

Milford Central School

Mark Place, Superintendent

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MCS WEEKLY UPDATE

WEEK ENDING 03/26/2021

Each week I write an email to the faculty, staff and Board of Education to update them on the events of the last week and to keep them “in the loop” on important issues that impact MCS. In order to foster even greater communication and transparency for the great work that is done at MCS, I will be sending a weekly update out to the larger Milford community to keep you “in the loop” as well. Here is my update for the week ending 03/26/2021:

03-25-2021 BOARD MEETING - SUPERINTENDENT'S REPORT

At last evening's Board meeting I shared information on the following items:

- Crossing Guard
- In-Person Learning - New CDC Guidance
- State Examinations Update
- Routine Consent - Amend 9/17/2020 Action on Budget Cuts
- April Break
- Special Education Audit
- Capital Project Update
- Athletic Competitions - Spectators
- Follow Up Item From the 3/15/2020 Board Meeting

Attached is the document used for the updates above.

REMAINING SNOW DAYS

Each year we start with six snow days built into the calendar. So far, we have used four days (12/17, 1/26, 2/1, and 2/2). After the calendar was built last year, NY State added Juneteenth as a state holiday which will require the use of one of the two remaining days. Juneteenth will be celebrated on Friday, June 18th this year. For those unsure of what Juneteenth is, here is a link to the Wikipedia article: <https://en.wikipedia.org/wiki/Juneteenth>.

With one official snow day remaining, we will look forward to another possible day off over the Memorial Day weekend; however, that will depend on no additional emergency days needing to be taken between now and then. More information will follow in the coming weeks.

CODE OF CONDUCT REVISIONS FOR 2021-2022 SCHOOL YEAR

The *Code of Conduct* (Policy 5300) is reviewed annually by both the administration and the Board of Education. Earlier this year, administration sent to the Board's Policy Committee the changes sought for the 2021-2022 school year. The changes are meant to remove redundancies and better align consequences for similar behaviors. In the attached document, the changes are limited to pages 14-20. Changes to the *Code of Conduct* require a public hearing before being adopted by the Board. The hearing will be held in May (date TBD).

We are Milford Strong! and we will get through these challenging times together. Stay well everyone!

Mark

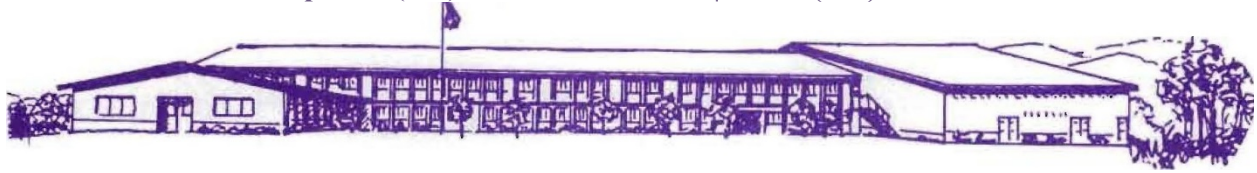
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TO: Board of Education
FROM: Mark Place, Superintendent
RE: Items Prior to 03/25/2021 Board Meeting
DATE: March 22, 2021

CROSSING GUARD

On Tuesday morning, a student was nearly hit in the crosswalk in front of the school. The Village and Otsego County Sheriff's Department are now assisting to make the crosswalk more visible and to monitor the speed of traffic in front of the school. A change in the law prohibits schools from hiring crossing guards; however, we are allowed to enter into a contract with the Village to do so. We are in the process of exploring that option and will bring forward more information to the Board as details become available.

IN-PERSON LEARNING – NEW CDC GUIDANCE

On Friday, March 19, 2021, the Centers for Disease Control issued new guidance for school districts regarding social distancing guidelines. For schools in low-transmission areas, the guidance will allow social distancing in classroom settings to be 3 feet. This change only applies if face coverings are worn at all times. Areas where meals are consumed or snacks are eaten, the 6 feet requirement is maintained. Please note that:

- Otsego County is not considered to be a low-transmission area. The county currently has one of the highest rates per 100,000 residents in the United States.
- As a NY State school district, we must await official guidance from the NY State Department of Health before we are able to make any changes. It has typically been 2-3 weeks after the CDC has made changes before we see official guidance from the State.
- There are testing recommendations attached to the new guidance. We do not know if this will be part of the NY State DOH guidance, and if it is, our area has seen little assistance in getting testing materials made available to schools.

