week of:				
Student arrived on time to class consistently.				
Student completed all homework and classwork in a satisfactory manner.				
Student participated appropriately in class.				
Student sought extra help appropriately (Eagle MOD, study hall, etc.)				

Teacher Signature: _____

Office Use: Do not write below.

Received by Student

Date due back to Administration

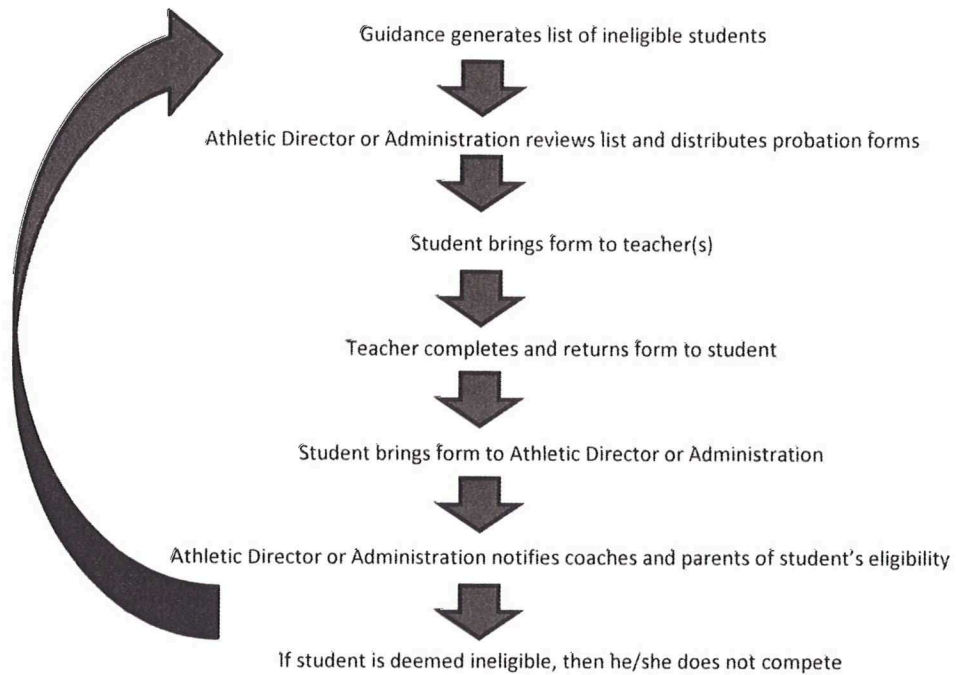
Time: _____

Day: _____ Date: _____

Date: _____

Administrator: _____

Athletics Academic Probation Flow Chart



J-E CSD Concussion No-Play & Return-to-Play Protocol

According to the Centers for Disease Control, "A concussion is a type of traumatic brain injury, or TBI, caused by a bump, blow, or jolt to the head that can change the way your brain normally works. Concussions can also occur from a blow to the body that causes the head to move rapidly back and forth. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious."

Concussion Signs Observed:

- Athlete appears dazed or stunned
- Confusion
- Forgets plays
- Unsure about game, score, opponent
- Moves clumsily (altered coordination)
- Balance problems
- Personality change
- Responds slowly to questions
- Forgets events prior to hit
- Forgets events after the hit
- Loss of consciousness (any duration)

Concussion Symptoms Reported:

- Headache
- Fatigue
- Nausea or vomiting
- Double vision, blurry vision
- Sensitive to light or noise
- Feels sluggish
- Feels "foggy"
- Problems concentrating
- Problems remembering

No Return-to-Play: Any Athlete who exhibits signs and/or symptoms of concussion or gives reason to suspect of having a head injury will be removed from play and cannot participate in games or practices until they have been evaluated by an appropriate health care provider and completed the return to play protocol. A doctor's note stating the status of the head injury must be provided to the District. Athletes evaluated initially and found to be without concussion may return-to-play after retesting and passing the ImPACT Test, if applicable.

Return-to-Play Protocol: An athlete diagnosed with a concussion must report to the Athletic Trainer daily upon return to school. The athlete must be found (cleared) by their doctor to be asymptomatic of all concussion signs and symptoms and a note provided to the district. The athlete must re-test and pass the ImPACT Test, if applicable. The athlete is now considered symptom free and must remain so for an additional 48 hours. Once the above is completed the athlete may start the five-day supervised increasing exertion Return-to-Play Protocol:

Day One: Low-impact activity such as walking or stationary bike.

Day Two: Initiate aerobic activity specific to the athlete's sport such as skating, running, etc.

Day Three: Sport specific training (e.g., skating in hockey, running in soccer)

Day Four: Non-contact training drills *Athlete must be released by primary care provider, school doctor, or specialist before return to full contact.

