

**MAINE-ENDWELL SENIOR HIGH
750 FARM-TO-MARKET ROAD
ENDWELL, NEW YORK 13760
607-748-8070**

www.me.stier.org

"REACH FOR EXCELLENCE"

**Our vision is to develop
responsible citizens who demonstrate
individual academic excellence,
possess the direction and life skills
necessary to be contributing members
of the global community, value honesty,
respect diversity, communicate effectively
and work cooperatively,
by establishing a safe and caring environment
where all community members provide guidance
and opportunities for
continual growth and learning.**

NAME _____
PHONE _____ HOMEROOM _____

Fall 2015

Dear Students:

Welcome to the 2015-16 school year! Your future depends upon academic and social success, as well as, the personal benefits resulting from friendships and participation within co-curricular activities.

As a District of Leadership, all students and staff will be pushed to unlock their potential and become leaders – whether in the classroom, on the stage or athletic field, or simply within their sphere of friends. We believe that success on a “global playing field” requires not only academic preparation, but, organizational and interpersonal skills as well. Before you leave the Maine-Endwell Senior High School, our goal is to prepare you for this endeavor.

Sincerely,

The Maine-Endwell High School Staff

TABLE OF CONTENTS

Maine-Endwell High School Handbook

School Address and Vision	1
Welcome Letter	2
Table of Contents	3
School District Calendar	4
Bell Schedule	5
School Map	6
Faculty	8
Academic Information	11
<i>Curriculum Guide, Graduation Requirements, Rank & Grade Point Average, Progress Reports, Report Cards, Testing</i>	
Guidance and Student Services	14
<i>Schedule Changes, Student Support Services, Mentoring Program, Peer Tutoring, Academic Intervention, Reading Program, College Courses, Community Service,</i>	
Daily Attendance Procedures	16
<i>Tardiness, Release During School Hours</i>	
General Information	17
<i>Cafeteria, Library, Computer Network, Language Lab, Health Office, Accidents, Fire Drills, Lost and Found, Working Papers, Study Hall, Hall Passes, Lockers, Use of Electronic Devices, Parking, Closed Campus, Damage to School Property, After School Events, Detention, ALS</i>	
Athletics	22
<i>Sportsmanship, Sports Teams, Rules for Athletes, Admission Fees</i>	
Student Council	25
<i>Student Council Officers, Class Officers, Clubs and Activities</i>	

Maine-Endwell Central School District Handbook

Table of Contents	29
-------------------------	----

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**MAINE-ENDWELL CENTRAL SCHOOL DISTRICT
OFFICIAL SCHOOL CALENDAR
2015-16**

Reporting Periods

5 weeks	-	Oct. 9
10 weeks	-	Nov. 13
15 weeks	-	Dec. 18
20 weeks	-	Jan. 29
25 weeks	-	Mar. 4
30 weeks	-	Apr. 15
35 weeks	-	May 20
40 weeks	-	June 24

Holidays

Labor Day	-	Sept. 7
Columbus Day	-	October 12
Veterans' Day	-	November 11
Thanksgiving	-	Nov. 25-27
Winter Recess	-	Dec. 24-Jan. 1
Martin L. King	-	January 18
Mid-Term	-	Feb. 12 & 15
Recess		
Spring Recess	-	March 21-25
Memorial Day	-	May 27 & 30

SEPTEMBER (16 +1)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8*	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER (19 +2)						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8 ¹	9*	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27*	28	29	30	31

NOVEMBER (17)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER (17)						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY (19)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY (19)						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

MARCH (17 +1)						
S	M	T	W	T	F	S
6	7	8	9	10	11*	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL (21)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY (20)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE (18)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Codes:

- School Closed
- *Superintendent's Conference Days - 9/8; 10/9; 10/27 and 3/11
- †Emergency Drill Dismissal - 15 minutes early - 10/8
- Commencement - 6/24
- Regents/Elem/Interm. Exams
- Elementary Conferences: 11/18 (12:30 dismissal) 11/24; 12/4; 12/9 (11:30 dismissal)
- Early Release Days: Elementary: 11/30 & 1/29 & 4/20 (12:30 dismissal - lunch served)
- Middle School: 11/18 & 1/29 & 4/20 (11:30 dismissal)
- High School: 11/18 & 1/29 & 4/20 (11:20 dismissal)

Priority of Make-up Days

- May 27
- March 25
- March 24

Board Approved: 3/26/15

Regents: 1/26 - 29; 6/14 - 23
AP Exams: 5/3 - 5/12
3-8 ELA: 4/4 - 4/7
3-8 Math: 4/13 - 4/15
4 & 8 Sci. Performance: 5/25 - 6/3
4 & 8 Sci. Written: 6/6

Maine-Endwell High School

BELL SCHEDULE

Period 1 – Homeroom	7:45 - 8:28 a.m.
Period 2	8:32 - 9:12 a.m.
Period 3	9:16 - 9:56 a.m.
Period 4	10:00 - 10:40 a.m. Lunch
Period 5	10:44 - 11:24 a.m. Lunch
Period 6	11:28 - 12:08 p.m. Lunch
Period 7	12:12 - 12:52 p.m. Lunch
Period 8	12:56 - 1:36 p.m.
Period 9	1:40 - 2:20 p.m.
Period 10	2:24 - 2:55 p.m.
A. M. BOCES Bus Departs.....	8:35 a.m.
P. M. BOCES Bus Departs.....	11:35 a.m.

1 HOUR DELAY SCHEDULE

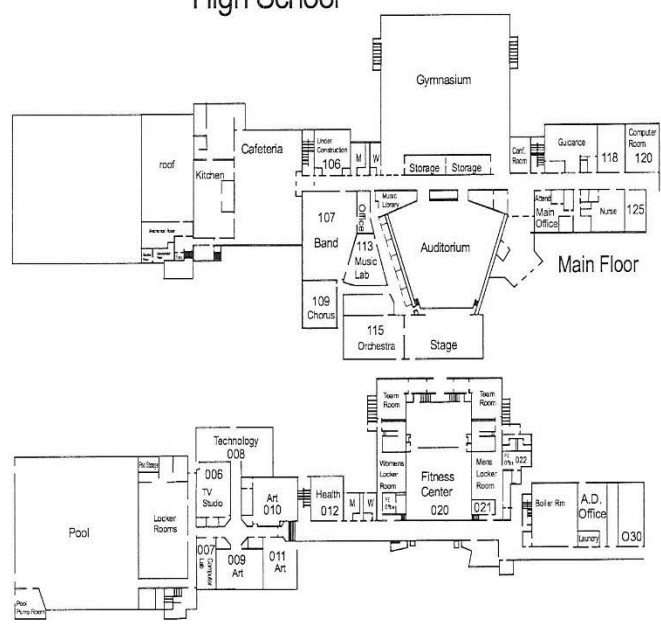
Period 1 – Homeroom	8:45 – 9:19
Period 2	9:23 – 9:57
Period 3	10:01 – 10:35
Period 4	10:39 – 11:13
Period 5	11:17 – 11:51
Period 6	11:55 – 12:29
Period 7	12:33 – 1:06
Period 8	1:10– 1:43
Period 9	1:47 – 2:20
Period 10	2:24 – 2:55
A.M. BOCES Bus Departs.....	9:35 a.m.
P.M. BOCES Bus Departs.....	11:35 a.m.

2 HOUR DELAY SCHEDULE

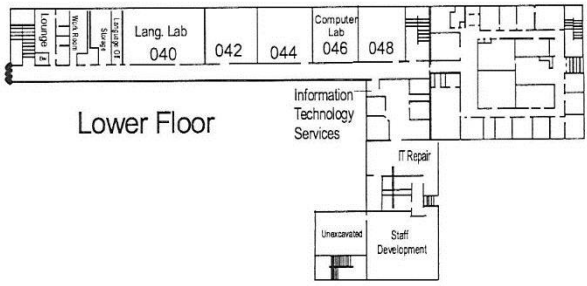
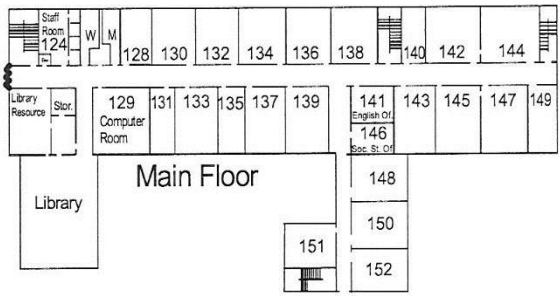
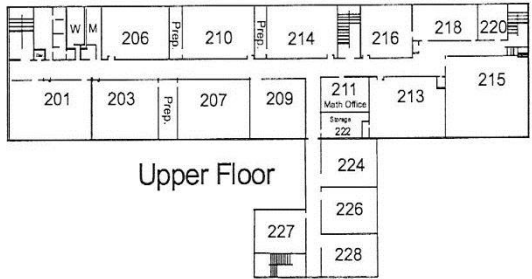
Period 1 – Homeroom	9:45 – 10:12 a.m.
Period 2	10:16 - 10:43 a.m.
Period 3	10:47 - 11:14 a.m.
Period 4	11:18 - 11:45 a.m. Lunch
Period 5	11:49 - 12:16 p.m. Lunch
Period 6	12:20 - 12:47 p.m. Lunch
Period 7	12:51 - 1:18 p.m. Lunch
Period 8	1:22 - 1:49 p.m.
Period 9	1:53 - 2:20 p. m.
Period 10	2:24 - 2:55 p.m.
A.M. BOCES Cancelled	
P.M. BOCES Bus Departs	11:35 a.m.



Maine-Endwell High School



Rev. 3/17
S. Saly



M-E HIGH SCHOOL FACULTY

ADMINISTRATION

Burkhardt, Thomas..... Principal
Ostrander, Jennifer..... Assistant Principal
Youngs, Toby..... Assistant Principal

SPECIALIST

Cook, David Director of Health, Physical Education, and Athletics
Green-Alston, Kelee Guidance Counselor
Elsner, Gina Guidance Counselor
Glavich, Debbie..... Registered Nurse
Harvey, Angela..... School Psychologist
Koehler, Michael Librarian
Wicks, Laurie Guidance Counselor

NON-INSTRUCTIONAL

Austin, Linda Teaching Assistant
Azeb, Hannah Teacher's Aide
Conklin, Becky Guidance Secretary
Cordi, Sheila Teacher's Aide
Davis, Gail Monitor
DiMaio, Rita Monitor
Gaska, Antoinette..... Library Clerk
Holmes, Debra Monitor
Ketchoyian, Linda Building Secretary
Kinne, Paula Teacher's Aide
O'Brien, Kathie Attendance Clerk
McAndrew, Karen..... Teaching Assistant
Potenza, Jean Account Clerk/Athletic Secretary
Randis, Lynn..... Monitor
Spring, Elizabeth..... Teacher's Aide
Stockwell, Susan..... Monitor
Struble, Erica Monitor
Takacs, Bryan Head Custodian
Takacs, Debra Cafeteria Manager
Yale, Cindy Teacher's Aide

INSTRUCTIONAL

Alger, Samantha	Math
Anastos, Kristen	Special Education
Backus, Clara	LOTE
Beard, David	Technology
Beebe, Carl	Math
Burlingame, Jean	Art
Carlini, Tracy	Physical Education
Castaldo, Mary	Math
Chesna, Carrie	Science
Cordi, Michael	Social Studies
Crooks, Gary	Physical Education
Dean, Jennifer	Science
Ehrie, Jennifer	English
Escott Duval, Niki	English
Fiori, Maria	Science
Gernhart, Debra	Math
Gerlach, Jonathan	LOTE
Graves, Robert	Special Education
Griffin, Michelle	Math
Hackett, Claire	English
Hlebica, Nanette	LOTE
Hughes, Stephen	Social Studies
Kaminsky, Frances	Special Education
Keenan, Sean	Technology
Krowiak, Robert	Physical Education
Lamoureux, Ed	Science
Linaberry, Robin	Music
Longo, Daniel	Social Studies
Lurenz, Mike	English
Mann, Karin	Math
Maraski, Robert	Social Studies
Martin, Carolyn	Social Studies
McCarthy, Christian	Special Education
Moses, Rachel	LOTE
Murat, Rachel	Social Studies
Musa, Lynne	English
Ocker, William	Health
Onnenga, Julie	Social Studies
Osovski, Jeff	Science

Osterhout, Anna	English
Pacone, Michelle	Math
Pert, Debra	Special Education
Robyler, Susan.....	Science
Ruffo, Kristina	Music
Schmidt, Rene'	Music
Schutzer, Jennifer	English
Smith, Kellie.....	Art
Stickler, Laura	Special Education
Titus, Duane	Math
Tye, Kevin	Science
Watson, Richmond	Science
Ward, Glenda.....	Special Education
Whoriskey, Patrick.....	Social Studies
Yeager, Megan.....	English
Zick, Christine	Special Education

ACADEMIC INFORMATION

The Maine-Endwell Senior High School, an accredited New York State School, offers an extensive program because it has adopted the state motto: "To teach, to learn, to serve." The goals of our programs are to prepare graduates for a job and career or to enter an institution of higher learning. Courses are offered which will give students the basic skills needed to meet these goals; others will give more advanced skills and advanced preparation. In addition to the regular academic programs, students are able to choose occupational programs offered by BOCES. The courses of study are scheduled by students and counselors with parent input/approval. Students choose electives for a subject on the basis of achievement, interest and faculty/counselor recommendation.

The high school programs are evaluated and revised constantly. New ideas, learning materials and texts are used to encourage student participation and to teach the students to teach themselves. Many instructional techniques and methods are used by a competent staff such as small group instruction, traditional class size presentations and lectures, panel discussions, question/answer discussions, debates, individualized instruction, research and independent study. The goal of the various methods used is to increase free discussion, logical thinking and to familiarize students with the media center and the various resource centers within the study inquiry and to teach the student to budget his/her time properly.

