

STUDENT DISCIPLINE

It is the intent of the Board of Education that administrators, faculty members, and other members of the staff of the District play a positive role in the development of student self-esteem and self-discipline. This is accomplished through the District commitment to the preservation of the concepts of respect for authority and the rights of others to pursue their educational goals and objectives free of interference, intimidation or disruption. In furtherance of these concepts, the District expects that, as pupils advance in age and grade-level achievement, they demonstrate increasing evidence of self-discipline and respect for the personal and educational rights of others in the school environment.

Student self-discipline is learned behavior affected by a variety of factors, many of which are related to the developmental experience of the student outside of the school setting. In some instances, the public school environment is the first and most important factor in the shaping of student self-discipline. For this reason, the Board believes that each staff member is responsible for, and plays an active role in, personal development and self-discipline of pupils in our schools. Discourtesy, misconduct, and other forms of disruptive behavior will not be tolerated. Where such behavior occurs, it is to be stopped by appropriate action by any member of the staff.

Disciplinary action, when necessary, will be firm, fair, and consistent in order to be most effective in changing behavior.

A student identified as having a handicapping condition shall not be disciplined for behavior related to such handicap. Any question relating to the discipline of such student will be referred to the Committee on Special Education (CSE).

The Superintendent shall solicit the recommendations of the teaching staff and administrators regarding in-service programs pertaining to the management and discipline of students. The Board shall sponsor such programs regularly.

Ref: 8 NYCRR Part 100.2(1) 1 and 2
Education Law §§2801; 3214

Reviewed: 5/18/09

STUDENT RIGHTS AND RESPONSIBILITIES

Any student enrolled in the schools of the district possesses certain rights. These include:

1. The right to an appropriate education consistent with the opportunity for continuous intellectual and emotional progress.
2. The right to an educational environment wherein students' health, safety, and welfare are protected.
3. The right to ask questions and express opinions at the appropriate time and place.
4. The right to provide input to decisions affecting the student population through elected or selected representatives.
5. The right to a student press at the high school level.
6. The right to counseling and confidentiality of records.
7. The right to freedom from discrimination on the basis of race, color, gender, religion or national origin.
8. The right to equal educational opportunities for students with handicapping conditions.
9. The right to participate in extra-curricular activities.
10. The right to due process as it applies to enforcement of school rules and regulations.

As in any democratic system, these individual rights are directly linked to individual responsibilities. Thus, along with the aforementioned rights come the following student responsibilities:

1. The responsibility to make the most of educational opportunities by selecting a program that will make the student grow as a person.
2. The responsibility to attend school regularly.
3. The responsibility to attend all classes when in school in order to gain the most from an education program.
4. The responsibility for appropriate effort and conduct in the classroom.
5. The responsibility to complete assigned work related to daily instruction and learning.
6. The responsibility for honesty and accountability in all forms of student expression.

7. The responsibility of individual respect for all others, for their rights, dignity, safety, and property.
8. The responsibility for respect for the authority of any and all adults in the building, whatever their role at school.
9. The responsibility to vote for student representatives.
10. The responsibility for familiarity with school rules, Code of Conduct, and regulations that apply to the general student population as well as the responsibility to be knowledgeable regarding the rules and regulations governing any extracurricular school activity one chooses to pursue.
11. The responsibility for compliance with the consequence of any action contrary to school rules and regulations.

Ref: 8 NYCRR §100.2(1)

Revised: 5/26/09

STUDENT COMPLAINTS AND GRIEVANCES

The Board of Education believes it is necessary that students be made aware of the behavior that is expected as outlined in district policy on school conduct and discipline. They shall also be given an opportunity to be heard on complaints and grievances they may have.

A student filing a complaint or grievance alleging that there is an action affecting them which is prohibited by Title IX and/or Section 504 of the Rehabilitation Act shall be provided with information regarding the prompt and equitable resolution of the complaint and grievances in accordance with the procedure free from coercion, interference, restraint, discrimination or reprisal.

Building principals are responsible for ensuring that appeal procedures are incorporated into discipline codes, explained to all students, and provided to all parents on an annual basis. A copy of this regulation must be posted in every school.