Day Five: Return to full contact.

****If symptoms return at any time after being cleared by their doctor the athlete must return to their doctor for re-evaluation.**

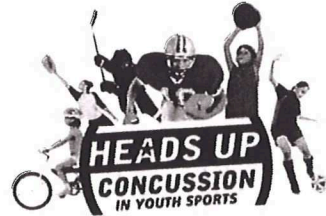
***I am aware of what a concussion is, the signs and the symptoms as well as the Return to Play (RTP) protocol.**

Parent/Guardian Signature: _____

Date: _____

Athlete Signature: _____

Date: _____



Parent/Athlete Concussion Information Sheet

A concussion is a type of traumatic brain injury that changes the way the brain normally works. A concussion is caused by bump, blow, or jolt to the head or body that causes the head and brain to move rapidly back and forth. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

WHAT ARE THE SIGNS AND SYMPTOMS OF CONCUSSION?

Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury.

If an athlete reports **one or more** symptoms of concussion listed below after a bump, blow, or jolt to

Did You Know?

- Most concussions occur *without* loss of consciousness.
- Athletes who have, at any point in their lives, had a concussion have an increased risk for another concussion.
- Young children and teens are more likely to get a concussion and take longer to recover than adults.

the head or body, s/he should be kept out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's OK to return to play.

SIGNS OBSERVED BY COACHING STAFF	SYMPTOMS REPORTED BY ATHLETES
Appears dazed or stunned	Headache or "pressure" in head
Is confused about assignment or position	Nausea or vomiting
Forgets an instruction	Balance problems or dizziness
Is unsure of game, score, or opponent	Double or blurry vision
Moves clumsily	Sensitivity to light
Answers questions slowly	Sensitivity to noise
Loses consciousness (<i>even briefly</i>)	Feeling sluggish, hazy, foggy, or groggy
Shows mood, behavior, or personality changes	Concentration or memory problems
Can't recall events <i>prior</i> to hit or fall	Confusion
Can't recall events <i>after</i> hit or fall	Just not "feeling right" or "feeling down"

CONCUSSION DANGER SIGNS

In rare cases, a dangerous blood clot may form on the brain in a person with a concussion and crowd the brain against the skull. An athlete should receive immediate medical attention if after a bump, blow, or jolt to the head or body s/he exhibits any of the following danger signs:

- One pupil larger than the other
- Is drowsy or cannot be awakened
- A headache that not only does not diminish, but gets worse
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Cannot recognize people or places
- Becomes increasingly confused, restless, or agitated
- Has unusual behavior
- Loses consciousness (*even a brief loss of consciousness should be taken seriously*)

WHY SHOULD AN ATHLETE REPORT THEIR SYMPTOMS?

If an athlete has a concussion, his/her brain needs time to heal. While an athlete's brain is still healing, s/he is much more likely to have another concussion. Repeat concussions can increase the time it takes to recover. In rare cases, repeat concussions in young athletes can result in brain swelling or permanent damage to their brain. *They can even be fatal.*

Remember

Concussions affect people differently. While most athletes with a concussion recover quickly and fully, some will have symptoms that last for days, or even weeks. A more serious concussion can last for months or longer.

WHAT SHOULD YOU DO IF YOU THINK YOUR ATHLETE HAS A CONCUSSION?

If you suspect that an athlete has a concussion, remove the athlete from play and seek medical attention. Do not try to judge the severity of the injury yourself. Keep the athlete out of play the day of the injury and until a health care professional, experienced in evaluating for concussion, says s/he is symptom-free and it's OK to return to play.

Rest is key to helping an athlete recover from a concussion. Exercising or activities that involve a lot of concentration, such as studying, working on the computer, or playing video games, may cause concussion symptoms to reappear or get worse. After a concussion, returning to sports and school is a gradual process that should be carefully managed and monitored by a health care professional.

It's better to miss one game than the whole season. For more information on concussions, visit: **www.cdc.gov/Concussion**.



JORDAN-ELBRIDGE CENTRAL SCHOOL DISTRICT

High School: 5721 Hamilton Road • Mailing: P.O. Box 901, Jordan, NY 13080
Tel: (315) 689-8510 • Fax: (315) 689-1985 • www.jecsd.org

Mark Schermerhorn
*Athletic Director/
Assistant Principal*
(315) 689-8510 x1007
mschermerhorn@jecsd.org

AUTHORIZATION FOR RETURN TRANSPORTATION

I, _____, am the parent of _____,
(Parent's name) (Student's name)

at the _____ within the Jordan-Elbridge Central School District.
(Middle/High School)

I hereby authorize the District to release the above named student to the following individuals for purposes of providing return transportation from an athletic contest or extracurricular activity.