Courses are offered at the Advanced Placement, Honors, Regents, and General levels. Special area courses are taught at the Regents level. Honor courses offer enrichment and in-depth study beyond the normal course requirements. Advanced Placement (AP) courses are offered in Math, Biology, Chemistry, Physics, Computer Science, English, American History, European History, Macroeconomics, and US Government. Students who complete AP courses may be awarded college credit depending upon the score received in the AP examinations. Over 3500 colleges in the United States participate in the AP program. College level Spanish and French are offered in collaboration with Broome Community College. Online college courses are also offered through Tompkins Community College.

CURRICULUM GUIDE

A Curriculum Guide is available in the Guidance Office or on our website (www.me.stier.org) and includes a description of all courses offered in the High School. This guide was created with input from faculty in each department.

GRADUATION REQUIREMENTS

The New York State Board of Regents has developed a strategy for raising standards for all students. This initiative is part of a comprehensive reform of education that includes higher standards, more challenging tests, changes in classroom practice and training, and a shift in resources.

CONSTANTS OR CORE REQUIREMENTS

SUBJECTS	REGENTS DIPLOMA		REGENTS w/ADVANCED DESIGNATION DIPLOMA	
English	4	Credits	4	Credits
Social Studies	4	Credits	4	Credits
Mathematics	3	Credits	3	Credits
Science	3	Credits	3	Credits
Art and/or Music	1	Credit	1	Credit
Health	1/2	Credit	½	Credit
Physical Education	2	Credits	2	Credits
Second Language	1	Credit	3	Credits
Total Credits	22	Credits	22	Credits
Regents Exams	Score 65 or above on 5 required Regents exams.		Score 65 or above on 5 required Regents exams.	

Entering Freshman Class	LOCAL DIPLOMA REQUIREMENTS
2008 and after	Score 65 or above on 5 required Regents Exams. Earn 22 units of credit.

Silver Diploma

Awarded to students with a 90 overall grade point average.

Gold Diploma

Awarded to students with a 95 overall grade point average.

RANK AND GRADE POINT AVERAGE

Students will be ranked at the end of the third marking period in their Senior year using a weighted grade point average. At this time, the class Valedictorian and Salutatorian will be announced according to the rank. Weighting is determined as follows: 5 points will be added to the final mark of Honors level classes, and 10 points will be added to the final mark of Advanced Placement level courses. This is not reflected in the final mark of the course on the transcript. Physical Education is excluded from the weighted grade point average.

**CLOSING DATES FOR
PROGRESS REPORTS AND REPORT CARDS**

Progress reports are issued to students at the 5th, 15th, 25th, and 32nd weeks of the school year. Report cards are issued every ten (10) weeks.

5 week – October 9	25 week – March 4
10 week – November 13	30 week – April 15
15 week – December 18	35 week – May 20
20 week – January 29	40 week – June 24

TESTING DATES

**SAT TESTING
2015-2016**

TEST DATES	TEST
October 3, 2015*	SAT Reasoning Test & SAT Subject Tests
November 7, 2015	SAT Reasoning Test & SAT Subject Tests
December 5, 2015	SAT Reasoning Test & SAT Subject Tests
January 23, 2016	SAT Reasoning Test & SAT Subject Tests
March 5, 2016	SAT Reasoning Test only
May 7, 2016*	SAT Reasoning Test & SAT Subject Tests
June 4, 2016*	SAT Reasoning Test & SAT Subject Tests

*Offered at Maine-Endwell High School

ACT TESTING

This test is not offered at MESH - Check registration packet for dates and area test site.

PSAT/NMSQT

Preliminary SAT/National Merit
Scholarship Qualifying Test
Wednesday, October 14th, 2015

ADVANCED PLACEMENT TESTING

N/A

GUIDANCE AND STUDENT SERVICES

Included in the services provided by the counselors are such areas as student scheduling, curricular study, maintaining record system, testing and post-secondary and occupational planning. Students are always welcome in the guidance area for researching educational and occupational opportunities. All students will have a scheduling conference with their counselors to determine the appropriate academic program.

SCHEDULE CHANGES - ADD/WITHDRAWAL COURSE PROCEDURES

All students in grades 9-11 are expected to take six (6) credits in addition to Physical Education. Seniors are expected to take at least five (5) credits in addition to Physical Education.

Each year a new master schedule is created to accommodate students' course requests made during registration in February and March. Faculty members are employed, textbooks are purchased, and rooms are assigned on the basis of these requests. Schedule change requests will not be accepted or granted before the first day of school. Please note that requests for teacher changes or lunch period changes will not be honored.

Ninth grade students will receive their schedules during 9th Grade Orientation Night and 10th through 12th grade students will receive their schedules on the first day of school.

Adding a Course

Students may add a class in place of a study hall or free period during the first six days of a semester if:

1. space is available
2. the student's schedule does not need to be rearranged
3. the change moves the student from a larger class to a smaller class with the same teacher

Withdrawing from a Course

During the initial six-day period of a new semester, requests to drop a course will be handled on the following schedule:

Days 1-3: Course Level changes or verified omissions or incorrect placements

Days 4-6: Requests for adding / dropping courses

Once the first 6 days of school have passed, requests to drop a course will not be considered until the end of the first five-week interim report period for a half-year courses and the end of the ten-week marking period for full-year courses.

At that point, any requests to drop a course will require extenuating circumstances, and the requests will be reviewed and considered by the Building Principal. After a conversation with the student, parent, teacher, and counselor, if the Building Principal deems that the course drop is appropriate, the course will be dropped **and the student will receive a grade of WF or WP, depending on the student's grade in the course at the time of the drop. The WP and WF will show on the final transcript but will not be calculated into the overall GPA.**

Level Changes

On occasion, students may need to change the level of the class in which they are enrolled. In order to do so, students must:

- initiate a level change discussion with their teacher;
- demonstrate that they have completed all homework and sought additional help from the teacher or resource area staff member; and
- request that their teacher complete the drop form.

After the teacher contacts the parents and the counselor, the request will be forwarded to the Building Principal for approval. Students must remain in class until the level change is made by the counselor.

The grade at the time of withdrawal from the class is the grade that accompanies the student to his / her new class. NOTE: Five points will be added to students' averages that drop from Honors level to Regents level for all completed quarters. Ten points will be added for students that drop from an Advanced Placement level to a Regents course for all completed quarters.

STUDENT SERVICES

Academic Intervention Services

Academic Intervention Services (AIS) are instructional supplements that are intended to assist students who are at risk of not achieving the State Learning Standards and/or the performance levels on the state assessments

Mentoring Program

The Mentoring Program is designed to successfully transition 9th graders into the high school by pairing them with upperclassmen who then cover the following: organization and study skills, utilization of school resources, building positive relationships, goal setting and prioritizing. This program is based upon the work of Stephen Covey, author of *The Seven Habits of Highly Effective People*.

Reading Program

This program operates to assist students who qualify under the Title I program or District standards to improve reading skills. The student who is part of the reading lab is recommended from various sources including teachers, parents, students and/or guidance counselors. Classes consist of focusing on developing and strengthening reading/writing skills within content area subjects. Both teacher and student are able to work together to successfully complete content area material and prepare for upcoming exams using a variety of study skill techniques.

Spartan Room

The Spartan Room is supervised by teaching assistants. Any student who needs additional academic support is welcome.

Student Support Services

Students come to the Guidance Suite to speak with a Guidance Counselor or Social Worker. Students can feel comfortable to talk about school and personal problems that have been troubling them. It is open every day during the school year.

Tutor Program

The Peer Tutoring program is designed to support 9th grade students who are struggling academically. Tutors from our Mentoring Program, National Honor Society and Future Teachers of America groups will work with 9th graders during their study halls. The duration of the tutoring will be dependent upon student success.

Concurrent Admissions Programs

Binghamton University and Broome Community College offer college courses for students currently enrolled as a senior in high school. Courses are selected from the regular college program, and high school seniors attend class at the college. The program allows seniors to earn college credit. Students are responsible for all costs and their transportation. Applications are available in Guidance.

Community Service

Students may be granted credit for Volunteer, unpaid work in an area non-profit organization. Information is available in Guidance.

DAILY ATTENDANCE PROCEDURES

It is the responsibility of the parent/guardian to notify the attendance office at 754-2601 when a student will be absent for the day.

Tardiness

A student is considered tardy if s/he is not in his/her classroom by 7:45 a.m. If entering after 7:45 a.m., students must sign-in upon arrival at the attendance office. Any tardy after 7:55 a.m. requires a written excuse. Students will be given 24 hours to provide a written excuse. The absence of a written excuse may result in disciplinary action.

Release During School Hours

Parents and students are encouraged to schedule appointments after school hours. Students who need to be excused from school, for a time during the normal school hours, must present a written request from a parent or legal guardian. This request should be submitted to the attendance clerk prior to homeroom on the day to be excused and must include the reason and the time. A health appointment request must include the name of the physician or dentist.

GENERAL INFORMATION

Cafeteria

Breakfast is served from 7:15 a.m. to 9:15 a.m. Students may purchase a nutritionally balanced breakfast. Lunch in the cafeteria is served from 10:00 a.m. to 12:52 p.m. Students may purchase an "A" lunch or a lunch from the a la carte menu. A confidential Free and Reduced Price School Meal/Milk Application form is available from the Main Office.

Library/Media Center

The purpose of the Center is to furnish materials for research or supplemental work in each subject of the school curriculum. It is an area where students may come individually to do serious work requiring the use of library materials. The center is a workroom, not a place to avoid work or to socialize.

Use of the official "corridor pass" will give each student access to the library. No passes are needed before and after school. Students with a pre-signed pass from their teacher will be allowed into the library from their own class or study hall. No passes will be issued to students from the cafeteria. Each student will sign in and remain in the library to the end of the period.

Computer Network Use

Computers are available for student use. Students must adhere to the Internet Use Policy which is contained in the district section of this handbook on pages 67-68. Students need to have an assignment and pass to use the computer rooms. Students need to sign in and out on the clipboard. **NO** food or drinks are allowed in the computer rooms.

Fitness Room

The fitness room may be used after school under the supervision of approved school personnel.

Health Office

If you become ill during the school day, the school nurse will be available in the clinic. You must be excused by the nurse before leaving school. If the clinic is closed, proceed to the Main Office for information. If the problem is serious enough, a student will be sent home or taken to a hospital while the parents are being notified. Physicals, hearing

tests, and vision tests will be administered throughout the year by the school doctor and nurse.

The nurse is not permitted to dispense medication unless prescribed by a doctor. All medication for students, who must take medication throughout the day, must be delivered to the nurse by the parent or guardian. The nurse is not permitted to accept any type of medication from the student.

Fire Drills

Drills will be conducted at various times during the year. Directions for the drills are given by the teacher of the respective classes. Go as quickly and as quietly as you can. Once outside, listen for the signal to return. **Everyone must leave the building during a fire drill.**

Lost and Found

If you find something of any value, please take it to the Main Office. Articles lost may be claimed in the Main Office.

Working Papers

Working papers are required for all students under age 18. Information is available in the Health Office.

Working papers are given any day during regular office hours. The student should bring his/her birth certificate, social security card, and proof of a physical within the year of the date of application.

Study Hall

Each 9th, 10th, and 11th grade student will be scheduled for a study hall each period not assigned to a class. Study Hall is designed for quiet work and help. All students are required to bring work.

Students may leave study hall to go to the lavatory with the teacher's permission. Students may also leave to meet with a teacher for makeup work, tests, and/or extra help with a pre-signed pass from that teacher.

Hall Passes

No student is to be in the halls during any class period or lunch period without a pass. Any abuse of a hall pass will result in disciplinary action. Students are required to identify themselves when requested by any Maine-Endwell School District employee. Failure to do so will be considered insubordination.

Lockers

Hall lockers are assigned to all students. These assignments remain in effect while the student is enrolled at Maine-Endwell Senior High School. It is required that a student use a school issued padlock, which is provided at no cost, and that the student keeps the locker locked at all times. Lost or damaged locks will be replaced at a reimbursement fee of \$4. Physical Education lockers are provided on a period by period basis. Procedures for securing personal property will be outlined by the physical education staff.

Maine-Endwell Senior High School will not be held responsible for loss or theft of personal property. It is the student's responsibility to secure all personal belongings.

Lockers are considered school property and can be searched at anytime without the presence of the student.

MP3 Players, IPODs, Pagers, Cellular Phones, or any other Electronic Devices

Maine-Endwell Senior High School will not be held responsible for loss or theft of personal property including MP3 Players, IPODs, Pagers, Cellular Phones and other electronic devices.

Students using cellular phones during the school day will have the phone confiscated, be subjected to disciplinary consequence(s), and a parent/guardian will be called to retrieve the phone from the Main Office.

Parking and Driving on School Property

There are parking lots reserved for student use. All other parking lots are off limits. Only students with permits are allowed to park in the designated lots during school hours. Upperclassmen will be given preference if parking spaces become limited. Parking permits are available in the Main Office. In order to receive a parking permit students need to present:

1. car registration
2. driver's license
3. proof of insurance
4. signed Parking Privilege Contract

Illegal parking or unsafe driving will not be tolerated. Students are not allowed to loiter in cars or the parking lots. Violators may have their parking privileges revoked. Illegally parked cars are subject to the penalty of the law and may be towed at the owner's expense.

Closed Campus

Students in grades 9-11 will remain in the building at all times. Seniors, with parental permission, who are finished with classes for the day, may leave the building.

Damage to School Property

It is expected that students will treat school property with reasonable standards of care. If a student damages or destroys school property, through negligence or willful misconduct, restitution will be required.

After School, Evening and Weekend Events

All school rules and procedures remain in force during school sponsored events taking place at times when classes are not in session.

After School Detention

The Senior High School operates an After School Detention Center for students who find it difficult to follow the rules established in school. The center will operate from 2:24 p.m. to 3:45 p.m. Limited transportation is available.