STATE EXAMINATIONS UPDATE

The NY State Education Department, along with others across the country, have requested that the federal Department of Education waive the requirement for 3-8 examinations as well as Regents exams. As of today, the waiver request has been denied. Therefore, the State is taking the following actions:

- Grades 3-8 Testing will occur, but the scope of the assessments will be significantly decreased with only one day of testing for ELA and one for math. Science examinations will have no hands-on components. Results will not count against either students or teachers.
- Only four Regents exams will be given (English, Algebra 1, Earth Science, and Biology). The hands-on parts of the science exams will be removed. Results of the test will not count against students, and those not taking the exam will have the exam exempted.
- In no case will the results of the Regents exams impact a student's ability to graduate.

ROUTINE CONSENT --- AMEND 09/17/2020 ACTION ON BUDGET CUTS

At the September 17, 2020 Board Meeting, I presented a recommendation to cut \$778,500 from the current budget in anticipation of a 20% cut in State Aid. The Board approved the motion to freeze these funds. The State Aid cut did not materialize, and we are now seeking to amend the motion from that meeting to allow for our Business Office to conduct its normal spring purchases. This will include paying the Medicare Reimbursements that we had proposed to delay until the next budget year.

CATEGORY	NOTES	TOTAL ESTIMATED SAVINGS
SALARIES	ATTRITION SINCE JULY 1, 2020 - RETIREMENTS, RESIGNATIONS, OFFSETS	\$ 219,000.00
CAPITAL	DELAY OF CAPITAL OUTLAY PROJECT	\$ 100,000.00
EQUIPMENT	ZERO OUT ALL EQUIPMENT PURCHASES	\$ 24,000.00
PROGRAM	REDUCE FIELD TRIPS BY \$12,500 - \$5,000 REMAINING (OUT OF \$30,000)	\$ 12,500.00
PROGRAM	REDUCE CONFERENCES BY FURTHER \$2,500 - \$5,000 REMAINING (NEED FOR TRAININGS)	\$ 2,500.00
SUPPLIES	REDUCE SUPPLY CODES FOR CLASSROOMS BY \$28,000	\$ 28,000.00
SUPPLIES	REDUCE SPORTS SUPPLY PURCHASES BY \$4500 (50%)	\$ 4,500.00
BENEFITS	DELAY PAYMENT OF MEDICARE REIMBURSEMENT UNTIL 7/15/2021	\$ 125,000.00
EXCESS FUND BALANCE	REDUCE EXCESS FUND BALANCE BY \$200,000	\$ 200,000.00
DEBT SERVICE	USE OF CAPITAL PROJECT REMAINING FUNDS	\$ 50,000.00
CROP	REDUCE TRANSPORTATION COSTS BY 50% DUE TO PROGRAM NOT STARTING UNTIL 1/1/21	\$ 3,000.00
OVERTIME	ONLY ALLOWED FOR BUILDING CHECKS - REDUCTION OF \$10,000	\$ 10,000.00
		\$ 778,500.00

APRIL BREAK

As noted in the 3/19/2021 MCS Weekly Update, the Governor has removed the requirement for New Yorkers to quarantine after traveling within the US. This is effective April 1, 2021. Therefore, MCS will return to in-person learning as regularly planned on Monday, April 12, 2021.

SPECIAL EDUCATION AUDIT

The State Education Department will be conducting a review of our district's IEPs for compliance with transition planning for students. Transition planning is a part of the IEP process for secondary students as they prepare to graduate and options they have once they leave MCS. The audit will occur prior to the end of the current academic year.

CAPITAL PROJECT UPDATE

We met with our architects, construction management team, and financial advisors on Friday, March 12, 2021. At that meeting we discussed the final closeout of each of the prime contracts. At the time of the meeting, the project is anticipated to come in at approximately \$160,000 under budget for the construction portion of the project. Final numbers will be provided once final bills are paid.

We then met later that afternoon with our fiscal advisors to discuss the financing side of the project. They are preparing the paperwork to apply for permanent financing on our behalf through the Dormitory Authority of the State of NY (DASNY). After reviewing all of the estimated expenditures associated with legal fees, financing costs, and current interest rates, the district may see an additional savings of more than \$90,000 on the financial side of the project.