Name of Authorized Individual(s)

Relationship to Student

Parent _____

Date: _____

(Signature of Parent)



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Mark Schermerhorn

Director of Athletics

Associate Principal

(315) 689-8500 x1007

mschermerhorn@jecsd.org

ATHLETIC DEPARTMENT- ASSISTANT COACH EVALUATION:

COACH:

SPORT:

DATE:

SUPERVISOR:

YEAR:

4-satisfactory, 3-fair, 2-needs improvement, 1-unacceptable, NA-not applicable

1. SUPERVISION AND PROCEDURES

- | | | | | | |
|---|---|---|---|---|-----|
| A. Is punctual when arriving to practices, games and meetings | 4 | 3 | 2 | 1 | N/A |
| B. Promptness of action in response to requests from HC | 4 | 3 | 2 | 1 | N/A |
| C. Works with students who are academically ineligible | 4 | 3 | 2 | 1 | N/A |
| D. Supervises athletes at all times | 4 | 3 | 2 | 1 | N/A |
| E. Works effectively with students in small or large groups | 4 | 3 | 2 | 1 | N/A |

2. PRACTICE/GAME INSTRUCTIONAL PROCEDURE

- | | | | | | |
|--|---|---|---|---|-----|
| A. Has command of material to be included in lesson | 4 | 3 | 2 | 1 | N/A |
| B. Uses practice time effectively and utilizes a practice plan daily | 4 | 3 | 2 | 1 | N/A |
| C. Deals consistently with disciplinary problems in game/practice setting | 4 | 3 | 2 | 1 | N/A |
| D. Can explain style of offensive/defensive play to supervisors/parents/athletes | 4 | 3 | 2 | 1 | N/A |
| E. Makes assignments and gives directions so that they are clearly understood | 4 | 3 | 2 | 1 | N/A |
| F. Demonstrate an ability to effectively motivate athletes | 4 | 3 | 2 | 1 | N/A |
| G. Demonstrates proper care and prevention of injuries | 4 | 3 | 2 | 1 | N/A |
| H. Scouts opponents tendencies and develops game plans | 4 | 3 | 2 | 1 | N/A |

3. PROGRAM LEADERSHIP

- | | | | | | |
|--|---|---|---|---|-----|
| A. Demonstrates positive leadership qualities | 4 | 3 | 2 | 1 | N/A |
| B. Supports all levels of programs youth, modified, and JV | 4 | 3 | 2 | 1 | N/A |
| C. Participates in school events, booster club and pep rally | 4 | 3 | 2 | 1 | N/A |
| D. Develops team spirit and unity | 4 | 3 | 2 | 1 | N/A |
| E. Accepts constructive criticism | 4 | 3 | 2 | 1 | N/A |
| F. Maintains self-control and is a role model for student-athletes | 4 | 3 | 2 | 1 | N/A |

COMMENTS:

Coach Signature

Date

Supervisor Signature

Date



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Director of Athletics/

Associate Principal

(315) 689-8500 x1007

mschermerhorn@jecsd.org

ATHLETIC DEPARTMENT- HEAD COACH EVALUATION:

COACH:

SPORT:

DATE:

SUPERVISOR:

YEAR:

4-satisfactory, 3-fair, 2-needs improvement, 1-unacceptable, NA-not applicable

1. SUPERVISION AND PROCEDURES

A. Advises athletes of training rules/codes /expectations with consequences in writing at the onset of the season	4	3	2	1	N/A
B. Promptness of action in response to requests from AD	4	3	2	1	N/A
C. Oversees registration and medical releases for student-athletes	4	3	2	1	N/A
D. Holds a parent meeting the first week of the season	4	3	2	1	N/A
E. Is punctual when arriving to practices, games and meetings	4	3	2	1	N/A
F. Works with students who are academically ineligible	4	3	2	1	N/A
G. Works effectively with students in small or large groups	4	3	2	1	N/A
H. Uses media effectively to reward the effort of team/individuals	4	3	2	1	N/A
I. Responds to player initiated questions in regard to playing time or other concerns	4	3	2	1	N/A
J. Establishes channels of communication for team member to use	4	3	2	1	N/A
K. Establishes channels of communication for parents to use	4	3	2	1	N/A
L. Submits preseason and post season budget requests	4	3	2	1	N/A
M. Has exact inventory of equipment/supplies and turns in all uniforms	4	3	2	1	N/A