Students may be assigned by individual teachers or an administrator. Students will be expected to bring classroom assignments to do while in the center. A student who cannot attend detention must notify an administrator prior to the end of the school day. Failure to follow these rules may result in the student being assigned to the Alternative Learning Site on the following day.

Alternative Learning Site (ALS)

This room is designated for those students who find it difficult to follow the rules established within the school. Assignment to ALS will be made according to the disciplinary code and at the discretion of the Administration.

Students will receive work from their regular teachers. Students will remain quiet at all times, will not be permitted to leave the room and will be accompanied to the lunch room and the lavatory. Electronic devices are not permitted in the ALS.

A student assigned to the ALS may be required to meet with a member of the Student Support Team to discuss alternative actions that may be used to prevent a recurrence of the behavior.

ATHLETICS

INTERSCHOLASTIC ELIGIBILITY STANDARDS

A. Sportsmanship - *A Touch of Class*

In athletics, sportsmanship whether practiced or not, is very noticeable. Good sportsmanship that is displayed means a better played game by the players, a more enjoyable game to watch as a spectator, and an easier game for the officials to work.

A school that practices sportsmanship has players that play hard, follow the rules, accept the officials' decisions, respect their opponents, and has spectators that support their team. The adults and students both appreciate the efforts of the players, coaches, and officials. Spartan Spirit is built up positively by displaying these principles of good sportsmanship:

PRIDE—COURTESY—HUMILITY--SELF-RESPECT

B. Interscholastic Sports

The High School offers an outstanding program in competitive interscholastic sports. Sports available are:

Boys

Baseball
Basketball
Bowling
Cheerleading (Mixed)
Cross Country (Mixed)
Football
Golf
Lacrosse
Soccer
Tennis
Track
Volleyball
Wrestling

Girls

Basketball
Bowling
Cheerleading (Mixed)
Cross Country (Mixed)
Field Hockey
Lacrosse
Soccer
Softball
Swimming
Tennis
Track
Volleyball

C. Rules for Athletes

Interscholastic athletics play an important role in our educational system. Students who participate have an opportunity to gain recognition and sometimes, educational opportunities. Therefore, we believe that athletes should be able to live up to a set of standards that make them a credit to their school, team and fellow teammates.

Our league, STAC and our school operate under the rules of the New York State Public High School Athletic Association.

1. A contestant must be a bona fide student enrolled in a least four (4) subjects including physical education. Any student failing two (2) or more courses will be placed on a list for activity study hall or teacher assigned activity period. Students will not be excluded from any participation unless they refuse to attend study hall or assigned activity period. Academic eligibility lists will be reviewed after each 5-10 week grading or interim report period. The Superintendent of Schools or his designee may waive the above requirements based upon extenuating circumstances.
2. A pupil shall be eligible for interschool competition in grades 9, 10, 11, and 12 until the last day of the school year in which he or she attains the age of 19.
3. Upon entry into 7th grade, a student is eligible for modified program competition. One is ineligible when the sixteenth birthday is attained; however, if a student attains the sixteenth birthday during a sport season, he/she may complete that sport season.
4. In order to participate in interschool competition a student must receive an adequate health examination and may not participate or practice without the approval of the school medical officer, and school nurse. Each student must return a signed permission slip and health history form prior to practice.
5. An athlete will not be allowed to participate in any sport (game or practice), if they have been absent the same day, due to illness. Students must be in attendance by 5th period.
6. A student shall be eligible for competition only during eight consecutive semesters after entry in the ninth grade and prior to graduation.

AN ATHLETE SHALL OBSERVE THE FOLLOWING RULES:

1. Avoid the use of alcohol, tobacco and drugs.
2. To attend all practices and follow the instruction of the coaches.
3. To participate in Physical Education.
4. If an athlete should quit a team he should not do so without first notifying the coach. He will not be allowed to participate in another sport during that season unless authorized to do so by the Athletic Director after a meeting with both coaches.
5. Any athlete who is proven to have intentionally committed an act of vandalism or theft, either at a Maine-Endwell School or at an opponent school while representing a Maine-Endwell team shall be subject to disciplinary action.
6. During activity period all athletes are to behave appropriately and remain in properly designated areas (i.e. cafeteria).
7. A student assigned all day ALS and/or suspended from school will not participate in the next contest.

A student who violates any of the above rules will be subject to disciplinary action by the coach. This action may be reviewed by a Review Board, comprised of the Principal, Athletic Director and the coach of the sport with an appeal to the Board of Education following. This action may include a range of penalties from temporary suspension to permanent suspension for that athletic season.

First offense shall be temporary suspension and counseling. The suspension shall consist of a minimum of one contest and a counseling session approved by the Athletic Director. A second offense shall be suspension for the remainder of the season and counseling approved by the Athletic Director. Prior to participation in any other sports season the student and parent must have a review session with the coaches and the Athletic Director.

Any reports of violations of these rules shall be made in writing, shall be signed, and given to the coach or Athletic Director.

D. Sports Admission Fees

1. Student Season Tickets to All Athletics Events Are Available.
2. Football - \$3.00 Adults; \$ 2.00 Students
3. Basketball - \$3.00 Adults; \$ 2.00 Students
4. Basketball (Girls) - \$3.00 Adults; \$ 2.00 Students
5. Wrestling - \$3.00 Adults; \$ 2.00 Students

**STUDENT COUNCIL
2015-2016**

STUDENT EXECUTIVE OFFICERS

Hannah George..... President
Leah Wood Co-Vice-President
Sarah Schepis..... Co-Vice-President
Daniella Dean Secretary
Kevin Barrett..... Co-Treasurer
Drew Gallagher Co-Treasurer

CLASS OFFICERS

SENIOR (Class of 2016)

President Alex Zwierzynski
Vice Pres. Jenna Ciganek
Secretary Olivia Pocari
Treasurer Nick Taylor
P.R. Stacey Blansky
Advisors: Ms. Murat

SOPHOMORE (Class of 2018)

President Casey Adrian
Vice Pres. Gina Goldstone
Secretary Dean Platskon
Treasurer Angela DeGennaro
P.R. Hailey Rush
Advisors: TBD

JUNIOR (Class of 2017)

President Ryan Klein
Vice Pres. Michael Kuhl
Secretary Shannon Daino
Treasurer Sophie Howard
Advisor: Ms. Burlingame

FRESHMAN (Class of 2019)

President Sadie Howard
Vice Pres. Sylvia Steinhauser
Secretary Marielle Pasquale
Treasurer Stephanie Adams
Advisors: Ms. Mann

CLUBS AND ACTIVITIES

Action Ecology	Orchestra
ADSIP/PRIDE Club	Pep Band
Art Club	SADD
Chorus	Scholarship Challenge
Class Officers (9-12)	Science Olympiad
Concert Band	Ski Club*
District Planning Team	Spartan Muse/Spirit
Future Teachers of America	Spartan Theatre Company
Girl Up	Student Council
Hockey Club*	Technology Club
International Club	Varsity Club
Jazz Band	Women's Choir
Key Club	Yearbook
Mathletes	Z Club
Mock Trial	
National Honor Society	*Not school sponsored.

Action Ecology

The goal of this club is the exploration and protection of the environment in addition to encouraging staff and students to operate in an eco-friendly manner.

ADSIP/PRIDE

Members discuss the negative impact of substance abuse and promote techniques that encourage students to stay substance free.

Art Club

This is a project-based club that offers artistic and aesthetic skills to our school and community.

Chorus

Principles of tone production and vocal techniques are learned through the study of performance of sacred and secular choral music from all historical periods, as well as popular music with a limited amount of vocal jazz. Performances are given both in school and off campus.

Class Officers

Each of the four classes is responsible for electing its officers and student representatives. The class organization, under the direction of their officers and faculty advisors, is responsible for serving the year-to-year needs of the members of the class, as well as conducting fundraising projects to accumulate the necessary money for graduation activities by the senior year. A major officer from each class should attend all Student Council meetings to represent his/her respective class.

District Planning Team

The Student Council is responsible for selecting representatives to serve on the District Planning Team. Steps leading to this appointment are:

1. The student body will be notified that a representative's position exists.
2. Self-nominations will be submitted to the Student Council President through the High School Main Office.
3. Candidates will be interviewed by Student Council members.

Future Teachers of America

Future Teachers of America are involved in volunteer services for the school and community. Membership is open to all students grades 9-12 and promotes leadership and volunteerism for those students considering a career in education.

Girl Up

Girl Up was created by the United Nations and addresses the needs of adolescent girls in developing countries. Membership is open to all students grades 9-12.

International Club

Any student studying the languages may be a member of this club. The interests of the organizations are studying the customs and way of life of the people of the respective foreign languages.

Jazz Band

Through competition and auditions, students are selected to play in the band. It meets weekly for practice sessions and performs several concerts throughout the year.

Key Club

The purpose of this organization is to be of service to the school and the community. Key Club is for anyone interested in grades 9-12 and is a member of the National Kiwanis Club, and pays the national dues.

Mathletes

This club is open for those who excel in the field of mathematics. All grades will be included in competition.

Mock Trial

This activity is open to students who are interested in law research or court processes.

National Honor Society

The object of the Maine-Endwell Senior High Chapter is to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote worthy leadership and to encourage the development of character in the students. Membership in the National Honor Society is open to Juniors and Seniors who have maintained a 90 average at a Regents level. Candidates must be outstanding in character, leadership and service. Election to this chapter shall be by Faculty Council. The chapter operates under a national charter and is primarily a service club. The Principal reserves the right to approve all activities and decisions of the chapter.

PEP Band

This is an instrumental group that performs at many of the sporting events, parades and outside school events.

SADD - Students Against Drunk Driving

Membership is open to all students of Maine-Endwell High School. This organization sponsors many activities throughout the year and strives to create a greater student awareness, among other things, of the perils of drinking and driving.

Scholarship Challenge

This is an academic quiz team that competes against other local schools in a "Jeopardy" format.

Science Olympiad

A state and nationally recognized student organization that competes against other schools in a wide range of science topics. All interested students with an aptitude for science are welcome.

Ski Club

This club is open to any student interested in skiing. It is for both beginners and advanced skiers. The members travel to area slopes for instruction and enjoyment.

Spartan Muse (Magazine)

The student magazine is published quarterly, and provides a venue for students' creative writings in poetry and prose. Staff members enjoy working on layout and design, writing and copy editing, as well as, writing in the creative forms.

Spartan Spirit (Newspaper)

The student newspaper is published bi-monthly. Students attempt to keep the Maine-Endwell community informed of events that have taken place or are upcoming. Articles are written and edited by the students. Participation in the "Spartan Spirit" is open to all students. There is a need for formatters, photographers, editors and reporter/writers.

Spartan Theatre Company/Stage Crew

The Spartan Theatre Company produces two shows a year. They present a drama in the fall and a musical in the spring. Auditions are open to all students. In addition, there is always a need for backstage help as well.

Student Council

Students are elected by their peers to serve on Student Council. Students are afforded an opportunity to participate in the planning of student activities through the student government.

Technology Club

This club promotes technology education and students participate in problem-solving activities.

Varsity Club (Girls)

The Girls' Varsity Club is an organization for those students interested in sports. The purpose of this club is to promote sportsmanship, fellowship and leadership.

Women's Choir

Students are selected through auditions to perform in this choir. The choir performs several concerts throughout the year.

Yearbook (Raconteur)

Participation on the staff of the yearbook is open to all students interested in photography, writing and layout. There is opportunity for students to work on this year-long publication using a variety of their skills.

Z Club

The purpose of this organization is to be of service to the school and the community. Membership in Z Club is for grades 11 & 12 and is determined by vote of the faculty and present members of the club.

**MAINE-ENDWELL CENTRAL SCHOOL DISTRICT
HANDBOOK**

PART TWO

DISTRICT LEVEL POLICIES AND INFORMATION

ADMINISTRATION & BOARD OF EDUCATION	30
ATTENDANCE - POLICY 5121	31
BULLYING/HARASSMENT PREVENTION AND INTERVENTION - POLICY 5130	35
CANCELLATION/DELAY OF SCHOOL	39
CARE OF PROPERTY	39
CHILD ABUSE/NEGLECT	39
CODE OF CONDUCT - POLICY 5131	39
COMMITTEE ON SPECIAL EDUCATION	74
COMMITTEE ON PRE-SCHOOL SPECIAL EDUCATION	74
DIRECTORY INFORMATION	74
DISCRIMINATION (ANTI-) - POLICY 4611	74
FIELD TRIPS	77
FUND RAISING	77
HARASSMENT (ANTI-) - POLICY 4610	77
HEALTH OFFICE	78
IMMUNIZATIONS	79
INTERNET PROTECTION - STUDENTS - POLICY 6213	79
PARENT ACCESS TO BUILDING ADMINISTRATORS	81
PARENT ACCESS TO STUDENT FOLDERS	81
PATRIOTIC EXERCISE	81
PICKUP & DELIVERY OF STUDENTS	81
SCHOOL DISTRICT FUNCTIONS	81
SCOLIOSIS SCREENING PROGRAM	81
SIX DAY CYCLE	81
SMOKING - NOTICE REGARDING	81
STATEMENT OF RIGHTS	82
SURVEILLANCE CAMERAS IN THE SCHOOL DISTRICT	82
TRANSPORTATION - BUSING INFORMATION	82
VALUABLES	84
VIDEOS - GUIDELINES FOR OFF-AIR AND PRE-RECORDED	85
VISITORS	85
VOLUNTEERS	86

ADMINISTRATION AND BOARD OF EDUCATION

SCHOOL BOARD MEMBERS

Gregg Armezzani 754-0282	Dennis Cocharo 754-3245
Ken Del Bianco 761-8943	Alan Ewing 754-7491
Todd McCarthy 761-8720	William Powell 785-3713
Michael Richeda 323-5178	Hannah George Student Board Member

DISTRICT ADMINISTRATION

Superintendent of Schools	Jason Van Fossen	754-1400 Ext 2311
Asst. Superintendent	Jeffrey L'Amoreaux	754-1400 Ext 2304
Director of K-12 Instruction	Julie Gallagher	754-1400 Ext 2323
Director/of Special Education Services	Bradley Bruce	754-1400 Ext 2325
Director of Health, Physical Education and Athletics	David Cook	786-8207
Director of Auxiliary Services	Michael Aubel	862-4469

BUILDING PRINCIPALS AND ASSISTANT PRINCIPALS

Homer Brink Elementary School	William Dundon Gregory Asfoury	786-8244 786-8244
Maine Memorial Elementary School	Linda Kelly Michael Aubel	862-3263 862-3263
M-E Middle School	Richard Otis Michele Doig	786-8271 786-8271
M-E Senior High School	Thomas Burkhardt Jennifer Ostrander Toby Youngs	748 – 8070 748 – 8070 748 - 8070

ATTENDANCE

Parent's cooperation is needed to maintain a positive attitude in their children to attend school each day. Each day is an important day in school, no matter what grade level. Family vacations should be planned to coincide with school vacations. It is unreasonable for parents to request from teachers schoolwork for the child to do while on vacation.