If all the final numbers come in as we anticipate, we are looking at the entirety of the project being approximately 6% under budget.

ATHLETIC COMPETITIONS - SPECTATORS

Athletic competitions will resume within the next week. Per NY State Public High School Athletic Association rules, each athlete will be able to have a maximum of two (2) spectators for each competition. Each athlete will be given two passes. All spectators will be required to attest to the COVID19 questions upon entry and to provide contact tracing information. Face coverings will be required at all times.

FOLLOW UP FROM THE 03/15/2021 BOARD OF EDUCATION MEETING

At the prior meeting during the AIS vs RtI discussion, Board Member Singh asked if the number of current AIS students could be provided.

ELEMENTARY

Elementary support includes pull-out sessions (regular & special education) and in-class support by teachers. The numbers below represent individual students.

GRADE LEVEL SPAN	TOTAL RECEIVING SUPPORT	TOTAL PULLED OUT
K-2	32	17
3-5	32	7

In grades K-5, 64 students out of 155 students (41%) are receiving some level of support.

SECONDARY

Secondary support includes separate foundational classes, AIS support classes, and resource rooms. Because students can have multiple supports, the data below represents the number of periods per day by grade level.

GRADE LEVEL SPAN	CONTACT PERIODS	DETAILS
6-8	42	Reading for all 6 th Grade, Resource Room, Structured Study Hall
9-12	55	Algebra, Math AIS, Geometry AIS, Earth Science, Biology, Structured Study Halls, Resource Rooms

In grades 6-12, 62 students out of 188 (33%) are receiving some level of support.



MCS CODE OF CONDUCT

2021-2022

(ABRIDGED VERSION FOR STUDENTS)

Mission Statement

Milford Central School will provide all students with the knowledge, skills and values to become productive participants in a changing world. A caring staff will ensure successful, challenging experiences that will instill a life-long love of learning.

MCS CODE OF CONDUCT

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I. Introduction

Why we have a Code of Conduct

The Milford Central School District has developed and implemented a set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

An individual's character reflects the attitudes, attributes and moral convictions that shape his or her conduct. The development of good character is essential to responsible behavior and academic success in school today and future success in college, career and life.

This Code of Conduct addresses both the development of student character and conduct. The code, in conjunction with the district safety plan, contains standards and procedures that assure the security and safety of students and school personnel. The Board of Education of the Milford Central School recognizes the need to:

- Clearly define the expectations for acceptable conduct on school property;
- Ensure that schools provide equal access to a wide range of supports and interventions that promote positive behavior;
- Help students develop self-discipline and social and emotional worth;
- Enable students to improve and correct inappropriate, unacceptable, and unsafe behaviors;
- Identify the possible consequences of unacceptable conduct; and
- Ensure that when discipline is necessary it is administered promptly and fairly.

Unless otherwise indicated, this Code of Conduct applies to all students, district personnel, parents/guardians, and other visitors when on school property or attending a school event or activity, including sporting events.

II. Student Rights and Responsibilities

Student Rights

The Code of Conduct also describes specific behaviors that are unacceptable at school and explains the consequences that will be assigned to you when your conduct does not meet expected standards of behavior.

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

- Get a quality education that will make you college or career ready.
- Have a school environment that is safe, promotes learning, and encourages respect.
- Be treated fairly, with respect by fellow students and school staff.
- Participate and be engaged in district activities regardless of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, or gender.
- Be heard when facing a disciplinary issue through the processes and procedures described in the Code of Conduct
- Have access to information concerning substance abuse, as well as access to individuals or agencies that can help you or your family members.
- Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, sex, gender identity, sexual orientation, or disability on school property or at a school-sponsored event, function or activity.

Student Responsibilities

Personal Conduct

- Attend school regularly and on time.
- Accept directions, requests, feedback and support respectfully from adults.
- Be truthful about and accountable for your words and actions.
- Be familiar with and follow school district rules.
- Meet the standards of behavior in the Code of Conduct.
- Contribute to maintaining a safe and orderly school environment that supports learning and show respect to other persons and to property.
- Conduct yourself to the highest standards of conduct, behavior and sportsmanship.
- Demonstrate self-discipline by making responsible behavioral and academic choices.
- Accept consequences when behavioral expectations are not met or school rules are violated.
- Make an effort to correct and improve unsafe behavior with the support of your teachers and staff.
- Dress appropriately for school and school functions.