2. PRACTICE/GAME INSTRUCTIONAL PROCEDURE

A. Has command of material to be included in lesson	4	3	2	1	N/A
B. Uses practice time effectively and utilizes a practice plan daily	4	3	2	1	N/A
C. Deals consistently with disciplinary problems in game/practice setting	4	3	2	1	N/A
D. Can explain style of offensive/defensive play to supervisors/parents/athletes	4	3	2	1	N/A
E. Makes assignments and gives directions so that they are clearly understood	4	3	2	1	N/A
F. Demonstrate an ability to effectively motivate athletes	4	3	2	1	N/A
G. Effectively uses assistants, JV and modified coaches	4	3	2	1	N/A
H. Demonstrates proper care and prevention of injuries	4	3	2	1	N/A
I. Scouts opponents tendencies and develops game plans	4	3	2	1	N/A

4-satisfactory, 3-fair, 2-needs improvement, 1-unacceptable, NA-not applicable

3. PROGRAM LEADERSHIP

A. Demonstrates positive leadership qualities	4	3	2	1	N/A
B. Demonstrates leadership to enhance the development of their sport at all levels	4	3	2	1	N/A
C. Participates in school events, booster club and pep rally	4	3	2	1	N/A
D. Develops team spirit and unity	4	3	2	1	N/A
E. Accepts constructive criticism	4	3	2	1	N/A
F. Maintains self-control and is a role model for student-athletes	4	3	2	1	N/A
G. Develop and monitor goals for the athletes and programs	4	3	2	1	N/A
H. Exhibits good relationships with parents	4	3	2	1	N/A

COMMENTS:

Coach Signature

Date

Supervisor Signature

Date



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ADVISOR EVALUATION:

ADVISOR:

ACTIVITY/CLUB:

DATE:

SUPERVISOR:

YEAR:

To be completed by the Advisor:

How frequent does, the activity/club meet?

Please list the activities your students participated in this school year.

How many students, on average, participate on a regular basis?

4-satisfactory, 3-fair, 2-needs improvement, 1-unacceptable, NA-not applicable

1.SUPERVISION AND ADMINISTRATION

A. Advises participants of rules/codes /expectations with consequences in writing at the onset of the activity/club	4	3	2	1	N/A
B. Promptness of action in response to requests from the building principal	4	3	2	1	N/A
C. Holds a parent meeting the first week of the activity/club	4	3	2	1	N/A
D. Is punctual when arriving to practices and meetings	4	3	2	1	N/A
E. Works with students who are academically ineligible	4	3	2	1	N/A
F. Works effectively with students in small or large groups	4	3	2	1	N/A
G. Uses media effectively to reward the effort of club/individuals	4	3	2	1	N/A
H. Establishes channels of communication for club member to use	4	3	2	1	N/A
I. Establishes channels of communication for parents to use	4	3	2	1	N/A
J. Submits budget requests in a timely manner	4	3	2	1	N/A
K. Has exact inventory of equipment/supplies	4	3	2	1	N/A

2. INSTRUCTIONAL PROCEDURE

A. Has command of material to be included in lesson	4	3	2	1	N/A
B. Uses time effectively and utilizes a plan daily	4	3	2	1	N/A
C. Deals consistently with disciplinary problems	4	3	2	1	N/A
D. Makes assignments and gives directions so that they are clearly understood	4	3	2	1	N/A
E. Demonstrates an ability to effectively motivate participants	4	3	2	1	N/A
F. Instills a "Team" attitude in students	4	3	2	1	N/A
G. Demonstrates a broad knowledge of the activity	4	3	2	1	N/A

4-satisfactory, 3-fair, 2-needs improvement, 1-unacceptable, NA-not applicable

3. PROGRAM LEADERSHIP

A. Demonstrates positive leadership qualities	4	3	2	1	N/A
B. Participates in school events	4	3	2	1	N/A
C. Demonstrates team spirit and unity	4	3	2	1	N/A
D. Accepts constructive criticism	4	3	2	1	N/A
E. Maintains self-control and is a role model for participants	4	3	2	1	N/A
F. Develop and monitor goals for the activity/club	4	3	2	1	N/A
G. Exhibits good relationships with parents, staff and participants	4	3	2	1	N/A

COMMENTS:

Advisor Signature

Date

Supervisor Signature

Date

SPORT	%	VARSITY	JV 75%	Modified & Probat-65%	Modified One Official	5 th QUARTER or 3 rd HALF
Baseball	100	85.00	64.00	55.50	83.50	
Basketball	100	85.00	64.00	55.50	83.50	14.00
Field Hockey	100	85.00	64.00	55.50	83.50	28.00
Football	100	85.00	64.00	55.50	83.50	14.00
Ice Hockey	100	85.00	64.00	55.50	83.50	14.00
Lacrosse	100	85.00	64.00	55.50	83.50	14.00
Soccer	100	85.00	64.00	55.50	83.50	14.00
Softball	100	85.00	64.00	55.50	83.50	
Wrestling	100	85.00	64.00	55.50		
Volleyball 3/5	95	81.00	61.00	52.50	79.00	
Track & Field	90	76.50	57.50	49.50		
Cross Country	80	68.00	51.00	44.00		
Gymnastics	80	68.00	51.00	44.00		
Indoor Track	80	68.00	51.00	44.00		
Swim W/Diving <i>Exhibition Heats</i>	80 5.67	68.00 5.67	51.00	44.00 1.50		
Swim N/Diving <i>Exhibition Heats</i>	75 5.82	64.00 5.82	48.00	41.50 1.50		
Volleyball 2/3	75	64.00	48.00	41.50	62.50	
Tennis		\$15/hour				