ANNUAL NOTIFICATION

At the beginning of each school year, the district shall publish a notice of the established grievance procedures for resolving complaints of discrimination due to sex and/or handicapping condition to parents/guardians, employees, eligible students and the community. The public notice shall:

1. inform parents, employees, students and the community that vocational education programs are offered without regard to sex, race, color, national origin, or handicapping condition;
2. provide the name, address and telephone number of the person designated to coordinate activities concerning discrimination due to sex and/or handicapping condition;
3. be included in announcements, bulletins, catalogues, and applications made available by the district.

The Superintendent of Schools shall establish regulations and procedures for presenting problems or appealing decisions which affect individual students, in accordance with applicable statutory requirements, and for the resolution of complaints or grievances which may affect the student body.

CARE OF SCHOOL PROPERTY BY STUDENTS

The Board of Education requires that all students respect and care for school property. Any damage to property should be reported to the main office.

The Board recognizes that acts of vandalism are crimes against the school district and the community which supports the schools. Students who willfully, maliciously, or unlawfully destroy, damage, or deface school property shall be subject to disciplinary action, as well as prosecution to the fullest extent possible under the law. Students who damage school property, and/or their parents or guardians, shall reimburse the district for the value of the damaged property up to the limit of the law.*

It shall be the responsibility of the Superintendent of Schools to establish and carry out written regulations addressed to acts of vandalism.

*The General Obligations Law now permits parental liability for up to five thousand dollars (\$5,000.00)

Cross-Ref: 1520, Public Conduct on School Property
5312, Prohibited Conduct

Ref: General Obligations Law § 3-112

Revised: April 8, 2008

PROHIBITED CONDUCT

Serious and/or flagrant violations of the district's code of conduct can result in an immediate Superintendent's hearing or Board of Education hearing. A student may be suspended from school or subject to other disciplinary action when such student:

1. Engages in conduct which is:
 - a. disorderly, i.e., fighting or engaging in violent behavior, threatening another with bodily harm, intimidation of students or school personnel, making unreasonable noise, using abusive language or gestures, including racial or ethnic remarks which are improper;
 - b. insubordinate, i.e., failing to comply with the lawful directions of teachers, school administrators or other school employees in charge of the student, or missing or leaving school without permission.
2. Engages in any of the following forms of academic misconduct:
 - a. tardiness,
 - b. missing or leaving school without permission,
 - c. plagiarism
3. Engages in conduct violative of the Board's rules and regulations for the maintenance of public order on school property, i.e., vandalism or graffiti, arson, theft, truancy, possession/use/sale of drugs or alcohol, possession of weapons, smoking, bringing fireworks onto school grounds.

Chronic cases of truancy shall necessitate a Person in Need of Supervision (PINS) petition.

TRESPASSING

A student is not permitted in any school building, other than the one that the student regularly attends, without permission from the administrator in charge of the building. Trespassing charges may be filed against students who do not comply with directions not to enter or be in the building.

Cross-Ref: 1520, Public Conduct on School Property
5300, Student Conduct
5313, Penalties

COMPREHENSIVE POLICY CONCERNING ALCOHOL AND OTHER DRUGS

The Board of Education of South Colonie Central Schools is committed to the prevention of alcohol, tobacco, and other substance use/abuse. This policy describes the philosophy of the district and the program elements South Colonie will use to promote healthy life styles for its students and staff and to inhibit the use/abuse of alcohol, tobacco, and other substances.

No person may use, possess, sell, be under the influence of, or distribute alcohol or other substances, nor may use or possess drug paraphernalia, on school grounds or at school-sponsored events, except drugs as prescribed by a physician. The terms "alcohol and other substances" including, but not limited to, alcohol, tobacco, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, lookalikes, and any of those substances commonly referred to as "designer drugs." The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

PHILOSOPHY

South Colonie will use the following principles as guides for the development of its substance use/abuse prevention efforts and for any disciplinary measures related to alcohol and other substances:

- Alcohol, tobacco, and other substance use/abuse is preventable and treatable.
- Alcohol and other substance use/abuse inhibits us from carrying out our central mission of educating students.
- The behavior of the Board of Education, the administration, and all school staff should model the behavior asked of students.
- Successful prevention will be accomplished only through coordinated, collaborative efforts with parents, students, staff, and the community as a whole.

PRIMARY PREVENTION

The intent of primary prevention programming is to prevent or delay the onset of alcohol, tobacco, and other substance use by students. The components of this programming shall include:

1. A sequential K-12 prevention curriculum that provides for:
 - Accurate and age-appropriate information about alcohol, tobacco, and other substances, including the physical, psychological, social, and legal consequences of their use/abuse.