When a child is absent, even for one day, the parent is asked to call the attendance clerk as early as 7:30 a.m.

COMPREHENSIVE ATTENDANCE POLICY #5121

The underlying premise of the Maine-Endwell School district's attendance policy is that regular class attendance is a necessary component of a complete educational experience. Students have the responsibility to attend all regularly scheduled instruction and participate in class experiences and activities. Further, it is the student's responsibility to make up work for the classes missed. You must attend all classes and study halls unless your absence is authorized. Not only is daily attendance required by Section 3205 of the New York State Education Law, it is essential for the successful completion of your courses. The most common cause of academic failure is absence. Since we want students to succeed at Maine-Endwell, we will respond to every unexcused absence from a class or study hall.

A. Objectives

The objectives of the Comprehensive Attendance Policy are:

1. to accurately track the attendance, absence, tardiness and early departure of students to and from the school;
2. to ensure sufficient pupil attendance of classes so that pupils may achieve State mandated education standards;
3. to track student location for safety reasons and to account to parents regarding the location of children during school hours.

B. Definitions

Based upon our District's education and community needs, values, and priorities, the school district has determined that absences, tardiness and early departures will be considered unexcused until notified by the parent according to the definitions. Whenever used within the Comprehensive Attendance Policy, the following terms shall mean:

1. Scheduled Instruction: Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
2. Absent: The pupil is not present for the period of the pupil's scheduled instruction.
3. Tardy: The pupil arrives later than the starting time of the pupil's scheduled instruction.
4. Early Departure: The pupil leaves prior to the end of the pupil's scheduled instruction.
5. Compulsory Attendance Age: A minor who becomes six years of age before the first of December in any school year until the last day of session in the school year in which the minor becomes sixteen years of age.
6. Excused: Any absence, tardiness, or early departure for which the pupil has a valid school approved excuse. Such excused nonappearance shall include: personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics or other medical visits, approved college visits, Approved cooperative work programs, military obligations, absences approved in advance by the principal, and other reasons as may be approved by the Commissioner of Education.

7. Unexcused: Any absence, tardiness or early departure for which the pupil has no valid school approved excuse. Such unexcused nonappearance shall include shopping trips to the local mall, family vacation, oversleeping, skipping class, and any other absence that is not excused.

C. Verification of Absence

In order for an absence/tardy to be reported as excused, a written note is expected when the student returns to school. If a note is not received within five (5) days after the student returns, the absence/tardy will be recorded as unexcused.

If you begin to accumulate excessive authorized absences, the Principal/Assistant principal may require doctor's verification for subsequent absences.

D. Release from School Procedures

If a student is to be released during the school day, the student must furnish a written request acceptable to the principal or designee before the release.

The written request shall be signed by the person who is responsible for the care of the student. The principal may waive this requirement if, in the opinion of the principal, the facts of a particular absence warrants such waiver.

The principal or school nurse may release a student for illness if arrangements are made to place the child in the care of the person responsible for the care of the student.

The principal may release a child from school in case of emergency if the principal is satisfied that the child will be in care of the person responsible for the care of the student.

In the case of the unavailability of the principal, the person who usually would act in the absence of the principal is delegated to act on behalf of the building principal.

E. Recording Attendance

Each teacher will keep a daily attendance record on Power School for each student enrolled in class. The absences for each student will be recorded on the report card as notification to students and parents each marking period.

Students of compulsory attendance age suspended from school instruction may not be marked as absent unless they fail to attend scheduled alternative education on that day.

Students over compulsory attendance age suspended from school instruction will be marked absent unless they have been assigned alternative education. If alternative education has been assigned, only failure to attend scheduled alternative education shall count as an absence.

F. Coding System
See Power School.

G. Period-by-Period Attendance

1. Period-by-period attendance is required at the Middle School and High School as described in the Student Handbook.
 - a) An attendance referral indicating the number of absences will be generated for students with excessive absences*.

- b) Total cumulative absences will be recorded on each student's interim and report cards.
 - c) Where extenuating circumstances exist, appeals may be made to the principal.
2. The high school enforces a strict policy of monitoring unexcused absences. All absences must be excused by a written note turned in to our attendance clerk within five (5) school days. If reporting an absence, call as soon as possible, but no later than 11:00 a.m. the day of the absence.

If reporting a late arrival or early dismissal, your student must check in at the attendance office upon arrival or before departure.

Unexcused absences are treated as truancies and will be addressed with the following procedures.

Unexcused Absences

<u>Incidents</u>	<u>School Action</u>
1-5 Days of unexcused classes and/or days	Parents are called: Principal meets with student and consequences are assigned (warning, after school detention, in-school suspension)
6-7 Days of unexcused classes and/or days	Teachers contact parents; home visit made by Principal and counselor; 1 day of in-school suspension; home visits as appropriate. Meeting scheduled with parent, student, guidance counselor and principal.
8-9 days of unexcused classes and/or days	Progressive and prescriptive consequences assigned to student. Meeting and attendance contract signed by student, parent, Principal. Failure to adhere to the contract may result in more severe consequences, such as transfer to an alternative setting.
10 Days of unexcused classes and/or days	Official letter sent to parents; meeting with parents, student, principal and guidance counselor. Possible referral to Student Intervention Team (Sheriff's Dept.; Mental Health Services; Dept. of Probation and Dept. of Social Services). If appropriate, Child Protective Services (CPS) hotlines for educational neglect. Progressive and prescriptive consequences assigned to student.
15 Days of unexcused classes and/or days	Official letter sent to parents and copy to Broome County District Attorney. Progressive and prescriptive consequences assigned to student.
20 Days of unexcused classes and/or days	Official letter sent to parents and copy to Broome County District attorney. Broome County District Attorney request meeting with parents and student. Progressive and prescriptive consequences assigned to student.

3. High School: Make up work for excused absences will be available for students and must be completed in a timely manner in order to keep students current with the learning objectives of the course. As a maximum, students will have the same number of days as their legal absence to make up the work missed, unless a later, alternative date is specified by the student's teacher for the class in question. Upon their return to school, it is the student's responsibility to consult with their teacher regarding arrangements for making up missed work, quizzes, or tests.

Teachers have no obligation to provide make up work or instruction for material covered during a class for which a student was unexcused absent, unexcused tardy, or unexcused early departure. Therefore, students should not have an expectation that make up work will be accepted for unexcused absences, tardies, or early departures. Teachers may provide opportunities for students with such non-attendance the opportunity to make up work, but there is no requirement on the part of a teacher to do so. Thus, for any unexcused absence, unexcused tardy or unexcused early departure students should expect to receive a grade of zero for any work collected during the class period, as well as a grade of zero for any quizzes or tests given.

Eligibility for Participation in Extracurricular Activities

The following rules will apply to students involved in extracurricular activities:

1. If a student is not in attendance for any reason, by the 5th class period, he/she is ineligible to participate in that activity that day. Students not in attendance by the 5th class period shall be considered ineligible.
2. If a student is tardy, and arrives prior to 5th period, he/she must report to the attendance office and sign in to school.
3. A student placed on "in-school suspension" is ineligible to participate in an activity that day plus the next competition or performance if applicable.

H. In Order to Encourage Student Attendance, the Following Strategies and Incentives Shall Apply:

1. Student Responsibility
The student is required to complete the makeup assignment given by the teacher of the course for the class absence. It is the expectation that teachers will provide opportunities for class make-ups. All class makeup activities will be decided by the teacher (excused absence only).
2. Parent Communication
Parent communication is an integral part of the attendance policy. Teachers, counselors, and administrators will notify parents/guardians of students exhibiting excessive absence patterns by telephone and/or written communication.
3. Notice of Absences
The pupil's parent(s) or person in parental relation shall be notified of a pupil's unexcused absence, tardiness or early departure according to the following:
 - a. when a pupil has not been marked as present for the first period of scheduled instruction and the school has not been previously notified of the absence, the district shall attempt to contact the pupil's parent(s) or person in parental relation to learn the nature of the pupil's absence and notify the parent that the pupil has not arrived at school;
 - b. for unexcused absences, tardiness, early departures, or

any combination thereof, the pupil's parent(s) or persons in parental relation shall receive a notice containing the dates, times, and the nature of the pupil's unexcused non-presence.

4. Incentives
District teachers shall work with the building principal and attendance supervision officer to create and implement classroom-based incentive programs for excellent attendance, including but not limited to extra credit and additional privileges.
 5. Counseling
The District shall provide counseling to students with chronic attendance problems.
 6. Disciplinary Procedures
The pupil may be subject to disciplinary procedures for unexcused absence, tardiness, or early departure, including verbal and written warnings, detentions, in-school suspensions, and loss of extra-curricular privileges, as described in the Student Code of Conduct.
- I. Intervention Strategy Development
The building principal shall meet each marking period with the attendance supervision officer and other administrators and teachers as the principal determines necessary to review student attendance records, address identified patterns of unexcused pupil absence, tardiness and early departure, and review current intervention methods. Where the principal determines that existing intervention policies or practices are insufficient, the principal shall notify the board of education prior to its annual review of the building's attendance records, of both insufficient practices and any proposed changes needing board approval to implement.
- J. Attendance Supervision Officer
The board shall designate a person as the attendance supervision officer. The attendance supervision officer is responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure consistent with the Comprehensive Attendance Policy.

BULLYING/HARASSMENT PREVENTION AND INTERVENTION POLICY #5130

The Board of Education affirms its commitment to maintaining both educational and work settings which support respect, dignity and equality. Further, the Board of Education also recognizes its responsibility to provide an environment that is free of harassment, hazing, and/or bullying. The Board of Education recognizes that these acts are counter to the mission of the district and the goals of the Board of Education. By disrupting the learning environment, these behaviors affect all concerned with the educational mission: those bullied, those doing the bullying, and bystanders.

As a result, the Board of Education forbids all forms of harassment, hazing, and bullying on any district property, school buses, or school-sponsored event – both on and off school grounds that either substantially disrupts the learning environment or negatively affects the rights of others.

Definitions

Harassment: For purposes of this policy, the term "harassment" is defined as 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; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The

harassing behavior may be based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (identity or expression).

Bullying: For purposes of this policy, the term "bullying" (which is subsumed under the term "harassment") is defined, in general, as a variety of hostile activities which harms or induces fear through the threat of further aggression and/or creates terror. "Bullying" is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering of others. Bullying can take at least three forms:

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

Bullying is characterized by:

- Power Imbalance – occurs when a bully uses his/her physical or social power over a target
- Intent to Harm – the bully seeks to inflict physical or emotional harm and/or takes pleasure in this activity
- Threat of Further Aggression – the bully and the target believe the bullying will continue
- Terror – when the bullying increases it becomes "systematic violence or harassment used to intimidate and maintain dominance."

Barbara Coloroso, *The Bully, The Bullied & The Bystander*

Hazing: "Hazing" is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of emotional, physical or psychological harm to a person, in order for the student to be initiated into or affiliated with a student or other organization, or for any other purpose. The fact that a victim may consent to the act does not excuse the behavior or lessen the offense.

Cyber bullying: As with other forms of bullying, cyber bullying is an attempt to display power and control over someone perceived as weaker. Cyber bullying involving District students may occur both on campus and off school grounds and may involve student use of the District Internet system or student use of electronic devices while at school, such as cell phones, digital cameras, and personal computers to engage in bullying.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings (including blogs).

Cyber bullying has the effect of:

- a) Physically, emotionally or mentally harming a student;
- b) Placing a student in reasonable fear of physical, emotional or mental harm;
- c) Placing a student in reasonable fear of damage to or loss of personal property; and
- d) Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities.

Also, cyber bullying that occurs off-campus, which endangers the health and safety of students or staff within the school or can be reasonably forecast to cause a material or substantial disruption to the educational process, is prohibited. Such conduct could also be subject to appropriate disciplinary action in accordance with the District Code of Conduct and possible referral to local law enforcement authorities.

Prevention and Intervention

The school learning environment provides an opportunity for both students and staff to gain an appreciation in a key district value: the importance of respect and working positively with others. The District recognizes that by requiring the implementation of an anti-bullying program, through both direct student instruction and professional development for staff, both students and staff will learn key elements about bullying prevention: the warning signs of bullying and everyone's responsibility to take an active role in preventing bullying before overt acts of bullying happen. Personnel at all levels are responsible for taking corrective action to prevent bullying behavior of which they have been made aware at School District sites or activities and/or reporting such behavior to their immediate supervisor.

The District recognizes the importance of eliminating unacceptable student conduct and works proactively to prevent these behaviors. School personnel who become aware of harassment shall act promptly to address the harassment, with the goal of preventing it from recurring. Where appropriate, school personnel will address the effects on the student who was harassed. Remedial measures will generally include counseling of persons(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on addressed issues of harassment.