ACCOUNTS PAYABLE OFFICIAL'S CLAIM FORM

JORDAN-ELBRIDGE**CENTRAL SCHOOL DISTRICT**

PO Box 902, Jordan, NY 13080, (315) 689-8500

**Official (Claimant)**

Directions. Please print legibly or type. Complete all items in this section. An incomplete or illegible form will not be approved or processed. Only one official per every two officials can claim mileage. The District will pay the minimum of 1) 100 miles x mileage rate, or 2) # round trip miles claimed x mileage rate. The District reserves the right to check mileage using MapQuest and pay accordingly. Sign and date.

_____	_____
Full Name	Tax ID or SSN

Mailing Address	

Street Address (if different than mailing...required for checking mileage)	
_____	_____
Telephone	Email

Claimant must complete this section if retired from a New York State pension system.

Retired From: NYSTRS NYSERS NYSPFS NYCTRS NYCBOE NYCERS NYCPFF NYCFDP

Retirement Date: _____

Date of Birth: _____

Game Date	_____	Sport	_____
Game Location	_____		
Level	Varsity	Jr Varsity	Modified
Official's Ranking	Active (A)	Probationary (P)	
Gender	Boys	Girls	
Opponent	_____		

Official's Fees			Amount
Base Fee (From Chart on Back) -->	\$ _____	x # Games -->	_____
Extra Period Fee (From Chart on Back, Modified Only)			_____
Mileage Fee (See Directions Above)	\$0.44	x # Miles -->	_____
Other Fee (Specify)			_____
Total			_____

Official's (Claimant's) Signature* _____ Date _____

Authorizing Supervisor

Directions. Please print legibly or type. Complete all items in this section. The proper budget code must be given. Your signature is verification that the supporting documentation is sufficient and correct. It is also verification that you authorized the work or expense the Claimant is claiming to be reimbursed for. Send this form to the District Purchasing Agent.

Full Name Mark Schermerhorn Athletic DirectorBudget Code A.2855.400.00.000

Supervisor's Signature* _____ Date _____

Purchasing Agent

I hereby give rise to this claim as the District Purchasing Agent.

Purchasing Agent Signature* _____ Date _____

*Signature certifies that the materials and/or services have been delivered and/or performed for the District; that the said claim is just, due and unpaid; that there are no offsets against the same; that the items and specifications are correct; and that the sums charged are reasonable and just.

J-E COMMUNITY SPORTS BOOSTERS

Our Mission

The mission of the JE Community Sports Boosters is to promote positive parent and community involvement in support of the Eagles athletic programs. The Club is comprised of dedicated parents, volunteers, officers and the athletic director at Jordan-Elbridge. We support and promote all our sports teams to encourage and recognize outstanding character, sportsmanship and achievement both on and off the field, and contribute to the spirit and enthusiasm of the middle and high school athletes. All undertakings by this organization shall be in cooperation with the Jordan-Elbridge board of education, administration and athletic department.

Interested in

Joining?

Sports Boosters meets the 3rd Monday of each month @ the high school Library From 6:30-7:30pm

PLEASE JOIN THE JE COMMUNITY SPORTS BOOSTERS!

Parents Name _____

Parents Phone _____

Cell Phone _____

Texts Y or N _____

Street Address _____

City, State, Zip _____

Email _____

Athletes Name _____

Sport/s you Child/Children participates in _____

Check any activities you would like to help with:

- ☐ Concession Stand
- ☐ Clothing
- ☐ Fundraising
- ☐ Parent Participation
- ☐ Other _____

Comments: _____

Parent Signature _____

Date _____

**JE Community Sports Boosters
PO Box 23
Elbridge, NY 13060**

[illegible]

District-Wide Safety Plan

MISSION

To cultivate the

BEST
in
personal
growth
and

a
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v
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t

VISION

Providing the
BEST in
Educational
opportunities
by...

...Sustaining
a culture
that
supports the
intellectual
and
developmental
needs of ALL...

...Being
fiscally
responsible...

...Expanding
our home
school
community
partnerships...

...Being
comitted to
excellence in
education
and
exceeding
expectations...

...Building a
safe, dynamic
learning
enviroment
where all are
Valued
and Respected

VALUES

JE
EAGLES
are...