- Information about the relationship of alcohol and other substance use/abuse to other health-compromising behaviors such as AIDS, teenage pregnancy, eating disorder, child abuse, suicide, and dropping out of school.
 - Helping students develop appropriate life skills to resist the use of alcohol and other substances and to promote healthy life styles.
 - Helping students identify personal risk factors for alcohol and other substance use/abuse and the steps needed for risk reduction.
 - Helping students develop a positive self-concept.
 - Helping students identify when they are under stress and how to manage or reduce stress through non-chemical means.
2. Training parents and guardians to use the information and skills necessary to reinforce the components of this policy in the home and community.
 3. Community education about the issues of alcohol, tobacco, and other substance use/abuse as a basis for providing a consistent message to South Colonie youth.
 4. Positive alternatives to alcohol and other substance use/abuse, such as peer leadership programs, service projects, and recreational and extra-curricular activities. Such activities will be planned collaboratively with students, parents, community members, and agencies.

INTERVENTION

The intent of intervention programming is to eliminate any existing use/abuse of alcohol and other substances, and to identify and provide supportive services to kindergarten through 12th grade students at high risk for such use/abuse. The components of such programming shall include:

1. Providing alcohol and other substance use/abuse assessment and counseling services for students.
2. Developing a referral process between South Colonie Schools and community providers.
3. Identifying and referring students to appropriate agencies when their use/abuse of alcohol and/or other substances requires counseling and/or treatment.
4. Providing services to students in or returning from treatment to assure that the school environment supports the process of recovery initiated in the treatment program.
5. Educating parents on when and how to access South Colonie's intervention services.
6. Respect for appropriate confidentiality.

EMPLOYEE ASSISTANCE PROGRAM

The Board of Education recognizes that the problems of alcohol and other substance use/abuse affect every segment of society. The Board, in collaboration with South Colonie's collective bargaining units, will maintain an Employee Assistance Program that will provide appropriate, confidential prevention, intervention, assessment, referral, support, and follow-up services for South Colonie staff who seek assistance with alcohol and other substance use/abuse related problems, emotional problems, mental illness, and other human problems. All staff will be informed about the services they can receive through the Employee Assistance Program.

South Colonie recognizes that it has no right to intervene unless employees' personal problems adversely affect their job performance. When unsatisfactory performance does occur, the district's supervisory personnel will encourage employees to manage and move toward a resolution of their problems on their own or with the help of the Employee Assistance Program.

DISCIPLINARY MEASURES

Disciplinary measures for students found to have used or to be using, in possession of, selling, or distributing alcohol and/or other substances and for students possessing drug paraphernalia are outlined in South Colonie's policy on Student Rights and Responsibilities. Students who are disciplined for any of these infractions will be mandated to participate in the intervention services established by this policy.

Disciplinary measures for district staff are addressed in, among other statutes, Education Law 1711(5)(c), 2508(5), 3031, 3020-a, and 913. Where the requirements of Drug-Free Workplace legislation apply and in other situations deemed appropriate by the Superintendent, South Colonie staff will be referred to the Employee Assistance Program.

STAFF DEVELOPMENT

The Board recognizes that if the administrative, instructional, and support staff are to be responsible for implementing and modeling this policy, they must be trained about the components of an effective alcohol and other substance prevention program. Staff training will be an on-going process including the following:

1. **For all staff:** (a) awareness of personal risk factors for alcohol and other substance use/abuse so that they may identify personal use/abuse problems and seek assistance; and (b) their role in implementing this policy, including how to identify students who exhibit behaviors or who are using/abusing alcohol and other substances, and how to refer these students to the appropriate services established by this policy.
2. **Additionally for teachers:** the knowledge and skills necessary to implement South Colonie's K-12 alcohol and other substance prevention curriculum.

3. **For intervention staff:** appropriate staff training for those identified to carry out the intervention function to assure that their assessment, individual, group, and family counseling and referral skills support the needs of high risk, using, and abusing youth.

IMPLEMENTATION, DISSEMINATION, AND MONITORING

The Board of Education charges the Superintendent to collaborate with staff, parents, students, community members, organizations and agencies, including alcohol and other substance abuse service providers, in developing the specific programs and strategies necessary to implement this policy.