Prevention and intervention techniques within the District to prevent against bullying behavior and to support and protect victims shall include building-level and classroom-level strategies and activities as determined by administration. Individual intervention will be provided by appropriate staff members to bullies/participants, victims and their parents to help ensure that the bullying stops.

Although the focus of this policy is prevention, it is recognized that acts of bullying and harassment may still transpire. In such instances, disciplinary action may occur in accordance with the District's Code of Conduct. Consequences shall depend upon the specific circumstances surrounding the incident, the developmental level of the student, their disciplinary history, and must be consistent with the District's Code of Conduct.

Rules against bullying shall be publicized District-wide and shall be disseminated as appropriate to staff, students and parents.

Training

Staff training shall be provided to raise awareness of the problem of bullying within the schools and to facilitate staff identification of and response to such bullying behavior among students. Training will be provided to employees in conjunction with the District's existing professional development in order to:

- raise awareness and understanding of the school district's Code of Conduct;
- raise awareness and sensitivity to potential acts of discrimination or harassment directed at students that are committed by students or school employees on school property or at school functions; including, but not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex;
- enable employees to prevent and respond to incidents of discrimination and harassment.

Dignity Act Coordinator

At least one employee in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of the proposed rule and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

The designation of each Dignity Act Coordinator shall be approved by the board of education annually.

The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation. This shall be done by:

- including in District Code of Conduct
- posting on District website
- included in at least one district or school mailing per school year
- posted in highly-visible areas of school buildings
- made available at the district and school level administrative offices

In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the Board of Education within 30 days of the date the position was vacated. In the event a Dignity Act Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as the Dignity Act Coordinator, pending return of the previous Dignity Act Coordinator to his or her duties as Dignity Act Coordinator.

Complaint Procedures

Students, or a parent(s) or legal guardian(s) who believe his/her student has been subjected to harassment by another student, teacher, administrator or other school personnel should report the incident(s) immediately to the Dignity Act Coordinator or another school administrator, teacher or counselor. If the student, parent(s) and/or legal guardian(s) desires further assistance regarding the complaint, the Superintendent may be contacted.

Complaints can be filed by completing a "Maine-Endwell CSD Rights Bully Prevention Form". These forms are located in the school library, the guidance office and in the building's main office. Forms can also be accessed and completed online on the District's homepage: www.me.ster.org. Forms can be deposited into any specified drop boxes in the building or turned into the main office. Online forms can be e-mailed directly to the appropriate building administrator. All inquiries and harassment complaints filed with the District are confidential to the extent possible as described below. Confidentiality also applies to the investigative process.

Investigation Procedures and Decision of Investigator

Upon receipt of a report or complaint alleging harassment, the appropriate building administrator shall undertake or authorize an investigation. The investigation may be conducted by school administrators or by the Director of Leadership, Learning and Accountability.

The investigation will be completed as soon as practicable. The investigation will, at a minimum, consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

Upon a finding that harassment has occurred, an appropriate response shall be fashioned by the appropriate administrator. Building principals addressing violations of this policy by students and the superintendent addressing violations of this policy by employees and/or students should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.

Steps may be taken by the appropriate administrator to protect the complainant, pupils, teachers, administrators or other personnel participating in the investigation pending completion of an investigation of alleged harassment.

Retaliation

Retaliation means some type of adverse action taken against an individual or individuals as a result of filing a complaint or participating in the complaint process. Retaliation or intimidation for participating in the complaint process is prohibited. Retaliation against any student seeking assistance at their school, filing a complaint, or participating in the

investigative process is grounds for a subsequent retaliation/harassment complaint and potential discipline.

Confidentiality

Maine-Endwell CSD will respect the privacy of the complainant, the individual(s) against whom the complaint is filed and the witnesses as much as possible, consistent with our legal obligations to investigate, take appropriate action, and conform to any legal discovery or disclosure obligations.

Legal Compliance

Dignity for All Students – Education Law Article 2

CANCELLATION/DELAY OF SCHOOL

In inclement weather please listen to the local radio and TV stations or check our website at www.me.stier.org after 6:30 a.m. for school closings or delays. It is the responsibility of the parent to get the child safely on the bus. Parents are urged to use their judgment on the amount of time a child should stand at a bus stop in poor weather.

CARE OF PROPERTY

There is no rental fee for textbooks or library materials. Textbooks are issued to the student to be returned at the end of the year or the end of a study unit; library materials are issued to the student to be returned at the end of the loan period. Since both textbooks and library materials are passed on from student to student, they must not be misused, defaced, or misplaced. All textbooks issued to a student for the entire year should be covered.

The District furnishes library books, textbooks and reference materials. This cost is included in the annual budget. Students to whom any of this material is loaned shall be responsible for its safe return. They shall reimburse the District for the total cost of any damage or replacement.

CHILD ABUSE/NEGLECT

School personnel are required by law to report any reasonable suspicion of child abuse or neglect to the Department of Social Services.

CODE OF CONDUCT POLICY #5131

I. Introduction

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

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

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

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

II. Definitions

For purposes of this code, the following definitions apply:

"Student" means an actively enrolled elementary or secondary student under the age of 21

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's and/or other persons acting in a supervisory capacity, authority in the classroom or other school activity or function.

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

"Employee" means any person receiving compensation from a 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 (Education Law §11[4] and 1125[3]).

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Education Law §11(1) and Vehicle and Traffic Law §142.

"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. (Education Law §11[]) and Vehicle and Traffic Law §142).

"School function" means any school-sponsored extra-curricular event or activity. (Education Law §11[2])

"Violent student" means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

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

“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, 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 (Education Law §11[4]) and Executive Law §292 [21]).

“Harassment” means the creation of a hostile environment by conduct, with 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; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; the harassing behavior may be based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation or gender (identity or expression) (Education Law §11[7]).

“Sexual Orientation” means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).

“Gender” means actual or perceived sex and includes a person’s gender identity or expression (Education Law §11[6]).

“Hazing” is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of or causes emotional, physical, psychological harm to a person, in order for the student to be initiated or affiliated with a student or other organization, or for any other purpose. Consent or acquiescence is no defense to hazing: i.e., the implied or expressed consent of a person or persons to hazing shall not be a defense to discipline under this policy.

“Bullying” is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and or badgering of others.

Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending oneself or is in an otherwise vulnerable position.

“Cyber-bullying” refers to any harassment/bullying, on or off school property, which occurs via the internet, cell phones or other electronic devices.

“Sexing” refers to an act of sending sexually explicit photos, images, text messages, or e-mails by using a cell phone or other electronic device.

III. Dignity Act Coordinators

At least one employee in every school shall be designated as a Dignity Act Coordinator and instructed in the provisions of this subdivision and thoroughly trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex.

1. The designation of each Dignity Act Coordinator shall be approved by the Maine-Endwell Central School District Board of Education.
2. The name(s) and contact information for the Dignity Act Coordinator(s) shall be shared with all school personnel, students, and persons in parental relation, which shall include, but is not limited to, providing the name, designated school and contact information of each Dignity Act Coordinator by:
 - a. Listing such information in the code of conduct and updates posted on the Internet web site of the Maine-Endwell Central School District.

- b. Including such information in the plain language summary of the code of conduct provided to all persons in parental relation to students before the beginning of each school year, pursuant to 8 NYCRR 100.2(l)(2)(iii)(b)(3);
 - c. Include such information in at least one district or school mailing per school year to parents and persons of parental relation and, if such information changes, in at least one subsequent district or school mailing as soon as practicable thereafter;
 - d. Posting such information in highly-visible areas of school buildings; and
 - e. Making such information available at the district and school-level administrative offices.
3. In the event a Dignity Act Coordinator vacates his or her position, another school employee shall be immediately designated for an interim appointment as Coordinator, pending approval of a successor Coordinator by the applicable governing body as set forth in subparagraph (i) of this paragraph within 30 days of the date the position was vacate. In the event a Coordinator is unable to perform the duties of his or her position for an extended period of time, another school employee shall be immediately designated for an interim appointment as Coordinator, pending return of the previous Coordinator to his or her duties as Coordinator.

IV. Dignity for All Training

Commencing in the 2012-13 school year and continuing in each school year thereafter, the following Dignity for All school employee training program regulations are to be implemented in effort to promote a positive school environment that is free from discrimination and harassment and to discourage and respond to incidents of discrimination and/or harassment on school property or at a school function.

- 1. Training is to be conducted for all instructional and non-instructional employees of the Maine-Endwell Central School District
- 2. Training is to raise awareness and sensitivity to potential acts of discrimination or harassment directed at students by students or school employees on school property or at school functions; including by not limited to, discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex.
- 3. Training is to raise awareness and sensitivity to potential acts of discrimination and harassment through cyber bullying/texting.
- 4. Training is to enable employees to prevent and respond to incidents of discrimination and harassment
- 5. Training is to include guidelines relating to the development of nondiscriminatory instructional and counseling methods.
- 6. Training is to be conducted as needed and may be implemented and conducted in conjunction with existing professional development.

V. Student Rights and Responsibilities

A. Student Rights

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

- 1. Take part in all district activities on an equal basis regardless of a person's actual or perceived race, color, weight, creed, national origin, ethnic group, religion, religious practice, gender, sex or sexual orientation or disability.
- 2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- 3. Access school rules and, when necessary, receive an age appropriate explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress according to the Code of Conduct for school and school functions.
10. Accept responsibility for their actions.
11. Report infractions of the Code of conduct, including but not limited to instances of discrimination or harassment.
12. 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.

VI. Essential Partners

A. Parents

All parents 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 (a person's actual or perceived sex and includes a person's gender identity or expression) or sex, which will strengthen students' confidence and promote learning.
2. Recognize that the education of their children is a joint responsibility of the parents and the school community.
3. Send their children to school ready to participate and learn.
4. Ensure their children attend school regularly and on time.
5. Ensure absences are excused.
6. Insist their children be dressed and groomed in a manner consistent with the student dress code.
7. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
8. Know school rules and help their children understand them.
9. Convey to their children a supportive attitude toward education and the district.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Report infractions of the Code of conduct, including but not limited to instances of discrimination or harassment.
13. Inform school officials of changes in the home situation that may

- affect student conduct or performance.
14. Provide a place for study and ensure homework assignments are completed.

B. Cafeteria Staff

All district Cafeteria 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 or sex, which will strengthen students' confidence and promote learning.
2. Create and maintain a kitchen/dining area that is clean and safe.
3. Provide a selection of food that will encourage the students to eat a healthy and nutritious meal.
4. Encourage students to conduct themselves in such a manner that will produce an atmosphere that is appropriate for dining.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

C. Transportation/Custodial Staff

All district Transportation/Custodial 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 or sex, which will strengthen students' confidence and promote learning.
2. Provide a clean and healthy environment for the entire school community in all buildings, buses and on school property.
3. Maintain and promote safety in all areas of their jurisdiction.
4. Inform supervisors and/or administrators of any area of concern that might jeopardize the health and safety of any student or staff member.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

D. Support Staff

All district Support 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 or sex, which will strengthen students' confidence and promote learning.
2. Assist in maintaining a climate that is conducive to teaching and learning.
3. Provide support and assistance to the staff that will enable them to do their job more efficiently and effectively.
4. Provide support and assistance to the students that will enable them to obtain the maximum benefits from their educational program.
5. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

6. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
7. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

E. Teachers

All district teachers 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 (a person's actual or perceived sex and includes a person's gender identity or expression) or sex, which will strengthen students' self-confidence and promote learning.
2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report infractions of the Code of Conduct, including but not limited to instances of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention in a timely manner.
5. Be prepared to teach.
6. Demonstrate interest in teaching and concern for student achievement.
7. Know school policies and rules, and enforce them in a fair and consistent manner.
8. 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
9. Communicate regularly with students, parents and other teachers concerning growth and achievement.

F. Guidance Counselors/Social Workers/Psychologists

All district Guidance Counselors/Social Workers/Psychologists 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 (a person's actual or perceived sex and includes a person's gender identity or expression) or sex, which will strengthen students' confidence and promote learning.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Provide information to assist students with career planning.
6. Encourage students to benefit from the curriculum and extracurricular programs.
7. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.

8. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
9. Report infractions of the Code of Conduct, including but not limited to instances of discrimination or harassment.

G. Building Level Administrators

All district Building Level Administrators 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 (a person's actual or perceived sex and includes a person's gender identity or expression) or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
8. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

H. District Level Administrators

All District Level Administrators 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 (a person's actual or perceived sex and includes a person's gender identity or expression) or sex, which will strengthen students' confidence and promote learning.
2. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
3. Review with district administrators the policies of the board of education and state and federal laws relating to school operations and management.
4. Inform the board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Confront issues of discrimination and harassment committed against students by employees or students or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
8. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

I. Board of Education

All District Board of Education members 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 (a person's actual or perceived sex and includes a person's gender identity or expression) or sex, which will strengthen students' confidence and promote learning.
2. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
3. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
4. Lead by example by conducting board meetings in a professional, respectful, courteous manner.

J. Other Persons / Volunteers in contact with Students

All District Other Persons/Volunteers in contact with student members 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 (a person's actual or perceived sex and includes a person's gender identity or expression) or sex, which will strengthen students' confidence and promote learning.

VII. Student Dress Code

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

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

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the school building except for a medical or religious purpose.
6. Not include "dog" neck and wrist collars.
7. Not include items that are vulgar, obscene, libelous or denigrate others on account of actual or perceived race, color, weight, religion, religious practice, creed, national origin, ethnic group, gender or sex (a person's actual or perceived sex and includes a person's gender identity or expression), sexual orientation or disability.
8. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
9. Not include the wearing of long leather or trench coats of any color.