...Just
and
Caring...

...Excellent
in all
that they
do...

...Ethical
in all their
behaviors...

...Accepting
of ALL...

...Global
Thinkers...

...Learners
FIRST...

...
**SELF
LESS**

Adopted by the Board of Education:
July 7, 2021

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Section I: General Considerations and Planning Guidelines

Introduction

Districts are at risk to experience a wide-variety of natural emergencies and violent incidences. To address these threats, New York State enacted the *Safe Schools against Violence in Education* (SAVE) law. Under this law, all schools are required to develop a district-wide safety plan to prevent or minimize the effects of any emergency or violent incident and to facilitate the coordination of district, local, and county resources.

Purpose

The Jordan-Elbridge District-wide Safety Plan was developed pursuant to the Commissioner's Regulation 155.17. At the direction of the board of education, the superintendent charged the district's health and wellness committee with the development and maintenance of the district-wide safety plan and the oversight of the more-detailed, building-specific plans.

Identification of Teams

Members of the district's health and wellness committee and their positions or affiliations are as follows:

Member's Name	Position/Affiliation
Mr. James Froio	Superintendent
Mr. RJ Hartwell	Asst. Superintendent/Business & Finance
Mr. Tim Siddall	School Resource Officer
Mr. Vinny Smith	Director of Facilities/Community Member
Mrs. Brooke Bastian	Administrator/Parent
Mrs. Nina Baker	Dir. of Curriculum/Instruction/Inter. Edu.
Mr. Dave Shafer	Administrator/Community Member
Mr. Mark Schermerhorn	Administrator
Mr. Dan Stadtmiller	Dir. of Health, P.E. and Athletics/Parent
TBD	Board of Education Member
TBD	Board of Education Member
Mr. Daniel Avery	Teacher
Mrs. Mary Jo Davis	Community Member
Mrs. Andrea Chiamonte	Community Member
TBD	Student
TBD	Student

At the direction of the superintendent, building administration will convene building emergency response teams (BERTs) charged with the maintenance of a detailed, facility-specific safety plan. Members of the BERTs and their positions or affiliations are as follows:

Elbridge Elementary

Member's Name	Position/Affiliation
Mrs Brooke Bastian	Principal/Parent
Mrs. Nikki Bloodgood	School Counselor
Mr. Dennis Burlingame	School Resource Officer
Mr. Vinny Smith	Director of Facilities/Community Member
Mrs. Dawn Willenborg	Psychologist
Mr. Robert McIntyre	Guidance Counselor
Mrs. Donna Bennett	Teacher/Parent
Mrs. Ginger Smith	School Nurse
Mr. James Best	Faculty Representative
Sgt. Amy Catanesye	Law Enforcement Representative
Mr. Paul Czarnecki	Fire Department Representative

Middle School

Member's Name	Position/Affiliation
Mr. Dave Shafer	Principal/Community Member
Mrs. Lynette DelFavero	School Resource Officer
Mr. Vinny Smith	Director of Facilities/Community Member
Ms. Abbey Morgans	Psychologist
Mrs. Meghan Fedigan	Counselor
Mrs. Kerry Brogan	Social Worker
Mr. Scott Sauro	Parent Representative
Mr. Andrew Marinelli	Faculty Representative
Sgt. Amy Catanesye	Law Enforcement Representative
Mr. Doug Milton	Fire Department Representative

High School

Member's Name	Position/Affiliation
Mr. Mark Schermerhorn	Principal
Mr. Dan Stadtmiller	Dir. of Health, P.E. and Athletics/Parent
Mr. Tim Siddall	School Resource Officer
Mr. Vinny Smith	Director of Facilities/Community Member
Ms. Abbey Morgans	Psychologist
Mrs. Kim MacDonald	Counselor
Mrs. Jamie Susino	Counselor
Mr. Dan Bondgren	Parent Representative/Community Member
Mr. Daniel Avery	Faculty Representative
Mrs. Theresa Bondgren	Faculty Representative
Sgt. Amy Catanesye	Law Enforcement Representative
Mr. Doug Milton	Fire Department Representative

Concept of Operations

General protocols in the district-wide school safety plan served as guides for the development of the building safety plans. Key internal and external stakeholders were involved in the development of the district-wide plan. The Jordan-Elbridge Central School District is an integral part of the community and, as such, it was important for all stakeholders to have a voice in the process.

In the event of an emergency or violent incident, administration will activate the corresponding safety plan procedure, notify the superintendent or his/her designee, and contact local emergency officials as appropriate. Building and district response efforts will be supplemented by county and state resources as warranted.