Learning

- Attend school every day unless legally excused.
- Be on time to class.
- Work to the best of your ability in all academic and extracurricular activities.
- Strive towards your highest level of achievement possible.
- Seek help when needed.
- Ask questions when you do not understand.
- Be prepared to learn.
- Challenge yourself.
- Do your best and work hard.
- Bring an open mind and positive attitude to learning every day.

Cooperating and Treating Others with Respect

- Treat others with kindness, care and respect.
- Be polite.
- Express your thoughts and opinions in ways that are polite, respectful, and courteous.
- Use a polite tone of voice and appropriate body language.
- Listen politely when others are speaking to you.
- Respect others' personal space and keep your hands to yourself.
- Work with others cooperatively in large and small groups.
- Using social media properly.

Respecting Property

- Respect the property that belongs to other students, adults, or the school.
- Use school technology appropriately as directed by adults.

A Safe School Community

- Help make school a community free of violence, intimidation, bullying, harassment, and discrimination.
- Ask for assistance when you need help resolving conflicts and differences.
- Report violations of the Code of Conduct or other school rules. Contribute to the safety and well-being of our community.

III. Dignity for All Students (DASA) Act

Bullying, Discrimination or Harassment

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct.

If you or someone you know is a target of one of these behaviors, you can report it using the DASA Reporting Form available in the school's main office or counseling office. You can also tell a staff member who will respond quickly and provide practical, private and a safe place to report. If an administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

IF YOU KNOW SOMEONE WHO IS BEING BULLIED...

- If you feel safe, be an "Upstander" and
 - Tell the bully to stop by saying, "We don't do that at this school." Or "That's not right to treat someone like that."
 - Say words of support to the student being bullied
 - Be a friend!
 - Don't encourage the bully by laughing or joining in
 - Tell other bystanders how to help stop bullying
- If it doesn't feel safe ...
 - Tell an adult
 - Encourage the bullied student to talk to someone

IF YOU ARE BEING BULLIED...

- Tell someone — a parent, a teacher, a counselor
- Calmly tell the student to stop ... or say nothing and walk away

Dignity for All Students Act (DASA) Coordinators

Every building has a Dignity Act Coordinator. Please discuss any concerns regarding potential bullying, discrimination or harassment with our DASA Coordinator, Mrs. Swatling.

IV. Dress Code

In order to create an atmosphere conducive to teaching and learning, all students and staff members are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should dress in a manner appropriate to their professional responsibilities, and should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. An individual's dress, grooming, and appearance shall:

Be safe, appropriate, and not disrupt or interfere with the educational process.

Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent behavior.

Ensure that underwear is completely covered by outer clothing.

Include footwear at all times, provided that footwear that is a safety hazard not be allowed.

Not include sunglasses.

Not include extremely brief garments. Specifically,

no shirts with cutout sides may be worn.

one's bellybutton must be covered at all times.

midriffs may not show.

shorts must cover the buttocks at all times.

skirts or dresses must extend to at least mid-thigh.

shirt and dress straps should be at least as wide as the straps of any undergarments.

We specifically **allow** headware to be worn (hats, bandanas, hoodies, etc) in common areas; however, headwear may not disrupt or interfere with the educational process. When in an instructional space, it is at the sole discretion of the adult in charge as to whether headwear may be worn.

*If an adult talks to you about being out of dress code, do what they request. If you're genuinely confused about why, or what you're wearing is important to you and it's not communicating something rude or degrading about someone else, you may **respectfully** ask why you are in violation. If you feel that your viewpoint has not been heard, we still want you to do what has been requested but then speak with an administrator.*

V. Personal Electronic Communication Devices

Students are not to have out their personal electronic communication devices (cell phones, i-pods, small tablets, etc) for any reason during an instructional bell period. This includes during a student's study hall(s) or while in the hallway during their instructional class. The only exception to this is before the first bell at 8:00 and after 3:02, the two (2) minutes of transition between periods, and during a student's own lunchtime.

A student who has their device out will forfeit the device for the remainder of the school day, no exceptions.