Upon adoption, copies of this policy will be distributed to and reviewed with all South Colonie staff, students, and parents annually and will be disseminated to the community through its organizations.

The Superintendent is responsible for providing the Board with an annual review of this policy, the programs and strategies implementing it, and recommendations for revisions in the policy.

FIREARMS ON SCHOOL GROUNDS

No person shall possess a firearm, rifle, or shotgun while on school grounds. The only exceptions to this policy shall be (1) law enforcement officers in uniform or acting in their official capacity; and (2) a person licensed to possess a pistol or revolver and who has received the prior, written authorization of the superintendent.

No employce of the District shall accept, nor shall be asked to accept, into his or her custody, possession, or control a firearm, rifle, or shotgun for any person while said person is or remains on school grounds.

No firearm, rifle, or shotgun shall be stored on school grounds. This prohibition shall extend, but not be limited, to vehicles which are on school grounds unless the firearm is inside a locked vehicle and is (a) not loaded; and (b) in a locked container or locked firearms rack.

OUT-OF-UNIFORM, OFF-DUTY POLICE OFFICERS

Out-of-uniform, off-duty police officers on school grounds for any purpose other than one connected to their employment as police officers may not possess a firearm, rifle, or shotgun. Although a uniformed but off-duty police officer who possesses a firearm, rifle or shotgun while on school grounds is not in violation of District policy, he or she may be in violation of federal, state, or other law.

PERSONS LICENSED TO CARRY OR POSSESS FIREARMS

Persons who are licensed to carry or possess firearms nevertheless may not possess a firearm, rifle, or shotgun while on school grounds without the prior, written authorization of the superintendent. A person licensed to possess a firearm who possesses a firearm, rifle, or shotgun while on school grounds without the prior, written authorization of the superintendent is guilty of criminal possession of a weapon in the fourth degree (New York Penal Law §265.01 (3)).

DEFINITIONS

For purposes of this section "firearm" shall mean (a) any pistol or revolver; or (b) a shotgun having one or more barrels less than eighteen inches in length; or (c) a rifle having one or more barrels less than sixteen inches in length; or (d) any weapon made from a shotgun or rifle whether by alteration, modification, or otherwise, if such weapon as altered, modified or otherwise has an overall length of less than twenty-six inches; or (e) a muzzle loading pistol or revolver with a matchlock, flintlock, percussion cap, or similar type ignition system, or a pistol or revolver which uses fixed cartridges which are no longer available in the ordinary channels of commercial trade; or (f) a BB gun, pellet gun, or slingshot or the frame or receiver for such a weapon.

For purposes of this section "rifle" shall mean a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder, and designed or redesigned and made or remade to use the energy of the explosive in a fixed metallic cartridge to fire only a single projectile through a rifled bore for each single pull of the trigger.

For purposes of this section "shotgun" shall mean a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder and designed or redesigned, and made or remade to use the energy of the explosive in a fixed shotgun shell to fire through a smooth bore either a number of ball shots or a single projectile for each single pull of the trigger.

STUDENT SMOKING

The Board of Education recognizes the health hazards associated with smoking and therefore prohibits smoking or the use of tobacco and related products by students in school buildings, on school property, or at school-sponsored activities.

Federal and state law prohibit smoking on school property and students violating this policy will be subject to disciplinary penalties. This policy will be prominently posted in each school building.

Ref.: Education Law 409
Goals 2000: Educate America Act
P.L. 103-2271041@Seq. (The Pro-Children Act of 1994)
Public Health Law, Article 13-3, 1399

Cross-Ref.: 1530, Smoking on School Premises

Adopted by the Board of Education: April 20, 1999

PENALTIES

Any student who violates any of the rules of conduct shall be subject to immediate and appropriate disciplinary action, which may include one or more of the following:

1. warning,
2. reprimand,
3. detention,
4. loss of privileges,
5. compulsory restitution,
6. temporary removal from class,
7. suspension,
8. expulsion.

Principals are authorized to suspend students from school for a period of time not to exceed five days for any one incident. Recommendations for longer suspension and/or exclusions shall be made to the Superintendent of Schools. The provisions of the Education Law shall be followed when suspension occurs.