Chief Emergency Officer

The District will annually appoint a chief emergency officer at the board of education's reorganization meeting. The responsibilities of the chief emergency officer are to include:

- Coordinating communication between school staff and first responders
- Ensuring understanding of the district-wide safety plan
- Ensuring completion and of building-level plans
- Ensuring the amendment of all plans as needed

Plan Review and Public Comment

Pursuant to the Commissioner's Regulation 155.17, the district-wide safety plan will be made available for public comment 30 days prior to it being placed on a board-of-education's agenda as an action item. Copies of the district-wide school safety plan and any subsequent amendments will be submitted to the New York State Education Department within 30 days of adoption and posted to the district's website.

The district health and wellness committee will periodically review the district-wide safety plan and make adjustments as needed. A formal review will occur on or before July 1 of each year.

Section II: Prevention, Risk Reduction, and Intervention

Purpose

Initiatives that improve the culture and climate of the district are important. Preventive efforts are always the preferred mechanism. However, risk reduction measures are necessary. Thus, the building-wide safety plans outline the prevention, risk reduction and intervention efforts that are in place at each facility. These efforts include but are not limited to:

JE High School

- School Resource Officer presentations
- No-Bullying and DASA instruction
- Individual and small group counseling services
- Behavioral supports
- Mock DWI/Distracted Driving presentation
- Health class instruction
- Instructional Support Team interventions

JE Middle School

- School Resource Officer presentations
- No-Bullying and DASA instruction
- Individual and small group counseling services
- Behavioral supports
- Instructional Support Team interventions

Elbridge Elementary School

- School Resource Officer presentations
- No-Bullying and DASA instruction
- PBIS (Positive Behavior Interventions and Supports) program
- Second Steps program
- Individual and small group counseling services
- Instructional Support Team interventions
- Monthly newsletters highlighting news, events, and points of pride

Training

Prior to the end of October, the District will provide an annual *Right to Know and Emergency Response training*. The *emergency response* component of this training is to include information on violence prevention and mental health. All staff are to sign the attendance roster to certify their participation.

(Note: New employees hired after the district's annual training are to be provided said information within 30 days of the date of their hire. Building-level administration or operational supervisors are to ensure the provision of this training.)

Drills and Exercises

The emergency chief officer is to ensure that each building conducts drills and exercises to test the components of their respective plan. The use of tabletop exercises, in coordination with local emergency response and preparedness officials, may be considered when live drills are impractical or not sufficient to meet training goals.

Safety drills are conducted for a number of response protocols including Shelter-In-Place; Hold-In Place; Evacuation; Lockout; and Lockdown. The lockdown drills, both announced and unannounced, may utilize local law enforcement personnel. Additionally, fire, natural gas and bomb threats requiring alternate site evacuations are to occur annually and may take the form of staff only drills. The emergency back-up generators and lighting are also be tested on an annual basis. Early dismissal drills are also held. Transportation and communication procedures are a part of such drills, and parents and guardians receive prior written notification.

Drill Type
8 evacuation drills (4 must use secondary egress)
4 lockdown drills
Total: 12 (8 between 9/1-12/31 and 4 between 1/1-6/30)

Implementation of School Security

Routine Precautions by all Staff

Staff members are expected to immediately report any information or observation regarding potential threats to the security of the school community.

Note: Staff members should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential.

Limited Access

Each school is tasked with implementing a limited-access policy while tailoring it to the specific needs of the facility. Generally, such a policy means that the fewest exterior doors possible remain unlocked during the school day. Any door that needs to be unlocked during a portion of the school day is to be monitored in some fashion. All entrances are to be secured shortly after the start of the instructional day. A visitor access control system is to be used at the primary entrances of each building. A keyless entry system that limits access to authorized personnel is in place at each building.

Staff Photo Identification Badges

All Jordan-Elbridge School District employees are issued photo identification (proximity) badges which are to be worn at all times while on school district property.

Visitors to Schools

The building safety plans include details specific to procedures to process visitors. Should an unannounced visitor, without proper identification, appear in any area, staff are to approach the subject, inquire as to his or her business and contact the school's main office.

Student Sign-Out Procedures

Schools are to be diligent in ensuring that only those persons authorized to sign-out students are allowed to do so. Staff members may require a photo ID if the requesting party is unknown to them. Staff members may also contact a parent or guardian to provide confirmation.

Video Surveillance

All schools use digital video surveillance to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

Fire Alarm

A fire detection alarm linked to a central monitoring station is in service at each school. These alarms and fire response procedures are tested per the regulations of the state education department.

Mass Communication System

The district utilizes School Messenger and Remind to make emergency notifications to the school community.

School Resource Officer

The district employs school resource officers.

Random Drug Sniffing Canine Search

The district occasionally conducts canine searches.