The use of school-issued/approved Chromebooks and laptops will continue to be allowed for appropriate uses. Inappropriate websites and inappropriate use and engagement on social media sites are violations of the student Code of Conduct

VI. Discipline & Participation in After-School Activities

When a student's behavior results in a disciplinary action, they will be restricted from participating in after-school activities as outlined below:

Detentions: Students serving detentions (teacher or principal) may attend all activities without restriction.

Suspensions (In-School and Out-of-School): Students serving suspensions are restricted from attending all events and practices on the day(s) covered by their suspension. A student whose suspension doesn't end until after the weekend will be restricted from attending all weekend events and practices.

Home-Bound Instruction: Students serving home-bound instruction are restricted from attending any events or practices for the duration of their placement in home-bound instruction.

VII. Conduct on School Buses

The Board of Education believes it crucial for students to behave appropriately while riding on district buses, both to ensure their safety and that of other passengers, as well as to ensure the least possible distractions for the bus driver.

Excessive noise, pushing, shoving and fighting will not be tolerated. It is also important that those waiting for buses conduct themselves properly in respect to the rights and property of others. Parents are reminded that bus transportation for students is a privilege which may be suspended due to misbehavior.

Behavioral Expectations for Students on School Buses

1. Students must be ready when the bus arrives.
2. Students must conduct themselves in a manner that will not interfere with the safe operation of the bus, and subsequently, the safety and well-being of its passengers.
3. Students must obey the instructions of the bus driver at all times.
4. Students must pass always in front of the bus. Students will cross at least 6 feet in front of the bus in full view of the driver, when motioned by the driver
5. Students will enter and leave a bus only when the bus is motionless.
6. Students will not extend part(s) of body out of school bus windows.
7. Students will ride the bus only for purposes of transportation to and from their homes or on authorized school trips.
8. Students will not eat on the bus.
9. Students will remain in their seats while the bus is in motion.

VIII. Preventative Strategies; Responding to Behavior Violations

The code creates a four-level support system that emphasizes student accountability and behavior change. When a student’s rule violation is significant, he or she is assigned a consequence signaling that the action at issue is inappropriate, unacceptable or unsafe. The district response to the violation will fall into one of four levels. The higher the level of response, the more serious the violation.

The level system emphasizes both student accountability and behavior-al change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:

- Learn from their mistakes;
- Understand why the behavior is unacceptable;
- Acknowledge the harm that they have caused or the negative impact of their actions;
- Understand what they could have done differently in the situation;
- Take responsibility for their actions;
- Be given the opportunity to learn pro-social strategies and skills to use in the future; and
- Understand that more intensive consequences and interventions will take place if unacceptable behaviors persist

Levels of Response at a Glance

Level 1	Level 2	Level 3	Level 4
Classroom support and student support team	Classroom support, intensive out-of-class support, and appropriate administrative interventions, up to issuance of detention	Supports and discipline up to a short-term suspension (maximum of 5 days of OSS)	Supports and discipline up to a long-term or permanent suspension

LEVEL 1 response incorporates universal school wide and classroom practices that promote the development and practice of pro-social behaviors, self-discipline, habits of learning, and healthy well-being. Through observation and immediate responses, teachers aim to prevent minor discipline problems from becoming major disciplinary incidents.

LEVEL 2 involves targeted interventions and assigned consequences when a student’s behavior violation warrants a more focused behavioral response beyond the immediate situation or incident in the classroom or other location. Assigned consequences can include assignment to detention.

LEVELS 3 and 4 involve behavior violations that seriously jeopardize school and classroom safety and order. Students who are experiencing high-risk or pervasive behavioral, academic, and physical and mental health concerns are assigned more intensive, individualized interventions.

Level 1 Response

When are Level 1 responses merited?

These may be appropriate when the behavior is a minor infraction, the student has had no prior incidents, the behavior is not persistent, or interventions have not been put in place.

Who will implement the Level 1 response?

Teachers and classroom staff will implement the classroom interventions and responses. The student support team may implement other identified interventions and responses.

How will the Level 1 responses be implemented?

- Classroom interventions and responses – These interventions aim to interrupt unsuccessful behaviors and teach skills so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies. Teachers are expected to collaborate effectively and report concerns to support staff.
- Student support team interventions and responses – These interventions aim to engage the student's support system at school and at home to ensure success by working to change the conditions that contribute to student's unsuccessful behaviors. They can involve school staff and partner and community agency staff.

What are possible Level 1 responses?