Appropriate charges shall be filed with the proper legal authorities against:

- a. persons participating in disruptive demonstrations. If pupils are involved, they will also be suspended from school;
- b. any person apprehended for threatening, planning or attempting to damage, destroy or bomb school property;
- c. any person who is not a pupil who is found selling, offering to sell, purchasing, possessing, or using drugs in any of the district schools or on the grounds of any such school;
- d. any district pupil who is found selling or offering to sell drugs in any of the district schools or on the grounds of any such school. The pupil will also be referred to the Superintendent for possible exclusion from school.

Any person who violates any of the rules of conduct may be directed to leave the premises. In the event of failure or refusal to do so, the person shall be ejected from the school property and be subject to any other appropriate legal process. When criminal acts have occurred, appropriate charges shall be filed.

Any employee who violates any of the rules of conduct shall be subject to the following disciplinary action:

1. warning,
2. censure,
3. compulsory restitution,
4. probation,
5. suspension with or without pay,
6. dismissal.

DETENTION

The Board of Education believes that detention is an effective method of discipline for students. A student who violates the student disciplinary code may be assigned detention.

In order for a student to be placed on detention, the parent(s) or guardian(s) must be notified, and the student must have transportation home.

Cross-Ref: 5311, Student Rights and Responsibilities
5313, Penalties

SEXUAL HARASSMENT OF STUDENTS

The Board of Education is committed to safeguarding the right of all students within the school to learn in an environment that is free from all forms of sexual harassment. Conduct is deemed to be sexual harassment when the recipient perceives such behavior as unwelcome. It is irrelevant that the harasser had no intention to sexually harass the person. The Board recognizes that sexual harassment of students can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as contact with students on school grounds or at the school-sponsored activities. When an alleged sexual harassment occurs and the district knows about it, immediate and appropriate corrective action shall be taken.

The Board, consistent with state and federal law, therefore condemns all unwelcome behavior of a sexual nature which may impose a requirement of sexual cooperation as a condition of academic advance, or which may have the purpose or effect of creating an intimidating, hostile or offensive learning environment. The Board also prohibits any retaliatory behavior against complainants or any witnesses.

Any student who believes that he or she has been subjected to sexual harassment should report the alleged misconduct immediately, pursuant to 5020.1-R, so that appropriate corrective action, up to and including discharge of an employee or suspension of a student, may be taken at once. The complainant shall not be discouraged from reporting an incident or alleged sexual harassment. In the absence of a victim's complaint, the Board, upon learning of or having reason to suspect the occurrence of any sexual harassment, will ensure that an investigation is promptly commenced by appropriate individuals.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual harassment. Such procedures are to be consistent with any applicable provisions contained in the district's policy manual, collective bargaining agreements, the tenure laws, as well as other federal and state laws on sexual harassment. Training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment.

A copy of this policy and its accompanying regulation are to be distributed to all personnel and students and posted in appropriate places.

Adopted by the Board of Education: 2/16/94

SEXUAL HARASSMENT OF STUDENTS REGULATION

In addition to any relevant procedures contained in policy 5311.3, Student Complaints and Grievances, the following regulation will implement the Board of Education's policy concerning sexual harassment of students.

A student can be subject to sexual harassment by a student, employee, board member or any individual who foreseeably might come in contact with the student on school grounds or at school activities. Sexual harassment experienced by students is not always easily recognized. The following are examples of sexual harassment one should be aware of when dealing with a complaint of alleged sexual harassment:

1. Unwanted sexual behavior, which may include touching, verbal comments, sexual name calling, spreading sexual rumors, gestures, jokes, pictures, leers, overly personal conversation, cornering or blocking student's movement, pulling at clothes, attempted rape and rape;
2. A female student in a predominantly male class subjected to sexual remarks by students or teachers who regard the comments as joking and part of the usual classroom environment;
3. Impeding a girl's progress in classes, such as industrial arts, by hiding her tools, questioning her ability to handle the work, or suggesting she is somehow "abnormal" for enrolling in such a class;
4. Purposefully limiting or denying female students access to educational tools, such as computers; and,
5. Teasing a male student about his enrollment in a home economics class.

PROCEDURES

The Board of Education shall designate a Compliance Officer to carry out the district's responsibilities associated with compliance with Title IX pursuant to policy 5311.3, Student Complaints and Grievances. In addition, the Board will designate a second individual for ensuring compliance with Title IX in regard to sexual harassment so that students who believe that they have been subjected to sexual harassment will have a second avenue of complaint, if the alleged harasser is the Compliance Officer.