Vital Educational Agency Information

The district maintains the following information specific to each building:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials

Early Detection of Potentially Violent Behaviors

The district recognizes the importance of early intervention to diffuse conflicts and potentially violent incidents. Informative materials regarding the early detection of potentially violent behaviors are made available to the school community. Students, parents, and staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence as warranted.

Hazard Identification

The list of potential emergency sites include: all school buildings, playground areas, properties adjacent to schools, on-site athletic fields, off-site athletic fields, buses, and off-site field trips. Each BERT is to assess their respective facility, identify any unique hazards and include action items in their building-level safety plan on an annual basis.

Section III: Response

Notification and Activation (Internal and External Communications)

Incident commanders are authorized to initiate contact with the appropriate law enforcement officials in the event of a violent incident. The district will utilize School Messenger to contact parents, guardians or

persons in parental relation to the students in the event of an early dismissal or a violent incident inclusive of a suicide threat. In certain instances, the district will also use local media and/or post information on the district's website.

Situational Responses

Multi-Hazard Response

In the event of a catastrophic emergency, the evacuation of the building and the preservation of life is the only consideration. There are many variables that could impact the manner in which administration and the BERT take action. These variables could include: time of day, weather, age of students, and location of students, anticipated arrival time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified as are standard response procedures in each building-level safety plan.

During the initial response to any emergency at the building level, the principal is designated as the incident commander. As such, the principal will provide leadership, organize activities and disseminate information with the assistance of the BERT; if the principal is unavailable or not on site, the designated alternate will act in his or her absence.

In some instances, administration will seek assistance from outside emergency responders to resolve a given situation. In said instance, the immediate objective will be to contain and manage the incident until the emergency responders arrive on scene.

Note: Each building-level safety plan includes procedures and actions to be implemented in the event of the occurrence of a hazardous event.

Responses to Acts of Violence: Implied or Direct Threats

The district's policies and procedures for responding to implied or direct threats by students, teachers, staff and visitors are included in the building-level safety plans and may take the following forms:

- Deployment of staff trained in de-escalation techniques
- Communication of an implied or direct threat to proper authorities
- Assessment of threat level
- Involvement of appropriate law enforcement agency
- Activation of BERT

Acts of Violence

The district's policies and procedures for responding to acts of violence by students, teachers, staff and visitors to the school are included in the building-level safety plans and may take the following forms:

- Assessment of threat level by superintendent or his/her designee
- Isolation of the immediate area
- Evacuation
- Initiation of lockdown
- Involvement of appropriate law enforcement agencies.
- Activation of BERT

Response Protocols

The district's range of responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings, are included in the building-level safety plans and may take the following forms:

- Identification of decision-makers
- Plans to safeguard students and staff

- Procedures to provide transportation
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Arrangements and Procedures for Obtaining Emergency Assistance from Local Government

Assistance from emergency services organizations and local government agencies will occur by contacting 9-1-1. Additional support can be obtained by contacting the New York State Police, the Onondaga County Sheriff's Office, the Jordan Police Department., the Jordan and Elbridge Fire Departments, the town Supervisor, the village supervisor, the OCM BOCES Safety Office, and/or the Onondaga County Emergency Services Office.

District Resources Available for Use in an Emergency

Resources available during an emergency include all district facilities, buses, and vehicles.

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

The district will use the incident command system to coordinate the deployment of resources and manpower during emergencies.

Protective Action Options

Procedures specific to school cancellations, early dismissals, evacuations, and sheltering are detailed in the building-wide safety plans.

Section IV: Recovery

District Support for Buildings

The principal will communicate needs to the superintendent who will take action accordingly.

Mental Health Services

The principal will communicate mental health service needs to the superintendent who will take action accordingly.



May 27th, 2021

School Board
Jordan Elbridge Central School District
P.O. Box 902
Jordan, NY 13080

Dear School Board:

This letter is a request, from The Weedsport Winter Wanderers Snowmobile Club, for permission to use portions of School property as our snowmobile trail again this season.

The location of these snowmobile trails would remain the same as last year.

- Elbridge along the National Grid Power Line east of Jordan Road (on National Grid Property)
- High School along the back (west) side of the Athletic Fields
- Jordan along the edge of the Erie Canal, crossing the driveway and along the parking lot (just north of the old canal bed)

Our club continues to carry liability insurance coverage for our trails through the New York State Snowmobile Associations' Master Policy. A copy of the Certificate of Insurance would be mailed to you at a later date.

With your approval, our club would continue to install snowmobile signing and do trail maintenance along the trail. The signs would again be removed at the end of the season. We continue to work with all landowners to provide a safe trail across their property. These trails mean a great deal to our club and we respect your property and wish to fulfill your requests.

Sincerely,

Dee Porter
Office Manager
Weedsport Winter Wanderers, Inc.
E-mail: weedsportwinterwanderers@gmail.com