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

suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VIII. Prohibited Student Conduct

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

- A. Engage In Conduct That Is Disorderly.** Examples of disorderly conduct include:
 - 1. fighting, assaulting or behaving violently,
 - 2. threatening another with bodily harm,
 - 3. harassment, bullying, or intimidating students or school personnel (see also Anti-Bullying/Harassment, Hazing and Sexual Harassment policies),
 - 4. Running in hallways.
 - 5. Making unreasonable noise.
 - 6. Being untruthful with school personnel or making false reports.
 - 7. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 8. Obstructing vehicular or pedestrian traffic.
 - 9. Driving recklessly
 - 10. Engaging in any willful act, which disrupts the normal operation of the school community.
 - 11. Loitering or 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.
 - 12. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
 - 13. Students may use a mobile learning device for educational purposes as authorized by a school administrator or staff member. Inappropriate or unauthorized use of a mobile learning device will lead to disciplinary consequences.

- B. Engage In Conduct That Is Insubordinate.** Examples of insubordinate conduct includes:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - 2. engages in any of the following forms of academic misconduct:
 - a) tardiness,
 - b) missing or leaving school or class without permission or excuse,

- c) cheating, plagiarism, copyright/trademark violations or assisting another in such conduct
- d) violation of the Board of Education Policy 6213 – Internet Protection Policy -Students
- e) improperly altering documents or records.

3. Skipping detention.

C. Engage In Conduct That Is Disruptive. Examples of disruptive conduct includes:

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

D. Engage In Conduct That Is Violent. Examples of violent conduct include:

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

E. Engage In Any Conduct That Endangers The Safety, Morals, Health Or Welfare Of Others. Examples of such conduct include:

- 1. Lying to school personnel.
- 2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
- 4. Discrimination, which includes the use of a person's actual or perceived race, color, creed, national origin, religion, gender, sexual orientation, disability, weight, ethnic group, religious practice, or sex as a basis for treating another in a negative manner.
- 5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
- 6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- 7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
- 8. Selling, using or possessing obscene material.
- 9. Using vulgar or abusive language, cursing or swearing.
- 10. Smoking a cigarette, cigar, pipe, using chewing or smokeless Tobacco or use of electronic nicotine and/or nicotine-free cigarettes (e-cigarettes).

11. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, synthetic cannabinoids (marijuana) and any substances commonly referred to as "designer drugs."
12. Inappropriately using or sharing prescription and over-the-counter drugs.
13. Gambling.
14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

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

G. Engage In Any Form Of Academic Misconduct. Examples of academic misconduct includes:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

H. Engage In Off-Campus Misconduct.

Off-campus misconduct that endangers the health and safety of students or staff within the school or that which can be reasonably predicted to substantially disrupt the educational process is prohibited. Examples of such misconduct include but are not limited to:

- Cyber-bullying (i.e. inflicting will and repeated harm through the use of electronic text)
- Threatening or harassing students or school personnel over the telephone, internet or electronic medium.

IX. Reporting Violations

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

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

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary

sanction if warranted, which may include permanent suspension and referral for prosecution.

All students are expected to promptly report instances of bullying (verbal, physical, cyber-bullying), harassment, discrimination or hazing on school property or at a school function immediately to proper school personnel.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. 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.

VIII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that

students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Penalties

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

1. Oral warning - any member of the district staff
2. Written warning - bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
3. Written notification to parent - bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal, superintendent
4. Detention - teachers, principal, superintendent
5. Suspension from transportation - director of transportation, principal, superintendent
6. Suspension from athletic participation - coaches, principal, superintendent
7. Suspension from social or extracurricular activities - activity director, principal, superintendent
8. Suspension of other privileges - principal, superintendent
9. In-school suspension - principal, superintendent
10. Removal from classroom by teacher - teachers, principal

11. Short-term (five days or less) suspension from school - principal, superintendent, board of education
12. Long-term (more than five days) suspension from school - principal, superintendent, board of education
13. Permanent suspension from school - superintendent, board of education.

B. Disciplinary and Remedial Consequences

The district emphasizes the creation and maintenance of a positive learning environment for all students. Measured, balanced, and age-appropriate responses to the discrimination and harassment of students by students and/or employees on school property, including school functions, with remedies and procedures focusing on intervention and education is needed to maintain the desired learning climate. Remedial responses which may be utilized include:

1. Peer support groups; corrective instruction or other relevant learning or service experience;
2. Supportive intervention;
3. Behavioral assessment or evaluation;
4. Behavioral management plans, with benchmarks that are closely monitored;
5. Student counseling and parent conferences.

Beyond these individual-focused remedial responses, school-wide or environmental remediation can be an important tool to prevent discrimination and harassment. Environmental remediation strategies may include:

1. Supervisory systems which empower school staff with prevention and intervention tools to address incidents of bullying and harassment;
2. School and community surveys or other strategies for determining the conditions contributing to the relevant behavior;
3. Adoption of research-based, systemic harassment prevention programs;
4. Modification of schedules;
5. Adjustment in hallway traffic and other student routes of travel;
6. Targeted use of monitors;
7. Staff professional development;
8. Parent conferences;
9. Involvement of parent-teacher organizations; and
10. Peer support groups.

C. Procedures

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

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

1. Detention
Teachers, principals and the superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

5. Teacher disciplinary removal of disruptive students

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

sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

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

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

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours. The teacher must complete a district-established disciplinary removal form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

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

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

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

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

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

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, 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 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 relevant to the matter and record them for subsequent presentation, if necessary.

- a. Short-term (5 days or less) suspension from school
When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student

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

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

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

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within 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 10 business 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 or principal determines that a suspension for more than five days may be warranted,

he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

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

An appeal of the decision of the superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the district clerk within 10 business days of the date of the superintendent'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.

D. Minimum Periods of Suspension

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

E. Referrals

1. Counseling
The Guidance Office shall handle all referrals of students to counseling.
2. PINS Petitions
The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
 - a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
 - b. Engaging in an ongoing or continual course of conduct that makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders
The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
 - a. Any student under the age of 16 who is found to have brought a weapon to school, or
 - b. Any student 14 or 15 years old who qualifies for juvenile offender status under the
 - c. Criminal Procedure Law §1.20 (42).

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

IX. Alternative Instruction

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

X. Discipline of Students with Disabilities

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

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

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.
A "suspension" means a suspension pursuant to Education Law § 3214.

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

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized 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.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

- a. The board, the district (BOCES) superintendent of schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- b. The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
- c. The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- d. The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
 - 1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930 (g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except... [for] a pocket knife with a blade of less than 2 1/2 inches in length."
 - 2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - 3) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
 - 4) Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with

a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

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

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

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

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

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

If one or more members of the CSE believe that modifications are needed, the school district shall convene a meeting of the CSE to modify such plan and its implementation, to the extent the committee determines necessary.

- b. Conduct a manifestation determination review of the

relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

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

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.

The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

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

D. Expedited Due Process Hearings

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

the IAES, except where the student is again placed in an IAES.

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

E. Referral to Law Enforcement and Judicial Authorities

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
2. The superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

XI. Corporal Punishment

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

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

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

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

XII. Student Searches and Interrogations

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

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another district professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause - not simply reasonable cause - to believe the student is concealing evidence of a violation of law or the district code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search or in writing after the fact if the parent could not be reached by telephone.

C. Documentation of Searches

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

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

D. Police Involvement in Searches and Interrogations of Students

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

1. A search or 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.

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

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

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

E. Child Protective Services Investigations

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

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

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker

believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

XIII. Visitors to the Schools

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

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

XIV. Public Conduct on School Property

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

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

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

B. Penalties

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

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

When the building principal or his or her designee sees an individual engaged in prohibited conduct, which in his or her judgment does not pose any immediate threat of injury to persons or property, the principal or his or her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his or her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop

engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or his or her 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.

XV. Dissemination and Review

A. Dissemination of Code of Conduct

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

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

The board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students.

The board of education will review this code of conduct every year and update it as necessary. In conducting the review, the board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

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

XVI Dignity for All Students Act Bullying Prevention Plan

A. Overview

Definition of Harassment: "Harassment" is any intentional written, verbal, or electronic communication or physical act which intimidates or threatens another on the basis of race, color, national origin, creed, religion, marital status, gender, sex, age, sexual orientation,

disability, socio-economic status, class or club affiliation or other distinguishing characteristics including weight.

Definition of Bullying: Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending themselves or is in an otherwise vulnerable position.

“Bullying” is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering of others.

Different forms or kinds of bullying may include:

- Verbal bullying, being socially excluded or isolated, being physically bullied, being bullied through lies or false rumors, having money or other items taken or damaged, being threatened or forced to do things, racial bullying, sexual bullying, and cyber-bullying as well as any other conduct which has the effect of hurting emotionally or physically the target of the bullying or any witnesses to the bullying.

Definition of Hazing: “Hazing” is a form of harassment which involves committing an act against a student or coercing a student into committing an act that creates a risk of emotional, physical or psychological harm to a person, in order for the student to be initiated into or affiliated with a student or other organization, or for any other purpose. The fact that a victim may consent to the act does not excuse the behavior or lessen the offense.

B. Prevention Strategies

The term harassment used throughout this policy will collectively refer to the above defined harassment, bullying and hazing. The MECSD recognizes the importance of eliminating unacceptable student conduct and works proactively to prevent these behaviors. School personnel who become aware of harassment shall act promptly to address the harassment, with the goal of preventing it from recurring. Where appropriate, school personnel will address the effects on the student who was harassed. Remedial measures will generally include counseling of persons(s) who have been harmed by harassment and person(s) who have been responsible for the harassment of others and implementing monitoring programs to follow up on addressed issues of harassment. Students should report any concerns related to harassment to the school principal, a teacher or counselor. It should also be a violation of this policy to retaliate in any manner whatsoever against individuals who report or are interviewed regarding harassment complaints.

A. COMPLAINT PROCEDURES

Who may file a complaint:

Students, or a parent(s) or legal guardian(s) who believe his/her student has been subjected to harassment by another student, teacher, administrator or other school personnel should report the incident(s) immediately to a school administrator, teacher or a counselor. MECSD encourages students, or a parent(s) or legal guardian(s) to report incident(s) of harassment. If the student, parent(s) and/or legal guardian(s) desires further assistance regarding the complaint, the Dignity Act Coordinator or the Superintendent may be contacted.

How to file a complaint:

Complaints can be filed by completing a “MAINE-ENDWELL Bully Prevention Reporting Form”.

Students, parents and staff are to report any incidents of bullying by completing a “MAINE-ENDWELL Bully Prevention Reporting Form”. These forms are located in the school library, the guidance office and in the building’s main office.

Forms can also be accessed and completed online on the MAINE-ENDWELL District’s homepage: www.me.stier.org. Forms can be deposited into any specified drop boxes in

the building or turned into the main office. Online forms can be e-mailed directly to the appropriate building administrator. All inquiries and harassment complaints filed with the MECSD are confidential to the extent possible as described below. Confidentiality also applies to the investigative process.

Investigation Procedures and Decision of Investigator

- Upon receipt of a report or complaint alleging harassment, the appropriate building administrator shall undertake or authorize an investigation. The investigation may be conducted by school administrators or by a school faculty member, as determined by the Director of Leadership, Learning and Accountability.
- The investigation will, at a minimum, consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.
- The investigation will be completed as soon as practicable. The investigator will complete the appropriate forms and may impose consequences and/or intervention strategies upon completion of the investigation.
- Upon a finding that harassment has occurred, an appropriate response shall be fashioned by the appropriate administrator. Building principals addressing violations of this policy by students and the superintendent addressing violations of this policy by employees and/or students should consider the surrounding circumstances, the nature of the behavior, past incidents or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred.
- Steps may be taken by the appropriate administrator to protect the complainant, pupils, teachers, administrators or other personnel pending completion of an investigation of alleged harassment.

B. Disciplinary and Remedial Consequences

Any individual who violates this policy by engaging in conduct defined throughout this policy that directly or indirectly causes intimidation, harassment, or physical harm to another student or employee may be subject to disciplinary action including but not limited to suspension from school.

The Board of Education expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Board of Education believes that standards for student behavior must be set cooperatively through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, and community members.

The Board of Education believes that the best discipline is self-imposed, and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline.

Since bystander support of harassment or bullying can support these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

The Board of Education requires its school administrators to develop and implement procedures that ensure both the appropriate consequences and remedial responses to a

student or staff member who commits one or more acts of harassment or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

Factors for Determining Remedial Measures

Personal

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

Environmental

- school culture
- school climate
- student-staff relationships and staff behavior toward student
- general staff management of classrooms or other educational environments
- staff ability to prevent and de-escalate difficult or inflammatory situations
- social-emotional and behavioral supports
- social relationships
- community activities
- neighborhood culture
- family situation

Consequences and appropriate remedial actions for a student or staff member who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook.

Consequences for a student who commits an act of harassment 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, and the student's history of problem behaviors and performance, and must be consistent with the board of education's approved code of conduct. Remedial measures shall be designed to: correct the problem behavior; prevent another occurrence of the behavior; and protect the target (victim) of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences. The consequences and remedial measures may include, but are not limited to, the examples below:

Examples of Consequences

- Admonishment
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian

- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension
- Legal action

Examples of Remedial Measures

Personal

- peer support groups; corrective instruction or other relevant learning or service experience
- supportive interventions
- behavioral assessment or evaluation
- behavioral management plans, with benchmarks that are closely monitored; and
- student counseling and parent conferences
- Restitution and restoration
- Transformative conferencing/restorative justice
- Supportive discipline to increase accountability for the bullying offense

Examples of Remedial Measures

Environmental

- supervisory systems which empower school staff with prevention and intervention tools to address incidents of discrimination, harassment and bullying
- school and community surveys or other strategies for determining the conditions contributing to the relevant behavior
- adoption of research-based, systemic harassment prevention programs
- modification of schedules
- adjustment in hallway traffic and other student routes of travel
- targeted use of monitors
- staff professional development
- parent conferences
- involvement of parent-teacher organizations; and
- peer support groups

The Board of Education requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In doing so, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after the report or complaint is made.