The Superintendent of Schools shall notify all students and employees of the name, office address and telephone number of both designees. In addition, the Board through this regulation has established grievance procedures that provide for prompt investigation and equitable resolution of student sexual harassment complaints.

The Superintendent shall implement specific and continuing steps to notify students, parents, employees, and prospective students or employees that the school district does not discriminate on the basis of sex in the educational programs or activities which it operates as required by Title IX. Such notification shall include publication in: local newspapers; newspapers and magazines operated by the district or by student, alumnae, or alumni groups for or in connection with the district; and memoranda or other written communications distributed to every student and employee.

All reports of sexual harassment will be held in confidence, subject to all applicable laws and any relevant provisions found in the district's policy manual and collective bargaining agreements.

Consistent with federal and state law, and all applicable provisions contained in the district's policy manual and collective bargaining agreements, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment:

Students who believe that they have been subjected to sexual harassment are to report the incident to the Compliance Officer or the second designee as described above. The Compliance Officer or designee shall notify the Building Principal and the Superintendent of all complaints. The student can pursue his/her complaint informally or file a formal complaint.

INVESTIGATION OF A COMPLAINT

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations must follow. This investigation is to be conducted diligently. All witnesses shall be interviewed and if requested, the victim shall speak with an individual of the same sex. Complainants are to be notified of the outcome of the investigation.

INFORMAL COMPLAINTS

In addition to notification to the Compliance Officer or the Board's designee as described above, students who believe they have been subjected to sexual harassment may request that an informal meeting be held between themselves and the Building Principal or Superintendent. The student may also request a meeting with a counselor or administrator of the same sex. Parents or guardians of the student shall be notified of their right to attend the interview with their child. The purpose of such a meeting will be to discuss the allegations and remedial steps available.

The Building Principal or Superintendent will then promptly discuss the complaint with the alleged harasser. The alleged harasser shall be informed of his/her report to the next level of management on what has transpired to date. If the complainant submits a formal complaint, a copy of the complaint shall accompany the Building Principal's or Superintendent's report with a recommendation for further action.

Should the harasser admit the allegations, the Building Principal or Superintendent is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charge, the Building Principal or Superintendent may impose further disciplinary action. Thereafter, the Building Principal or Superintendent is to prepare a written report of the incident and inform the complainant of the resolution. The complainant is to indicate on the report whether or not he/she is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sexual harassment is reported. The Building Principal or Superintendent is to inform the complainant to report any recurrence of the harassment or any retaliatory action that might occur. Should the complainant be dissatisfied with the resolution, he/she is to file a formal written complaint.

If, during the Building Principal's or Superintendent's informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the Building Principal or Superintendent is to file a report with the next appropriate level in the complaint procedure. The report is to indicate the nature of the complaint, a description of what occurred when the Building Principal or Superintendent informed the alleged

harasser of the allegations against him/her, the harasser's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by the student's formal complaint.

FORMAL COMPLAINTS

Formal complaints may be submitted either to initially report any incidence of sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. In the latter case, the formal written complaint is to be submitted to the Building Principal or Superintendent originally consulted, who will then forward it to the next appropriate level of management, e.g., the Superintendent or Board of Education, for appropriate action.

The formal written complaint will consist of any appropriate forms and a copy of any applicable Building Principal or Superintendent reports. The appropriate forms solicit the specifics of the complaint, e.g., date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter.

The Superintendent or the Board shall take immediate, appropriate and corrective action upon a determination of sexual harassment. The Superintendent or the Board shall notify the complainant of any findings and action taken.

REMEDIAL ACTION

If the investigation reveals that sexual harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law, district policies and regulations, and collective bargaining agreements. Depending on the gravity of the misconduct, sanctions may range from a reprimand up to and including the dismissal of an employee or suspension of a student.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law and consistent with any applicable provisions in the district's policy manual or collective bargaining agreements. If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the next appropriate level in the complaint procedure. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

POST REMEDIAL ACTION

Following a finding of sexual harassment, victims will be periodically interviewed by the appropriate Building Principal or Superintendent concerning his/her complaint. Upon substantiation, copies should also be filed with the student or employment records of both the complainant and the alleged harasser.

INVESTIGATION IN THE ABSENCE OF A COMPLAINT

The Board will, in the absence of a victim's complaint, ensure that an investigation is commenced by the appropriate individuals upon learning of, or having reason to suspect, the occurrence of any sexual harassment.

**SEXUAL HARASSMENT
FORMAL COMPLAINT FORM**

Name and position of complainant: _____

Date of complaint: _____

Name of alleged sexual harasser: _____

Date and place of incident: _____

Description of misconduct: _____

Name(s) of witness(es) if any: _____

Has the incident been reported before? Yes No

If yes, state when and to whom: _____

What was the resolution? _____

Reasons for dissatisfaction: _____

**SEXUAL HARASSMENT
COMPLAINT APPEAL FORM**

Name and position of complainant: _____

Date of appeal: _____

Date of original complaint: _____

Have there been any prior appeals? ? Yes No

If yes, state when and to whom? _____

Description of decision being appealed: _____

Why is the decision being appealed? _____

2009-2010 SCHOOL CALENDAR

SEPTEMBER						OCTOBER						NOVEMBER					
M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	
	1	2	3	4	-				1	2	(2)	2	3	4	5	6	(5)
7	8	9	10	11	(3)	5	6	7	8	9	(4)	9	10	11	12	13	(4)
14	15	16	17	18	(5)	12	13	14	15	16	(4)	16	17	18	19	20	(5)
21	22	23	24	25	(5)	19	20	21	22	23	(5)	23	24	25	26	27	(3)
28	29	30			(2)	26	27	28	29	30	(5)	30					(1)
DECEMBER						JANUARY						FEBRUARY					
M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	
	1	2	3	4	(4)					1	(0)						
7	8	9	10	11	(5)	4	5	6	7	8	(5)	1	2	3	4	5	(5)
14	15	16	17	18	(5)	11	12	13	14	15	(5)	8	9	10	11	12	(5)
21	22	23	24	25	(3)	18	19	20	21	22	(4)	15	16	17	18	19	(0)
28	29	30	31		(0)	25	26	27	28	29	(5)	22	23	24	25	26	(5)
MARCH						APRIL						MAY					
M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	
1	2	3	4	5	(5)				1	2	(1)	3	4	5	6	7	(5)
8	9	10	11	12	(5)	5	6	7	8	9	(0)	10	11	12	13	14	(5)
15	16	17	18	19	(5)	12	13	14	15	16	(5)	17	18	19	20	21	(5)
22	23	24	25	26	(5)	19	20	21	22	23	(5)	24	25	26	27	28	(5)
29	30	31			(3)	26	27	28	29	30	(5)	31					(0)
JUNE						Grades 9-12 Marking Period Ends: November 6, January 29, April 16, June 11						Grades 9-12 Report Cards Mailed November 13, February 5, April 23, June 25					
M	T	W	Th	F		GRADES 5-8: Marking Period Ends November 6, January 22, April 1, June 11 GRADES 5-8: Report Cards Mailed November 18, February 3, April 19, June 24											
	1	2	3	4	(4)	UPK – GRADE 6: PARENT CONFERENCES Full Day: Tuesday, November 3: No School for UPK thru Grade 6 Half Day: Thursday, November 12: UPK – Gr 6 (AM UPK attends) Half Day: Thursday, November 19: UPK – Gr 6 (PM UPK attends) Full Day: Thursday, March 25: No school for UPK & K Only GRADES 1-4 REPORT CARDS: Jan 27, April 14, June 24											
7	8	9	10	11	(5)												
14	15	16	17	18	(5)												
21	22	23	24	25	(4)												
Student Attendance = 181 days Staff Development = 4 days Total Teacher Days = 185 days																	
Staff Only <input type="radio"/> No School <input type="checkbox"/>																	

September 2 & 8	Professional Development Days	January 4	Classes Resume
September 7	Labor Day	January 18	Martin Luther King, Jr. Day
September 9	First Day of School	February 15-19	Mid-Winter Recess
September 28	Yom Kippur	April 2	Good Friday
October 9	Professional Development Day	April 5-9	Spring Recess
October 12	Columbus Day Observed	May 31	Memorial Day Observed
November 11	Veterans Day Observed	June 24	Last Day of School
November 26-27	Thanksgiving Recess	June 25	Professional Development Day
Dec 24-Jan 1	Holiday Recess		