Classroom interventions and responses will include one or more of the following:

- Positive directives that state expectations
- Positive and specific feedback
- Re-teaching and rehearsal of skill or procedure
- Increased opportunity to respond during instruction
- Increase teacher proximity
- Verbal prompt, redirection and/ or correction
- Reminders and redirection
- Student/Teacher conference
- Use of restorative questions
- Develop relationship with families
- Family conference
- Daily progress sheets on behavior
- Create a classroom check-in plan
- Restitution/Restoration strategies
- Other evidence-based student specific strategies

Student-support team interventions and responses may include one or more of the following:

- Reflection activity
- Check-in with school building staff (i.e. Check-in/Check-out)
- Mentoring
- Peer mediation
- Restitution plan
- Referral to school-based health or mental health providers
- Service to the school community
- Mediated conflict resolution conference
- Referral to community organization
- Utilize support staff
- Community Service

Level 2 Response

When are Level 2 responses merited?

These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.

Who will implement the Level 2 response?

Teachers and classroom staff will implement the classroom interventions and responses. The student support team and/or building administrators will implement the other identified interventions and responses.

How will the Level 2 responses be implemented?

- Classroom interventions and responses -- These interventions may be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.
- Student support team and/or administrative level interventions and responses – These interventions can involve support staff or administrative staff when needed and are designed to correct behavior by addressing the seriousness of the behavior while keeping the student in school.

What are possible Level 2 responses?

All interventions and responses listed in Level 1 are also available for Level 2.

Classroom interventions and responses will include one or more of the following:

- Collaborate with family
- Collect progress monitoring data about the behavior and interventions attempted
- Referral to DASA coordinator
- Review of cumulative folder and academic progress, create implement and monitor academic plan
- Collaborate with academic coaches and/or behavior specialists to build on student strengths
- Reflection activity
- Restorative/Restitution practices and strategies
- Restorative conference
- Increased opportunity to respond during instruction
- Verbal prompt, redirection and/ or correction
- Create a literacy based strategic plan
- Monitor all plans created and re-evaluate every two weeks
- Collaborative Family Conference
- Community conference
- Conflict Resolution

Student support team and/or administrative-level interventions and responses will include one or more of the following:

- Individualized case management for students with 504 plans or IEPs
- Referral for Social Academic Intervention Group (SAIG) for specific skill building interventions
- Utilize support staff for root cause assessment/trauma assessment
- Conflict mediation
- Administrative and/or support team conference
- Mentoring/Coaching
- After school Detention
- Lunch Detention
- Suspension from Transportation
- Community Service

Level 3 and Level 4 Response

When are Level 3 and Level 4 responses merited?

These interventions and responses may be appropriate when the behavior at issue jeopardizes school and classroom safety and order.

Who will implement the Level 3 and Level 4 response?

Teachers and classroom staff will implement the classroom interventions and responses. The student support team will implement the other identified interventions and responses.

How will the Level 3 and Level 4 responses be implemented?

- Classroom and support team interventions and responses – If a student is removed from the learning environment, teachers/staff will review and adjust the classroom interventions and responses. The student support team and/or building administrators will implement any changes and record the effectiveness of the response.
- Administrative and student support team interventions and responses – These interventions and responses may include removing the student from the classroom or school environment because of the seriousness of the demonstrated behavior. The duration of the removal from the learning environment is to be limited as much as possible while still adequately addressing the seriousness of the behavior.

What are possible Level 3 responses?

All interventions, responses and supports available for Level 1 and Level 2 infractions are available for Level 3.

Classroom and support team interventions and responses may include one or more of the following:

- Daily progress sheets on behavior
- Initiate a student-centered discussion about the incident (and repair, restore and re-teach expectations)
- Create, implement and monitor a transition plan for student returning to the classroom, restorative circle
- Plan for classmates as student returns

Intensive administrative-level and support team interventions and responses include one or more of the following:

- Mediated conflict resolution conference
- Referral to school-based health or mental health providers
- Restitution plan
- Referral and coordination with community based supports
- Assignment to Behavior Intervention Center for behavior skill building interventions

- In-School Suspension up to 5 days
- Family/Guardian notification of due process rights
- Informal conference with principal and student
- Family/Guardian/Student/School Team conference
- Referral to student support team for behavior evaluation
- Request for Behavioral Support Specialists Team consultation for explosive/violent incident
- Develop Functional Behavioral Assessment and Behavior Intervention Plan
- For grades PreK-5, principal must immediately provide written notification to the superintendent's designee upon suspension
- Up to five-day out-of-school suspension

What are possible Level 4 responses?

All interventions, responses and supports available for Level 1, Level 2 and Level 3 infractions are available for Level 4.

Classroom and support team interventions and responses may include:

- Initiate a student-centered discussion about the incident (and repair, restore and re-teach expectations)
- Create, implement and monitor a transition plan for student returning to the classroom, restorative circle
- Plan for classmates as student returns

Intensive administrative-level and support team interventions and responses may include:


- Mediated conflict resolution conference
- Family/guardian notification of due process rights and informal conference with principal and student
- Referral to school-based health or mental health providers
- Request for Behavioral Support Specialists Team consultation for explosive/violent incident
- Restorative/Restitution practices and strategies

- Develop/Review Functional Behavioral Assessment and Behavior Intervention Plan
- Individualized case management for students with 504 plans or IEPs
- Referral and coordination with community based supports
- Develop, implement and monitor transition plan
- For prekindergarten-grade 5, principal must immediately provide written notification to the superintendent's designee upon suspension
- Comprehensive student success plan meeting
- Up to five-days out-of-school suspension
- Request for district hearing to request consideration of a long-term suspension/alternative placement




District-Wide Behavior Chart: Intervention and Consequences












LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Classroom support and student support team	Classroom support, intensive out-of-class support, and appropriate administrative interventions, up to issuance of detention	Supports and discipline up to a short-term suspension (maximum 5 days OSS)	Supports and discipline up to a long-term or permanent suspension




 Law enforcement MAY be called
  Law enforcement MUST be called













 Students in grades PK-5 cannot be suspended out-of-school unless the behavior at issue has a green triangle below and posed a serious and immediate threat to student, staff or public safety.











Behavior Violations and Levels of Response










Behavioral Violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Attendance							
Failing to attend class without a valid excuse (skipping)	X	X					Significant unexcused absences will result in the possible filing of a PINS petition.
Persistent tardiness to school or class	X	X					
Persistent or excessive absences from school	X	X					
Chronic absenteeism (unexcused absences in excess of 20 days)	X	X					
Academic Dishonesty							
Plagiarism, copying another’s work, cheating or altering records	X	X	X				Students may receive a failing grade for the assignment.
Alcohol							
Under the influence			X				School staff will refer student to appropriate substance abuse counseling.
Use or possession			X				
Distributing or selling			X	X			School nurse will be immediately notified.











Behavioral Violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Arson							
Staring a fire			X				NYS Uniform Fire Prevention and Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires. Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014.
Destruction of property as a result of starting a fire.			X	X			
Bomb Threat							
Making threats or providing false information about the presence of explosive materials or devices on school property.			X	X			
Bullying, Harassment, and/or Discrimination							
Intentional conduct (including verbal, physical or written) or electronic communication that constitutes bully, discrimination or harassment	X	X	X				A Dignity for All Students Act (DASA) investigation is always required when bullying, discrimination and/or harassment are suspected. Depending on the allegations a Title IX or other investigation as outlined in applicable Board policies may be required.
Persistent and repeated incidents of bullying targeted at same person or group		X	X	X			
Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted.			X	X			
Damage to Personal or School Property							
Minor damage (< \$50)		X					
Damage from \$50—\$500		X	X				
Damage > \$500			X	X			

Behavioral Violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Electronic Devices							
Use of cell phones, handheld mobile devices, electronic game devices and other similar items.	X	X					Significant unexcused absences will result in the possible filing of a PINS petition.
Use of electronic devices that lead to the threat of harm to another person		X	X				
Recording and publishing a fight		X	X				
Use of an electronic device to cause direct physical or emotional harm to another person			X	X			
Entering a Class Without Permission							
Entering a class not enrolled in without permission	X	X					
Extortion							
Obtaining money, property or information from another by coercion or intimidation		X	X	X			
Failure to Clear Security/Bypassing Security							
Entering school or school property without passing through the requisite security	X	X					
Intentionally or repeatedly entering school property without passing through the requisite security.		X	X				
False Activation of Fire Alarm							
Improper activation of fire alarm			X	X			Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form. If the fire alarm is activated the fire department must be notified and they have jurisdiction until the event is investigated.
Forgery							
False and fraudulent making or altering of a document or the use of such a document			X	X			
Gambling							
Participating in games of chance or skill for money, things of value, or exchangeable goods	X	X	X				

Behavioral Violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Hallway Misbehavior							
Running, making excessive noise, loitering, or occupying an unauthorized place in the school hallway.	X	X					
Illegal Drugs							
Under the influence			X				School staff is required to refer students to appropriate substance abuse counseling.
Using or possessing			X				
Distributing or selling			X	X			School nurse must be immediately notified.
Inciting or Participating in Disturbance							
Participating in a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption.		X	X				A large disruption is defined as a disruption that causes an administrator to initiate a “shelter in place” emergency procedures, prevents large number of students from moving through the hallways, disrupts the educational process for a large number of students across the school, or poses a serious and grave threat to the safety of large numbers of students.
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption (such as a riot)		X	X	X			
Using an electronic device to bring others to initiate or engage in a disturbance.		X	X	X			
Inhalants							
Under the influence		X	X				School staff is required to refer students to appropriate substance abuse counseling.
Using or possessing			X				
Distributing or selling			X	X			School nurse must be immediately notified.
Leaving School Without Permission							
Leaving the school without permission	X	X	X				

Behavioral Violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Non-Compliance							
Failure to following directions	X	X					
Failure to respond to school staff directives, questions or requests	X	X					
Failure to comply with school rules, regulations, policies or procedures	X	X					
Persistent failure to comply with school rules, policies and procedures	X	X	X				
Physical Contact with Others							
Unintentional physical contact with school personnel	X	X					
Unintentionally striking a staff member who is intervening in a fight or other aggressive behavior.		X	X				
Unintentionally striking a staff member who is intervening in a fight or other aggressive behavior that causes injury to the staff member		X	X	X			
Intentional offensive touching, poking, pushing, or physical intimidation		X	X	X			
Intentional physical attack on school personnel			X	X			
Attack on student or fight with injury.		X	X				
Attack on student or fight with serious bodily injury.				X			
Two or more persons intentionally attacking a student with injury.			X	X			
Two or more persons intentionally attacking a student with serious bodily injury.				X			
Fight that causes an administrator to initiate "shelter in place" emergency procedures.			X	X			

Behavioral Violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Sexual Assault							
Forced sexual act				X			School staff is required to refer students to appropriate counseling.
Sexually Based Infraction or Offenses							
Sexual harassment (unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature)		X	X	X			School staff is required to refer students to appropriate counseling.
Sexual activity or sexual misconduct (indecent exposure, engaging in sexual activity, etc)		X	X	X			Possession and/or transmission of child pornography is subject to prosecution and must be reported to police.
Technology Acceptable Use Policy Violation							
Violation of the Milford CSD Acceptable Use Policy	X	X	X				Possession and/or transmission of child pornography is subject to prosecution and must be reported to police.
Theft							
Under \$500		X	X				
Over \$500			X	X			
Taking money or property from another by force			X	X			
Threat (Written or Verbal)							
Verbal or written threat against any member of the school community		X	X	X			
Tobacco/Nicotine Products/Vaping Products							
Possession or use		X	X				Includes the use of e-cigarettes and vaping
Trespassing							
Entering school property when prohibited from doing so or remaining on school grounds after receiving a request to depart	X	X	X	X			

Behavioral Violation	Level 1	Level 2	Level 3	Level 4		Police	Notes
Verbal Aggression/False Statements/Disrespectful Behavior							
Misleading or giving false information to school staff	X	X	X				
Confrontational and aggressive arguing		X	X				
Name calling; insults; making inappropriate gestures, symbols, or comments; or using profane, obscene or offensive language	X	X	X				
Weapons, Firearms, Explosives							
Possession of instruments or objects that could be used as a weapon		X	X				Expulsion for no less than one calendar year is mandated by state law for firearms violations, but can be modified on a case-by-case basis by the Superintendent of Schools.
Possession of an instrument or object used as a weapon with intent to cause injury			X	X			
Possession of a weapon				X			
Firearms: Possession of a firearm as defined in 18 USC 921 of the federal code (e.g. handguns, rifles, shotguns, bombs)				X			
Other Guns: Possession of any other type of gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns.				X			
Explosives: Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm				X	