The Board of Education prohibits reprisal or retaliation against any person who reports an act of harassment or bullying. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Board of Education prohibits any person from falsely accusing another as a means of harassment or bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment or bullying shall be disciplined in accordance with district policies, procedures, and agreements.

The Board of Education requires school officials to annually disseminate the policy to all school staff, students in plain language, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus.

The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

C. Retaliation

Retaliation means some type of adversarial or punitive action taken against an individual or individuals as a result of filing a complaint or participating in the complaint process.

No person will suffer retaliation or intimidation for participating in the complaint process. Retaliation against any student seeking assistance at their school, filing a complaint, or participating in the investigative process is grounds for a subsequent retaliation/harassment complaint.

D. Confidentiality

MECSD will respect the privacy of the complainant, the individual(s) against whom the complaint is filed and the witnesses as much as possible, consistent with our legal obligations to investigate, take appropriate action, and conform to any legal discovery or disclosure obligations.

COMMITTEE ON SPECIAL EDUCATION

This committee, comprised of a child's parent, chairperson, school psychologist, parent advocate representative, general educator, special educator, evaluators of child, exists in school building. The purpose of this committee is to identify children with special needs.

COMMITTEE ON PRE-SCHOOL SPECIAL EDUCATION

This committee, comprised of a child's parent, chairperson, parent advocate representative, County Health Department representative, child's pre-school teacher and evaluators of the child, exists in the school district. The purpose of this committee is to identify children with special needs.

DIRECTORY INFORMATION

The Maine-Endwell Central School District proposes to designate the following personally identifiable information contained in a student's education record as "Directory Information," and it will disclose that information without prior written consent:

- 1) The student's name.
- 2) The names of the student's parents.
- 3) The student's address.
- 4) The student's date of birth.
- 5) The student's class designation (i.e. 1st grade, 10th grade, etc.)
- 6) The student's extracurricular participation.
- 7) The student's achievement awards or honors.
- 8) The student's weight and height if a member of an athletic team.
- 9) The student's photograph including publication of their photograph on district sponsored websites.
- 10) The school district the student attended before s/he enrolled in the school district.

If a parent or eligible student does not wish to have one or more of the above items disclosed under Directory Information, please advise the Superintendent of Schools of this fact in writing at 712 Farm-to-Market Road, Endwell, NY 13760, within two weeks of publication of this notice.

DISCRIMINATION(NON) AND ANTI-HARRASSMENT IN THE SCHOOL DISTRICT
Policy #4611

The school district does not discriminate in employment or in the education programs and activities that it operates on the basis of a person's actual or perceived sex, sexual orientation, age, ethnic group, religion, religious practice, race, color, national origin, marital

status, military status, gender (identity/expression), disability, weight or predisposing genetic characteristic in violation of Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, §504 of the Rehabilitation Act of 1973, the New York State Human Rights Law and the Dignity for All Students Act.

Definitions

Disability – “physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevent the exercise of normal bodily functions, or a record of same or regarded by others as an impairment.”¹

Harassment – “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 education performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety’ such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.”

Bullying - Bullying occurs when someone purposely says or does mean or hurtful things to another person who has a hard time defending themselves or is in an otherwise vulnerable position. “Bullying” is a form of harassment that consists of inappropriate and often persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering of others.

Different forms or kinds of bullying may include:

- Verbal bullying, being socially excluded or isolated, being physically bullied, being bullied through lies or false rumors, having money or other items taken or damaged, being threatened or forced to do things, racial bullying, sexual bullying, and cyber-bullying as well as any other conduct which has the effect of hurting emotionally or physically the target of the bullying or any witnesses to the bullying.

Grievance Procedure

Section 1

If any person believes that the school district or any of the district's staff has failed to apply or has inadequately applied the principles or regulations of (1) Title VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, or (3) §504 of the Rehabilitation Act of 1973, (4) the New York State Human Rights Law or (5) the Dignity for All Students Act that person may bring forward a complaint, which shall be referred to as a grievance, to the district's compliance officer. Please see Form 20-3 on the district website and shared drive.

Section 2

The complainant shall discuss the grievance informally with the compliance officer, who shall investigate the complaint and respond, in writing, to the complainant.

The complainant may thereafter initiate formal procedures according to the following steps:

Step (a):

A written statement of the grievance signed by the complainant shall be submitted to the compliance officer within seven days of receipt of the response to the grievance. The compliance officer shall further investigate the matters contained in the grievance and shall reply in writing to the complainant within seven days.

Step (b):

If the complainant wishes to appeal the decision of the compliance officer, the complainant may submit a signed statement of appeal to the superintendent within seven days after receipt of the compliance officer's response. The superintendent shall meet with the complainant and any representative and make such other inquiries that the superintendent deems appropriate. Thereafter, the superintendent shall set forth a conclusion and respond in writing to the complainant within 14 days.

Step (c):

If the complainant is not satisfied with the conclusion of the superintendent, the complainant may appeal through a signed, written statement to the board of education within seven days of receipt of the superintendent's response in Step (b). In an attempt to resolve the grievance, the board of education shall meet with the complainant and any representative within 30 days of receipt of such an appeal.

The board's written disposition of the appeal shall be sent to the complainant within ten days of this meeting.

Step (d):

If the grievance has not been satisfactorily settled at Step (c), further appeal may be made to the Office of Civil Rights, Department of Education, Washington, D.C. 20201.

Section 3

The compliance officer, on request, will provide a copy of the district's grievance procedure to any employee or student of the district.

A copy of each of the Acts and Regulations, on which this notice is based, will be made available upon written request directed to the district's compliance officer.

When used in this policy "days" shall mean calendar days. The words "person" and "complainant" shall include an employee as well as a student of the district.

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

Publication

The school district shall promulgate this policy and sexual harassment policy as follows:

- o A copy of this policy and the sexual harassment policy shall be provided to each employee.
- o These policies shall be published as part of the district's student handbook.
- o These policies shall be published annually in a district publication and posted on the district website.
- o These policies shall be provided annually to the president of each bargaining unit.

Annual publications shall contain the name, business address and telephone number of the district's compliance officer.

The district's compliance officer is:

Julie Gallagher
Director of K-12 Instruction
712 Farm to Market Road
Endwell NY 13760
607-754-1400 ext. 2323

Employment Application

Each employment application of the school district shall contain the following language:

- The school district does not discriminate in employment or in the education programs and activities that it operates on the basis of sex, sexual orientation, age, ethnic group, religion, religious practice, race, color, national origin, marital status, military status, gender(identity, expression),disability, or predisposing genetic characteristic in violation of Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, §504 of the Rehabilitation Act of 1973, the New York State Human Rights Law and the Dignity for All Students Act.

FIELD TRIPS

Written permission from the parent or guardian is required for a student to go on a school sponsored field trip. Forms are carried home for the parent's/guardian's signature and returned to the respective teachers. If a student does not attend a field trip, s/he will be provided appropriate work under supervision.

FUND RAISING

(SED Commissioner's Guidelines)

Private businesses may use neither school personnel nor facilities for fund raising activities during the school day.

School related groups and/or organizations may conduct fund raising sales upon written approval from the building principal, provided school personnel do not participate during working hours and provided school facilities are not used for the purpose during a regularly scheduled school day.

All fund raising activities involving student participation require written approval from the building principal.

HARASSMENT (ANTI) Policy #4610

It is policy of the district that all employees and students have a right to work or study in an environment free of discrimination on the basis of sex or sexual orientation, which encompasses freedom from sexual harassment. The district strongly disapproves of sexual harassment of its employees or students in any form, and states that all employees as well as students at all levels of the district must avoid offensive or inappropriate sexual or sexually harassing behavior at school on school grounds, school functions, and on school transportation and will be held responsible for ensuring that such workplace is free from sexual harassment. Specifically, the district prohibits the following:

- Unwelcome sexual advances,
- Requests for sexual favors, whether or not accompanied by promises or threats with regard to the student-teacher, student-student or employment relationship,
- Other verbal or physical conduct of a sexual nature made to any employee or student that may threaten or insinuate either explicitly or implicitly that any person's submission to or rejection of sexual advances will in any way influence any decision regarding that person's employment, evaluation, wages, advancement, assigned duties, shifts, academic performance, or any other condition of employment, academic or career development,
- Any verbal or physical conduct that has the purpose or effect of substantially interfering with a person's ability to perform the individual's duties,

- Any verbal or physical conduct that has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

Such conduct may result in disciplinary action up to and including dismissal or suspension upon instruction.

Other sexually harassing conduct in the workplace, whether physical or verbal, committed by supervisors or non-supervisory personnel or students is also prohibited. This behavior includes but is not limited to, commentary about an individual's body, sexually degrading words to describe an individual, offensive comments, off-color language or jokes, innuendos, and displaying sexually suggestive objects, books, magazines, photographs, cartoons or pictures.

Employees or students who have complaints of sexual harassment by anyone in the school environment, including any supervisors, co-employees, students, or visitors are urged to report such conduct to the compliance officer so that the district may investigate and resolve the problem. If the complaint involves the compliance officer, or if the person for any reason is uncomfortable in dealing with the compliance officer, the employee or student may go to the Superintendent or a person appointed by the Superintendent to handle the complaint.

The district will endeavor to investigate all complaints as expeditiously and as professionally as possible. Where investigations confirm the allegations, appropriate corrective action will be taken.

The district will endeavor to maintain the information provided to it in the complaint and investigation process as confidentially as possible, consistent with the laws of the State and, if applicable, the collective negotiations agreement.

There will be no retaliation against employees or students for reporting sexual harassment or assisting the district in the investigation of a complaint. However, if after investigating any complaint of harassment or unlawful discrimination, the district learns that the complaint is not in good faith or that an employee or student has provided false information regarding the complaint, disciplinary action may be taken against the individual who provided the false information.

The procedure to investigate any complaint shall be consistent with the Non-Discrimination and Anti-Harassment in the School District Policy 4611.

The district compliance officer is:

Julie Gallagher
Director of K-12 Instruction
712 Farm to Market Road
Endwell NY 13760
607-754-1400 ext. 2323

HEALTH OFFICE

Treatment in the health office is limited to first aid treatment only. The nurse will notify the parents in case of an accident or illness, which requires medical treatment. If they cannot be reached in time, or do not indicate a doctor to be called, the school doctor will be contacted.

In case of sickness or other circumstances in which a student is to be excluded from school, on the authority of the nurse, principal, or doctor, a parent will be called and requested to come for the student or make arrangements for the student to get home. The nurse determines if a student is too ill to remain in school. It is not correct procedure for a student to call home and ask a parent to come and pick him/her up.

Dispensing of Medicine in School - The nurse cannot dispense medication, even aspirin, without a written notice from the pupil's physician authorizing the nurse to do so. This note

must specify precisely the medicine, dosage, and administration procedures. The nurse will retain all medicines. All medication orders need to be renewed annually or when there is a change in dosage.

Because of the preceding paragraph, medication, prescription or otherwise, if not registered with the nurse, will be confiscated.

The medicine to be administered and the Physician's prescription must be brought to the nurse by the parent. PUPILS MAY NOT TRANSPORT MEDICATIONS.

IMMUNIZATIONS

The New York State Department of Health has revised the regulations regarding immunization requirements for school attendance effective September 1, 2015. The new dosing requirements are based on the Advisory Committee on Immunization Practices. A chart summarizing these new requirements for the 2015-16 school year is available on the district website (<http://www.me.stier.org/HealthServices.aspx>) and district calendar.

If a child has had the disease, it must have been diagnosed by a doctor, and a certificate must be sent to the school. If unable to obtain such a certificate, vaccine is then required.

Any student not meeting these requirements will NOT be allowed to register or to attend school until these requirements are met. Medical exemptions to immunizations must be reissued annually. A medical exemption form is available on the district website (<http://www.me.stier.org/HealthServices.aspx>) or from the school nurse.

INTERNET PROTECTION POLICY – STUDENTS Policy #6213

Currently under revision, finalized copy will be distributed in Sept. 2015.

A. General Information

Internet access will be provided to the students of the district in accordance with the terms of this policy. Internet access from school district computers is reserved solely for educational purposes. Use by outside groups is prohibited. Use by student clubs and organizations is limited to those times when the Internet access points are not in use for instruction and shall be limited to educational purposes and governed by this policy. Access to the Internet will be under the direction and supervision of the staff assigned to the Internet access area.

The school district reserves the right to monitor all Internet activity including transmission and receipt of e-mail.

Every computer in the district having Internet access shall not be operated by a student unless Internet access from the computer is subject to filtering software. Such filtering software shall be designed and it shall operate so that images, which are obscene, pornographic or harmful to minors, shall not be displayed. Such filtering software shall also be designed and it shall operate so that images or language, which advocate or promote violence or hatred against particular individuals or groups of individuals or promote the superiority of one racial, ethnic or religious group over another, shall not be displayed. For purposes of this policy, the phrase *harmful to minors* means any picture, image, graphic image file, or other visual depiction that, taken as a whole, and with respect to minors, appeals to prurient interest in nudity, sex or excretion; depicts, describes or represents in a patently offensive way with respect to what is suitable for minors an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and, taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

All users are prohibited from accessing, transmitting or retransmitting any material which is violent, derogatory, inflammatory or which otherwise constitutes cyber bullying.

Downloading, using or possessing any digital, audio, video or game files, unless in accordance with District procedures and copyright law for use of digital material for educational purposes, is also prohibited.

A violation of this policy will be treated as a violation of the student discipline code and specifically as violation of that section of the code, which subjects a student to disciplinary action for failure to comply with the directions of a teacher, administrator, or other school employee. A violation of this policy may also result in disciplinary actions based upon other sections of the student discipline code.

B. Prohibited Conduct

No student shall, while using a computer or other device connected to the internet:

1. Access, transmit, or retransmit material which promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturer of destructive devices such as explosives, fireworks, smoke bombs or incendiary devices or the like.
2. Access, transmit, or retransmit any information that is harmful to minors as that phrase is defined in this policy.
3. Access, transmit, or retransmit material, which advocates or promotes violence or hatred against particular individuals or groups of individuals or advocates or promotes the superiority of one racial group over another.
4. Access, transmit, or retransmit any material which is violent, derogatory, inflammatory or otherwise constitutes cyber bullying.
5. Download, use or possess any digital, audio, video or game files unless in accordance with /district procedures and copyright law for use of digital material for educational purposes.
6. Use or possess unlicensed software. Unlicensed software is defined as any software, which has been downloaded or is otherwise in possession of the user without the appropriate registration of the software, including the payment of any fees owing to the owner of the software.
7. Use encryption software from any access point within the school district.
8. Transmit credit card information or other personal identification information including home addresses or telephone numbers from an access point within the school district.
9. Transmit e-mail through an anonymous remailer.
10. Access the Internet from a school district access point using a non-school district Internet account.
11. Use an instant messenger service or program, Internet Relay Chat or other forms of direct electronic communication, or enter a chat room without express permission of the staff member supervising the computer resource.
12. Commit or attempt to commit any willful act involving the use of the network which disrupts the operation of the network within the school district or any network connected to the Internet including the use or attempted use or possession of computer viruses or so-called hacking or other unlawful activities on line.
13. Disable or attempt to disable filtering software.

In addition to those penalties set forth in the student discipline code, a violation of this Internet policy may also result in loss of Internet privileges.

Opinions, advice, services and all other information expressed online are those of the online authors and not of the school district.

The Internet contains information pertaining to a variety of subjects. Not all this information is accurate or reliable, particularly where the advice of medical, legal, accounting or other professionals would be appropriate. Users are advised not to rely on advice found on the Internet. The school district is not responsible for such advice.

The school district does not guarantee nor imply that access to the Internet will always be available when students want to access it or that the software provided by the district will always work as intended. The school district is not responsible for failures in the operation or technical functioning of the Internet or the computers or software used to access the Internet.

PARENT ACCESS TO BUILDING ADMINISTRATORS

Any time a parent or person in parental relationship would like to talk with a building administrator please call the school office. If you would like to come into the building, please call in advance to ensure that s/he will be available when you come in.

PARENT ACCESS TO STUDENT FOLDERS

A parent has the right to see his/her child's permanent record folder. However, appropriate school personnel must be present to prevent any misinterpretation by the parent.

If you would like to review your child's folder, please call the school office to arrange for an appointment.

PATRIOTIC EXERCISE

The flag of the United States of America will be on display in each classroom. Time will be set aside each morning for the "Pledge of Allegiance." Students are required to refrain from interfering with the meaningful participation of others in this exercise.

PICKUP & DELIVERY OF STUDENTS

Parents must come to the office to pick up and deliver students to school.

SCHOOL DISTRICT FUNCTIONS

For school district sponsored activities scheduled outside the school day, school rules are in effect regardless at which school the function is held.

SCOLIOSIS SCREENING PROGRAM

The screening is mandatory in our schools for all students aged 8 to 16 years. Health professionals will screen all students and submit a complete list of all students screened; a complete list of students who might need further examination if scoliosis is suspected, and a list of students not screened because of absence or any other reason. These lists will be given to the school nurse and make-ups will be scheduled by the teachers. The school nurse will record the screening on the health record and will recheck all suspected cases. The nurse will make a final list of those children to be referred and will notify the parents by written notice.

SIX-DAY CYCLE

To allow more efficient use of school facilities, students in the Maine-Endwell Schools have a six-day cycle. Days are numbered one through six. If there is a holiday or a day cancelled due to weather conditions, the succeeding day takes the number of the day missed. This system avoids having students miss the same class several times.

SMOKING – NOTICE REGARDING

In accordance with Public Health Law, Article 13E, 1399(o) (6), smoking is prohibited on all school grounds, buildings, and in all school vehicles.

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act and Maine Endwell Central School District Board of Education Policy:

- 1) The right to inspect and review the student's education record.
- 2) The right to exercise a limited control over other people's access to the student's education record.
- 3) The right to seek to correct the student's education record, in a hearing if necessary.
- 4) The right to report violations of the FERPA to the Department of Education.
- 5) The right to be informed about FERPA rights.

All rights and protections given parents, under the FERPA and this policy, transfer to the student when s/he reaches age 18 or enrolls in post-secondary school. The student then becomes an "eligible student."

(USE OF) SURVEILLANCE CAMERAS IN THE SCHOOL DISTRICT

For the safety of our students, staff and visitors, the School District employs camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time.

Surveillance cameras will generally be utilized only in public areas where there is no "reasonable expectation of privacy." Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; gymnasiums during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of District buildings or all District activities.

District surveillance cameras will not be installed in "private" areas such as restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is given), or classrooms.

TRANSPORTATION - BUSING INFORMATION

Route System - Maine-Endwell utilizes a route number system rather than a bus number system to better serve the students, principals, and parents. This means the route number will remain constant for all involved when buses are replaced because of maintenance, breakdowns or Department of Transportation inspections. The route number is located in a pocket attached to the side of the bus left of the entrance door and under the window line. The numbers are white and attached to a black board.

Eligibility - Eligibility for transportation is determined only on the basis of grade of the child and the distance of the home of the child from the school (s) he attends.

Children of the district will be transported to and from their designated schools if they qualify under the following:

All Kindergarten through eighth grade will be transported.

Ninth through twelfth grade, if they live outside a 1 1/2 mile walking distance from the nearest school entrance.

Questions on eligibility for transportation can be answered by calling the Transportation Department.

Activities and Transfers - Buses are provided for those who stay after regular dismissal for athletics, review classes or for other approved reasons. These buses drop off students within one mile of their homes. Activity buses cover a very large area, consolidate routes,

and do not travel the same routes as regular dismissal buses. The bus driver determines the route after the students board the bus. However, transfer students that must ride activity buses will be returned to their p.m. stops.

Safety Policy - 5 Minute Rule - Students are to arrive at their designated pick up point 5 minutes BEFORE the scheduled time of the pick up by the bus. This is to ensure that all students for that stop are not moving but are lined up at the same time the bus is arriving and stopping.

School Bus Conduct - The following are considered inappropriate behavior on a school bus:

1. Hazardous Acts That Are Not Acceptable Behavior on a District School Bus

- (a) Use or possession of drugs or alcohol.
- (b) Placing of objects such as books, feet, musical instruments, etc., in the aisle. Aisle is to be kept clear.
- (c) Throwing objects inside or outside bus- books, paper clips, rubber bands, pencils, hats, or other clothing, food, etc.
- (d) Placing of head, hands, or arms outside of bus.
- (e) Carrying of pets, insects, live specimens or other animals on the bus.
- (f) Improper loading and unloading.
- (g) Students are to wait for the bus in an orderly fashion, not closer to the road than the curb or grass line. At the school, never use the sidewalk area of the yellow line nor area between yellow line and the curb.
- (h) Never move toward the bus until the bus entrance door is opened. Students should wait at their designated stop only and arrive five (5) minutes before bus arrival time.
- (i) Smoking - No matches or lighted material.
- (j) Cross 10 feet in front of bus (never in back of bus).
- (k) Go directly to a seat, sit down and stay there until the bus comes to a complete halt at the assigned stop or school, and the entrance door is opened. Always sit facing forward.
- (l) The following objects are considered hazardous and may not be carried on buses:
 - 1) Athletic equipment such as field hockey sticks, skates (not in bag), skis and ski poles, pole vault (pole), lacrosse sticks, bats, fishing poles, etc.
 - 2) Shop, Art and Science projects. Plants not enclosed in paper bags, objects large enough to require additional seat space, weapons, and glass items.
 - 3) Sharp objects such as pencils, knives, some combs and tools, toys, umbrellas, etc.
 - 4) Large musical instruments. Those large enough to require additional seat space are not allowed, such as: bass violin, cello, guitar, tuba, baritone horn, trombone, French horn, tenor and/or baritone saxophone, drums.
 - 5) Radios and tape players.
- (m) Tampering with emergency equipment such as doors, windows, flares, roof hatches, etc.
- (n) Tampering with dashboard switches, door opener, or any other bus controls.
- (o) Refusing to stand behind white line.
- (p) Fighting, physical threats, extortion, harassment, and verbal abuse.
- (q) Attempting to retrieve anything under or near the bus without FIRST getting permission from the driver.
- (r) Carrying any weapon such as firecrackers or other dangerous material.
- (s) Attempting to use other than designated stop unless showing a pass or parent's permission slip signed by the student's principal.

In situations where time does not permit student to secure the principal's signature prior to the need, you may use the okay of the transportation supervisor on the parent's permission slip.

2. Not Classified As Hazardous But Processed Like A Hazardous Act

- (a) Insubordination and obnoxious behavior. Unreasonably loud talking, shouting or arguing. When driver turns on dome lights while traveling, it signals that absolute quiet is necessary.
- (b) Refusal to follow instructions. Refusing to share a seat with other students. Failure to sit in assigned seat. Consistently being late for the bus.
- (c) Damaging property - unscrewing seats, puncturing, cutting, ripping or pulling apart seats, breaking windows, writing on seats, walls or ceiling.

3. Non-Hazardous Acts That Are Not Acceptable Behavior On A District School Bus

- (a) Leaving seats while bus is in motion.
- (b) Opening windows without permission of driver.
- (c) Eating, drinking or chewing gum on the bus.
- (d) Use of foul language and/or gestures. Being offensive to other students.
- (e) Immoral acts.
- (f) Arguing.

Busing Policies -Special Transportation Request For Students Within Riding Distance

Procedure to Ensure the Safety and Welfare of the Student:

- 1) Students who are eligible for transportation may be, on occasion, picked up or dropped off at a point different from the regular assigned stop at the principal's discretion, when a bona fide EMERGENCY situation exists. Requests must be written and signed by the parent/guardian and sent to the principal with enough advance time to ensure that the proper procedure can be instituted by the transportation department. The transportation department will be consulted by the principal concerning questions on proper routing.

The parent/guardian request must contain the following:

- (a) Student name with phone number of parent/guardian that can be reached to discuss the request if more information is needed.
 - (b) Name, address and phone number of person at requested location.
 - (c) Dates and times special transportation is needed.
 - (d) Reason for request.
- 2) Students residing within the transported distance shall not be accorded transportation for other reasons than the above. Requests for transportation to parties, scout meetings, recreation, work situation (including babysitting), convenience situations, and other non-emergency situations will be denied.
 - 3) It is the responsibility of the building principal to make the determination of eligibility for transportation in the above situations, using the following criterion:
 - (a) A bona fide request.
 - (b) Seating available on requested route.
 - (c) Student aware of "10 foot crossing rule."
 - 4) If the principal approves the request, a signed bus stop change form will be signed by the principal/designee and issued to the student for presentation to the bus driver. In emergency situations where time does not permit the student to secure the principal's signature prior to the need, it is permissible to use the okay of the supervisor of transportation on the parent/guardian request slip.

VALUABLES

Excess money and valuable items should be left at home.

VIDEOS
GUIDELINES-USE OF OFF-AIR RECORDINGS AND PRE-RECORDED VIDEOS

A. Off-Air Recordings

1. Recordings may be made only from local television channels CBS, ABC, NBC, PBS and other programs (according to copyright usage codes) listed in *Cable in the Classroom* magazine. No recordings may be made from cable television other than these.
2. Recordings made from network television must adhere to the following:
 - a. Programs recorded at school must be requested by the teacher. The 10-day 45-day rule must be enforced. A broadcast program may be recorded off air simultaneously with broadcast transmission (including cable transmission) and retained by the educational institution for a period not to exceed (45) calendar days after the date of recording. The program then must be erased. Even though the program may be held 45 days, it may only be used once and repeated once with each class by an individual teacher during the first ten (10) consecutive school days during the forty-five (45) day calendar retention period. It may not be used with students after that time. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the 45 day retention period only for teacher evaluation purposes and may not be used for student exhibition or any other non-evaluation purpose without authorization.
 - b. Programs recorded at home and brought to school must adhere to (A) and (B.1) above.

B. Rented Videos

1. Must be shown by a teacher in a face-to-face teaching situation.
2. The video cannot be used for the purpose of reward/entertainment unless the video is purchased with public performance rights.
3. Video titles and related objectives must be written into the teacher's plans. "The programs may only be used in classrooms for instructional purposes tied to curriculum objectives." [Becker, p.27]

C. Duplication of Video Recordings

1. Copies of copyrighted programs will not be made without written permission of the copyright holder.
2. All tape duplication requests should be submitted to the district audio-visual department on the proper form.

D. Outside Presenters

When an outside presenter is invited into the classroom, the presenter is subject to the restrictions in these guidelines.

Copyright: A Guide to Information and Resources by Gary Becker is available in the library. A series of videos pertaining to copyright is available from the district's audio-visual department.

VISITORS

Visitors to school must have clearance through the office. Casual visitors or drop-ins from other schools that have holidays or close early are not permitted. This includes middle school and high school students.

VOLUNTEERS

The Volunteer Program in the Maine-Endwell School District was started in 1971. This program operates separately from other volunteer organizations within our schools. The many thousands of hours given by volunteers have benefited the students, the teachers and the volunteers themselves. Various positions available include classroom volunteer, clerical worker, classroom reading assistant, nurse's office and library assistant. For those who can spare an occasional hour or several hours each week, we encourage you to apply. Helping hands are always welcome.

September 2015

Dear Parents:

This Student Handbook was written to provide you and your child with information about the program at Maine-Endwell and also to provide information about the rules of the school.

We believe the rules are directly related to the efficient operation of the school and are designed to be fair to children and adults.

In order that the contents of this Handbook be effectively communicated to the students of the school, we have directed the classroom teachers to review each page of the booklet during the first three days of school.

In order to be certain that parents have seen this booklet, we are requesting that you sign this page and return it to school with your child.

Thank you,

To Principal:

I have reviewed the 2015-16 Handbook.

Parent Signature _____

Suggestions to improve this Handbook: