NY MILLS UNION FREE SCHOOL

BOARD OF EDUCATION
REORGANIZATIONAL MEETING AGENDA
TUESDAY, JULY 11, 2013
JR./SR. HIGH SCHOOL AUDITORIUM – 6:30 P.M.

1. Meeting Call to Order

1.1 Pledge to the Flag
1.2 Acceptance of Agenda

2. Reorganization Business

2.1 Administer Oath to Superintendent, Kathy Houghton

2.2 Administer Oath to new Board Members, Dr. Gary W. Porcelli, Rick Surprenant and Traci Welch

2.3 Election of Board President

2.4 Election of Board Vice President

2.5 Annual Board Appointments
- 2.5.1 Clerk of the Board - Paula Ann May*
- 2.5.2 District Treasurer – Lisa Stamboly*
- 2.5.3 School Attorneys – Ferrara, Fiorenza, Larrison, Barrett & Reitz and Tabner, Ryan & Keniry
- 2.5.4 Treasurer, Extra Activities Account – Patricia Klimacek
- 2.5.5 Internal Claims Auditor – Cheryl Radomski
- 2.5.5 Board Sub-Committees
  - a. Audit Committee
  - b. Policy Review Committee
  - c. Health & Safety Committee
  - d. Building & Grounds Committee
  - e. Transportation Committee
- 2.5.6 External District Auditor - Moore & Hart
- 2.5.7 403b Service Providers – OMNI Group Renewal Service Agreement
- 2.5.8 Financial Advisors – Bernard P. Donegan
- 2.5.9 Bond Council - Timothy McGill
- 2.5.10 School Physician - Dr. William Ryan*

2.5.11 Tax Collectors – Margaret Hardy, Whitestown;
Oneida County Office of Finance, New Hartford

2.5.12 Authorization to Participate in the following Consortiums:

a. Central New York School Employees Workers Compensation Plan
b. Oneida-Herkimer-Madison Area Schools Property & Casualty Insurance Group
c. Madison-Oneida-Herkimer Health Insurance Consortium
d. Herkimer-Fulton-Hamilton-Otsego BOCES Disability Insurance Consortium

2.5.13 Committee on Special Education - Appoint

*Kim Zogby	Chairperson, Special Education Teacher
Barbara Bowen	School Psychologist
Nina Belmar	Social Worker
Patty Prince	Parent Member
Barbara Piacenti	Parent Member
Dr. William Ryan	School Physician

Child's Guidance Counselor
Child's Special Education and
Regular Education Teacher(s)

2.5.14 Sub-Committee on Special Education for Elementary School and Junior-Senior High School - Appoint

Kim Zogby Chairperson, Special Education Teacher
Child's Guidance Counselor
Child's Special Education and/or Regular Education Teacher(s)
Nina Belmar - Social Worker
Barbara Bowen - School Psychologist (when a new Psychological report is reviewed, or a more restrictive environment is being considered)

2.5.15 Committee on Special Education for Pre-School Education – Appoint

Kim Zogby	Chairperson, Special Education Teacher
Barbara Bowen	School Psychologist
Nina Belmar	Social Worker
Barbara Piacenti	Parent Member
Dr. William Ryan	School Physician
Preschool Special	Teacher

Education Teacher of the child

2.5.16 District Specific List for Impartial Hearing Officers as maintained by the New York State Education Department Impartial Hearing Reporting System – On-Line

2.5.17 Resolution - New York Public Officers Law Section 18

2.5.18 Resolution Community/School Organizations: Music, Art and Drama Boosters, Marauder Athletic Booster Club, School District Foundation, and Parent-Teacher-Student Organization

2.5.19 2012-13 Tuition Rate - 100% of the State Education Department Formula (Currently estimated K-6 – $6,365; 7-12 – $12,789, subject to change in November)

2.5.20 Day and Time of Monthly Meetings (see insert)

*See Personnel Report

2.6 Annual Board Designations:

2.6.1 Official Bank Depository – M&T Bank

2.6.2 Investment Banks: Any bank deemed profitable by the Business Official

2.6.3 Authorized Signatures on Checks: School Treasurer and Superintendent of Schools

2.6.4 Authorize Signatures on Extra-Curricular Activities Account – Jr. Sr. High School Principal, Central Treasurer, Superintendent's Secretary

2.6.5 Authorize Wire Transfers Up To $2 million with the exception of Serial Bond Payments – School Treasurer

2.6.6 Budget Transfers authorization Superintendent of Schools or Treasurer as their designee

2.6.7 Authorization Use of Credit Cards: Kathy Houghton, Michael Spost, René Wilson, Paula Ann May, Jacqueline Edwards, Gary Markowicz, Dr. Gary W. Porcelli, Rick Surprenant, Gail Rice, Richard Ross, Traci Welch

2.6.7 Official Newspaper - Utica Observer Dispatch

2.6.8 Medicaid Compliance Officer – Kim Zogby

2.7 Annual Authorizations

2.7.1 Certification of Payroll – Superintendent of Schools

2.7.2 Establishment of Petty Cash Funds: High School - $100, Elementary - $100, District Office - $100

2.7.3 Purchasing Agent – Lisa Stamboly, School Treasurer

2.7.4 Superintendent or his/her designee be authorized to make transfers of appropriations within the budget of each program or service per board policy

2.7.5 Authorization for participation and payment of dues:
School Boards Institute
NYS School Boards Association
Association for School Business Organization

2.7.6 Superintendent Conference Approval (local, state and national)

2.7.7 Mileage reimbursement rate: IRS reimbursement rate

2.7.8 Staff/curriculum Development $22 per hour and Tutorial and Home Bound Instruction $25 per hour

2.7.9 Substitute Teacher pay Rate: $80/day for certified teacher and $60/day for uncertified

2.7.10 Fees for Varsity Football and Boys & Girls Basketball Games
$2 per adult and $1 per student
Ticket taker/seller $10/hour
Clock/timer $25/game
Announcer $20/game
Site Supervisor $20/hour
Shot Clock $20/game

2.7.11 Records Retention Officer - Paula Ann May

2.7.12 Records Access Officer - Paula Ann May
2.7.13 Asbestos LEA Designee – William Lachut
2.7.14 Civil Rights, Title IX, ADA Coordinator and
Sexual Harassment Compliance Officer – Superintendent of Schools or Designee
2.7.15 Elementary and Jr. Sr. High School Dignity Act Coordinator – Nina Belmar
2.7.16 Pesticide Application for emergencies

2.8 Bonds
2.8.1 District Treasurer, Lisa Stamboly - $1,000,000
2.8.2 District Clerk, Paula Ann May - $100,000
2.8.3 Central Treasurer, Patricia Klimacek - $20,000
2.9 Readoption of Board Policies and Code of Ethics
2.10 Recertify Shared Decision Making Plan
2.11 Board Presidential Appointments
2.11.1 School Board Institute Executive Committee – J. Edwards, SBI President and Alternate Volunteer needed
2.12 Career & Technical Education Advisory Council - BOCES Council
2.13 Safety Plan
2.14 BOCES Cooperative Bids - Authorization for Participation Therein
2.15 Mass Care Facility Usage - Authorization for Superintendent to Commit School District
2.15.1 Army Reserve
2.15.2 American Red Cross
2.16 BOCES Contract for the 2013-14 School Year

3. Consent Agenda

3.1 Minutes of Meeting held June 4, 2013
3.2 Business Office Reports for Month ending May 2013
a. Internal Auditor Report – C. Radomski
3.3 CSE Reports
a. Minutes of meetings held 5/22/13
b. Minutes of meeting held 5/23/13
c. Minutes of meeting held 5/29/13
d. Minutes of meetings held 5/30/13
e. Minutes of meetings held 5/31/13
f. Minutes of meetings held 6/4/13
g. Minutes of meetings held 6/5/13
h. Minutes of meetings held 6/6/13
i. Minutes of meetings held 6/10/13
j. Minutes of meetings held 6/12/13
k. Minutes of meeting held 6/18/13
l. Minutes of meetings held 6/21/13
m. Minutes of meeting held 6/30/13

4 Old Business

4.1 2nd reading of Policy #1030, Code of Conduct; #0015, Equal Opportunity and Nondiscrimination, and Regulations #0015.1, Report of Possible Discrimination; #0015.2 Dignity for All Students Reporting Form; #8001, School Calendar and School Day; #8100, Academic Freedom; #8101, Selection and Review of Instructional materials, Regulation #8101, Request for Review of Instructional Materials; Policy #8102, Placement, Promotion, Retention of Students; #8103, Acceleration Policy; Regulation #8103.1, Parental Notice of Acceleration, #8103.2, Acceleration Screening; #8103.3, Parental Consent for Acceleration; Policy #8104, Junior-Senior High School Grading policy, #8105, Graduation Ceremony Participation, #8200, Guidance and Counseling Program, #8201, High School/College Bridge Program; #8202, Auditing Classes, #8203, Student Musical Groups Participation in Community Activities; #8300, Home Instruction; #8301, Homebound Instruction, #8302 Courses Including Dissection of Animals; #8303, Limited English Proficiency Instruction; Regulation #8303.1, Limited English Proficiency Instruction; Policy #8400 Field Trips; Regulation # 8400.1, annual Education Field Trip Permit; Policy #8500, Special Education Programs and Services; Regulation 8500.1, Administrative Practices and Procedures Relative to Program Access; Policy #8501, Prereferral and Declassification Teams; #8502, Programs for Students with Disabilities Under Section 5904 of the Federal Rehabilitation Act of 1973; #8503, Independent Educational Evaluations; Regulation# 8503.1, Independent Education Evaluations; Policy #8504, Provision of Special Education Services for Preschool Students; #8505, Selection, Appointment and Compensation of Impartial Hearing Officers; #8506, Skills and Achievements Commencement Credential; #8600, Accommodation of Hearing-Impaired Parents; Regulation #8600.1, Accommodation of Hearing-Impaired Parents Request Form; #8600.2, Accommodation of Hearing-Impaired Parents Notice; Policy #8601, Response to Intervention (RtI); Regulation #8601.1, Structure of the Response to Intervention (RtI) Program; (*copies of policies with changes from 1st reading are the only copies included*)

5. New Business

5.1 Personnel Report – Approval
5.2 Excess list for bid, sale, or disposal of – Action
5.3 Non-Resident/Non-Tuition Students
5.4 1st Reading of Policy #7101, Jr. Sr. High School Extra Curricular Policy; Policy #7400, Cell Phone/Electronic Device Policy; and #7500.5 Student Privacy FERPA Notice
5.5 Building Use Request from PTSO December 6-8, 2013

6. Building Reports – N/A

7 Superintendent's Report

7.1 Regents Reform Agenda
7.2 Social Studies Staffing
7.3 6th Grade Reconfiguration

8. Board Discussion

9. **Visitors Comments**

10. **Executive Session** - to discuss a Particular Person

11. **Adjournment**

2.3 & 2.4 Election of Board Officers

The following individuals are interested:

Board President: Jacqueline Edwards

Vice President: Dr. Gary W. Porcelli dependent upon actions of current Board President

Board President or Vice President: Gail Rice

2.5.5 Board Sub Committees**

Committee	2012-13 Board Membership	2013-14 Board Member Interest
Audit Committee	Board as a Whole	Board as a Whole
Policy Committee	Janet Wroblicki Gail Rice Dick Ross - resigned	Gail Rice Traci Welch
Health & Safety Committee	Richard Radomski Gary Markowicz Dick Ross	Dick Ross
Buildings & Grounds Committee	Dick Ross Richard Radomski	Dick Ross Rick Surprenant
Transportation Committee	Jacqueline Edwards Gary Porcelli Dick Ross	Jacqueline Edwards Dick Ross Rick Surprenant

**Revised

Sec. 18. Defense and indemnification of officers and employees of public entities.

1. As used in this section, unless the context otherwise requires:

(a) The term "public entity" shall mean (i) a county, city, town, village or any other political subdivision or civil division of the state, (ii) a school district, board of cooperative educational services, or any other governmental entity or combination or association of governmental entities operating a public school, college, community college or university, (iii) a public improvement or special district, (iv) a public authority, commission, agency or public benefit corporation, or (v) any other separate corporate instrumentality or unit of government; but shall not include the state of New York or any other public entity the officers and employees of which are covered by section seventeen of this chapter or by defense and indemnification provisions of any other state statute taking effect after January first, nineteen hundred seventy-nine.

(b) The term "employee" shall mean any commissioner, member of a public board or commission, trustee, director, officer, employee, volunteer expressly authorized to participate in a publicly sponsored volunteer program, or any other person holding a position by election, appointment or employment in the service of a public entity, whether or not compensated, but shall not include the sheriff of any county or an independent contractor. The term "employee" shall include a former employee, his estate or judicially appointed personal representative.

(c) The term "governing body" shall mean the board or body in which the general legislative, governmental or public powers of the public entity are vested and by authority of which the business of the public entity is conducted.

2. The provisions of this section shall apply to any public entity:

(a) whose governing body has agreed by the adoption of local law, by-law, resolution, rule or regulation (i) to confer the benefits of this section upon its employees, and (ii) to be held liable for the costs incurred under these provisions; or

(b) where the governing body of a municipality, for whose benefit the public entity has been established, has agreed by the adoption of local law or resolution (i) to confer the benefits of this section upon the

employees of such public entity, and (ii) to be held liable for the costs incurred under these provisions.

3. (a) Upon compliance by the employee with the provisions of subdivision five of this section, the public entity shall provide for the defense of the employee in any civil action or proceeding, state or federal, arising out of any alleged act or omission which occurred or allegedly occurred while the employee was acting within the scope of his public employment or duties. This duty to provide for a defense shall not arise where such civil action or proceeding is brought by or at the behest of the public entity employing such employee.

(b) Subject to the conditions set forth in paragraph (a) of this subdivision, the employee shall be entitled to be represented by private counsel of his choice in any civil action or proceeding whenever the chief legal officer of the public entity or other counsel designated by the public entity determines that a conflict of interest exists, or whenever a court, upon appropriate motion or otherwise by a special proceeding, determines that a conflict of interest exists and that the employee is entitled to be represented by counsel of his choice, provided, however, that the chief legal officer or other counsel designated by the public entity may require, as a condition to payment of the fees and expenses of such representation, that appropriate groups of such employees be represented by the same counsel. Reasonable attorneys' fees and litigation expenses shall be paid by the public entity to such private counsel from time to time during the pendency of the civil action or proceeding with the approval of the governing body of the public entity.

(c) Any dispute with respect to representation of multiple employees by a single counsel or the amount of litigation expenses or the reasonableness of attorneys' fees shall be resolved by the court upon motion or by way of a special proceeding.

(d) Where the employee delivers process and a written request for a defense to the public entity under subdivision five of this section, the public entity shall take the necessary steps on behalf of the employee to avoid entry of a default judgment pending resolution of any question pertaining to the obligation to provide for a defense.

4. (a) The public entity shall indemnify and save harmless its employees in the amount of any judgment obtained against such employees in a state or federal court, or in the amount of any settlement of a claim, provided that the act or omission from which such judgment or claim arose occurred while the employee was

acting within the scope of his public employment or duties; provided further that in the case of a settlement the duty to indemnify and save harmless shall be conditioned upon the approval of the amount of settlement by the governing body of the public entity.

(b) Except as otherwise provided by law, the duty to indemnify and save harmless prescribed by this subdivision shall not arise where the injury or damage resulted from intentional wrongdoing or recklessness on the part of the employee.

(c) Nothing in this subdivision shall authorize a public entity to indemnify or save harmless an employee with respect to punitive or exemplary damages, fines or penalties, or money recovered from an employee pursuant to section fifty-one of the general municipal law; provided, however, that the public entity shall indemnify and save harmless its employees in the amount of any costs, attorneys' fees, damages, fines or penalties which may be imposed by reason of an adjudication that an employee, acting within the scope of his public employment or duties, has, without willfulness or intent on his part, violated a prior order, judgment, consent decree or stipulation of settlement entered in any court of this state or of the United States.

(d) Upon entry of a final judgment against the employee, or upon the settlement of the claim, the employee shall serve a copy of such judgment or settlement, personally or by certified or registered mail within thirty days of the date of entry or settlement, upon the chief administrative officer of the public entity; and if not inconsistent with the provisions of this section, the amount of such judgment or settlement shall be paid by the public entity.

5. The duty to defend or indemnify and save harmless prescribed by this section shall be conditioned upon: (i) delivery by the employee to the chief legal officer of the public entity or to its chief administrative officer of a written request to provide for his defense together with the original or a copy of any summons, complaint, process, notice, demand or pleading within ten days after he is served with such document, and (ii) the full cooperation of the employee in the defense of such action or proceeding and in defense of any action or proceeding against the public entity based upon the same act or omission, and in the prosecution of any appeal.

6. The benefits of this section shall inure only to employees as defined herein and shall not enlarge or diminish the rights of any other party nor shall any provision of this section be construed to affect, alter or repeal any provision of the workers' compensation law.

7. This section shall not in any way affect the obligation of any claimant to give notice to the public entity under section ten of the court of claims act, section fifty-e of the general municipal law, or any other provision of law.

8. Any public entity is hereby authorized and empowered to purchase insurance from any insurance company created by or under the laws of this state, or authorized by law to transact business in this state, against any liability imposed by the provisions of this section, or to act as a self-insurer with respect thereto.

9. All payments made under the terms of this section, whether for insurance or otherwise, shall be deemed to be for a public purpose and shall be audited and paid in the same manner as other public charges.

10. The provisions of this section shall not be construed to impair, alter, limit or modify the rights and obligations of any insurer under any policy of insurance.

11. Except as otherwise specifically provided in this section, the provisions of this section shall not be construed in any way to impair, alter, limit, modify, abrogate or restrict any immunity to liability available to or conferred upon any unit, entity, officer or employee of any public entity by, in accordance with, or by reason of, any other provision of state or federal statutory or common law.

12. Except as otherwise provided in this section, benefits accorded to employees under this section shall be in lieu of and take the place of defense or indemnification protections accorded the same employees by another enactment; unless the governing body of the public entity shall have provided that these benefits shall supplement, and be available in addition to, defense or indemnification protection conferred by another enactment.

13. The provisions of this section shall also be applicable to any public library supported in whole or in part by a public entity whose governing body has determined by adoption of a local law, ordinance, by-law, resolution, rule or regulation to confer the benefits of this section upon the employees of such public library and to be held liable for the costs incurred under these provisions.

14. If any provision of this section or the application thereof to any person or circumstance be held unconstitutional or invalid in whole or in part by any court, such holding of unconstitutionality or invalidity shall in no way affect or impair any other provision of this section or the application of any such provision to any other person or circumstance.

2.5.20

1 Marauder Boulevard
New York Mills, NY 13417

BOARD OF EDUCATION
PROPOSED MEETING DATES 2013-2014

July 11, 2013 – Reorganizational and Business 6:30 p.m.
August, 2013 - TBD to set Tax Levy
Tuesday, September 3, 2013
Tuesday, October 1, 2013
Tuesday, November 5, 2013
Tuesday, December 3, 2013
Tuesday, January 7, 2014
Tuesday, February 4, 2014
Tuesday, March 4, 2014 – Budget Workshop
Tuesday, March 18, 2014 – Budget Workshop
Tuesday, April 1, 2014 – Adopt Budget for Vote
Tuesday, April 22, 2014 – Vote for BOCES Budget & Board Members
Tuesday, May 6, 2014 – Public Budget Hearing
Tuesday, May 20, 2014 – Budget Vote and Board Election – Noon – 9:00 p.m.
Tuesday, June 3, 2014

All meetings begin at 6:30 p.m. unless otherwise noted

2.3 & 2.4 Election of Board Officers

The following individuals are interested:

Board President: Jacqueline Edwards

Vice President: Dr. Gary W. Porcelli dependent upon actions of current Board President

Board President or Vice President: Gail Rice

2.5.5 Board Sub Committees**

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Transportation Committee	Jacqueline Edwards Gary Porcelli Dick Ross	Jacqueline Edwards Dick Ross Rick Surprenant

**Revised

2.13

2013-14 School District Safety Plan

New York Mills Union Free School District

7/11/2013

Date: 07/11/13

TABLE OF CONTENTS

PROJECT SAVE
(Safe Schools Against Violence in Education)

District-wide
School Safety Plan
Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The New York Mills School District utilized a template customized by the Oneida-Herkimer-Madison Safety Office for our single-building district. A team of staff members, including administration, instructional and non-instructional staff developed a first draft of the district/building plan. As part of the planning process, our present Emergency Management Plan, School Emergency Procedure, and Crisis Team Procedures were reviewed and evaluated, in collaboration with the BOCES Safety Office. Our District Safety Team then assembled to review and revise this draft. The Safety Team includes members from student, parent, teacher, staff, community and administrative groups. A revised draft was presented to the public and Board of Education, and then approved by the board. This plan is reviewed, evaluated and revised on a yearly basis by our School Safety Team and District Crisis Team. The New York Mills School District supports the SAVE Legislation, and intends to continue to engage in a collaborative planning process in order to keep this document current. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The New York Mills District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Superintendent appointed a District Health & Safety Committee and charged it with the development and maintenance of the School District Safety Plan.

B. Identification of School Teams

The New York Mills School District has appointed a District Health & Safety Committee consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; and, other school personnel. The members of the team and their positions or affiliations are as follows:

Members Name	Title
Kathy Houghton	Superintendent of Schools
Dick Ross (Chair);Gary Markowicz	School Board Members
Michael Spost, Rene' Wilson John Bialek	Administrators Mayor of New York Mills
Andrea Dziekan Nina Belmar	Athletic Director/NYMTA Social Worker/NYMTA
John Rumbutis	Non-instructional Staff
Mike Klenotiz	Transportation Director/ New York Mills Fire Department/EMT
Theresa Inkawhich, Ken McCoy	Community Members/Parents
Rik Collins	PTSO Member
Nancy Nicholl (SRO)	Oneida County Sheriff's Office Village of New York Mill's Police
Donna Wegrzyn, Anna Sharpe	School Nurses
William Lachut	Maintenance Supervisor
Mike Colangelo, John Janes	BOCES Safety Specialists

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to our Building-level Emergency Response Plan which contains additional information that is not accessible to the public for security reasons. Although the District is considered a single instructional building, additional plans and/or procedures will be established for Beekman Gymnasium and the separate elementary and secondary wings as necessary. Elements of the district-wide plan including staff development, drills and exercises, and response actions will be developed as appropriate to the student population in each of these areas. The Building-level Emergency Response Plan is found in Appendix 2.

- The district-wide plan has been developed based on the State Education sample outline in the Project SAVE guidance document and resources provided by the Oneida-Herkimer-Madison BOCES Safety Office. The members of the District-wide School Safety Team listed above have reviewed and revised this document to meet the needs of the district and have addressed feedback from staff, students, and members of the community in its development.

- In the event of an emergency or violent incident, the initial response to all emergencies will be conducted by the School Emergency Response Team utilizing those members who are appropriate to the location and scope of the emergency. The Superintendent will be notified of all emergencies. He, or his designee, will then notify local emergency officials as needed.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan (minus Appendix 2) will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

- Full copies of the School District Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

- This plan will be reviewed periodically during the year and will be maintained by the District Health & Safety Committee. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available in the district office.

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Program Initiatives

The district has established the following programs and activities for improving communication among students and between students and staff, and to facilitate the reporting and evaluation of potentially violent incidents:

- Conflict resolution training for students
- Peer mediation program
- School safety programs presented to students and/or staff (local law enforcement, BOCES, fire department)
- DARE (Drug Abuse Resistance Education)
- K-12 Character Education Program
- K-12 Code of Conduct
- Reporting mechanisms for school violence (through School Counselors, Social Worker, SRO, Principals_
- Use of camera surveillance equipment externally, internally, and on school buses
- Threat Evaluation/Assessment and Procedures Team - Our elementary and secondary PPS Teams serve as Threat Evaluation/Assessment and Procedures Teams for grades K-6 and 7-12, respectively.
- Dignity for All Students Anti-Bullying Training for all K-12 Students.

The district will continue to assess its needs and establish programs that will help to create a positive, safe learning environment for students.

Training, Drills, and Exercises

- The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of a building system. The procedures will be explained and practiced in a variety of ways including early go-home drill; tabletop exercise; live drill; and

District Crisis Team exercise. Training will take place on Superintendent's Conference Days and/or other training days as deemed appropriate by the Superintendent, and will utilize the resources of local law enforcement, New York State Police, Oneida-Herkimer-Madison BOCES Safety Office, and Oneida County Emergency Management Office.

- When appropriate, and at the discretion of the District-wide Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials. For security purposes, details of these drills and exercises have not been included in this plan. All Federal and State required drills are completed during the course of each year.

- Following is a description of the duties, hiring and screening process, and required training of hall monitors and other school safety personnel acting in a school security capacity. Included are copies of collaborative agreements made by the district with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including training to de-escalate potentially violent situations.

  Front desk monitors receive the same level of training as our other school monitors, including first aid, CPR/AED training, de-escalation techniques, and other staff development opportunities as appropriate.

Implementation of School Security

- The district will conduct a security review of the facility with the assistance of local law enforcement and/or the Oneida-Herkimer-Madison BOCES Safety Office, and will determine the security measures that should be adopted where appropriate. At this time, the following are in place: Front Desk Monitor; visitor badge/sign-in procedure; and School Resource Officer.

Vital Educational Agency Information

- In an emergency, the Superintendent may be responsible for contacting other educational agencies in the district or general vicinity. The following chart contains information about each educational agency located in the school district, including school population, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

School	Contact person	Phone #	# pupils	Needs
Notre Dame Jr.-Sr. High School	Sister Anna Mae Collins	724-5118	360	Notification
Jr. Junction, Inc.	Judy Lake	624-6273	51	Notification
House of Good Shepherd	Dave Williams	235-7600	120	Notification

B. Early Detection of Potentially Violent Behaviors

The District recognizes that the most current data cautions against profiling students who have the potential for violence; however, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students beginning at an early age. The District therefore will maintain resources on the early detection of potentially violent behaviors, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors, and provide this team with information about how to identify early warning signs in students and in early intervention/prevention strategies. The K-12 Pupil Personnel Services Team (includes Principals, School Social Worker, School Psychologist, Guidance Counselors, and Nurses) will be responsible for evaluating students at potential risk of violent behavior and/or threats of violence by a student.

C. Hazard Identification

The District has identified the following sites of potential emergency or potential emergency situations:

Site/situation	Comments
District buildings	Medical emergency, parental/abduction, fire/explosion, bomb threat, intruder, power outage, chemical spills, air quality, dangerous weather (lightening, hail, hurricane, tornado
Beekman gymnasium	Same as above
Athletic fields	Personal injury, intruder
Buses	Accident, fight, medical emergency, dangerous intruder, parental/abduction
Off-site field trips	Accident, abduction, medical emergency
Playground areas	Playground injury, dangerous weather, abduction, intruder
Roadways (Burrstone Rd. traffic light)	Accident, hazardous spill, personal injury
Construction/renovation sites	Accident, fire, explosion, chemical spill, personal injury
Bus garage	Fire, explosion, chemical spill, personal injury

Section III: Response

A. Notification and Activation (Internal and External Communications)

- In the event of a violent incident, the Superintendent or Building Principal will contact appropriate law enforcement officials through the 911 system. If an administrator is unavailable, the Operations Manager, School Nurse and/or secretaries may call 911 as needed. A list of local law enforcement agencies and of those individuals who are authorized to contact the law enforcement agencies is also included in the appendix of the Emergency Response Plan.

- In the event of a disaster or an act of violence, all educational agencies within the school district of will be notified using one or more of the following mechanisms:

  Telephone
  Fax/Email
  District Radio System
  Intercom
  Local Media
  NOAA Weather Radio

  In the event of an emergency, or impending emergency, the district will notify all principals/designees of facilities within the district to take the appropriate action.

- Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media in some instances, or by using a phone tree with emergency contact cards provided by students.

B. Situational Responses

Emergency Response

The District's emergency response plans are outlined in the Building-level Emergency Response Plan for security reasons. They include the following situations:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic

Responses to Acts of Violence: Implied or Direct Threats

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school: The Building-level plan includes specifics to potential emergency situations which would require these responses.

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Administrators	Keyed Staff
Kathy Houghton, Superintendent; Michael Spost, Jr. - Sr. High School Principal; Dr. René Wilson, Elementary Principal	William Lachut, Building Maintenance Supervisor; Michael Klenotiz, Transportation Supervisor; Andrea Dziekan, Athletic Director; Gene Wegrzyn, Custodian; Nancy Nicholl, School Resource Officer

The District will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence
In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-level Plan. The following types of procedure(s) have been considered:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal/Superintendent.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols
The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the Building-level Plan. The following protocols are provided as examples:

- Identification of decision-makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Arrangements for Obtaining Emergency Assistance from Local Government

- In an emergency, the Superintendent/Designee will contact the 911 center for fire, law enforcement, or EMS response.
- On occasion, the Superintendent/Designee may need to contact the highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials
The District will contact the County Emergency Management Office for advice and assistance for implementation of Article 2-B of the Executive Law. A list of emergency response agencies including the Red Cross, fire department, police, mental health services, hospitals, private industry, private individuals, and religious organizations is included in the appendix.

District Resources Available for Use in an Emergency
During an emergency, the District has the following resources available:

Equipment	**Location**
Cellphones	Administrators office
Two-way radios	Maintenance/office
Trucks	Bus Garage
Snow removal equipment	Bus Garage
Bus Fleet	Bus Garage
Portable Generators/Lighting	Bus Garage
Crisis Response Kits	All Offices, Bus Garage, Beekman

Community Resources Available for Use in an Emergency
During an emergency, the District may ask for assistance or equipment from the following community resources:

Equipment	**Location**	**Phone #**
Portable generators/Lighting	National Grid	(800) 642-4272
Water pump, medical equipment, generators	New York Mills/ Yorkville Fire Department	736-1453 (dispatch) 736-1523
Trucks, equipment	Department of Public Works	736-3204
Tents, medical supplies, generators	Army Reserve Center	793-8411
Pumps, emergency equipment	Mohawk Upper Regional Water Board	792-0302

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies
The following persons are available to assist in the event of an emergency:

Name	**Role, skill, or assignment**
Kathy Houghton, Michael Spost, Rene' Wilson, Nancy Nicholl, William Lachut	District Coordination, Bomb Threat, Reasonable Suspicion Search/ID of drugs alcohol use
Nina Belmar, Michael Spost, Nancy	De-escalation, restraint

Nicholl, Kathy Houghton, Rene' Wilson, Michelle Hall, Kim Zogby, Tammy Maciol, Romana Davis, Nina Belmar,	
Donna Wegrzyn, Anna Sharpe	Medical, first aid, CPR, etc.
Bus Drivers, Bus Monitors	Medical, first aid, CPR, etc.
Andrea Dziekan, Anthony Ricco, Michael Keating, Michael Klenotiz	First Aid/CPR/AED
Audrey Foote	Hazardous materials/chemical management
Rene' Wilson	Coordinator Elementary, Bomb Threat Response, De-escalation, restraint
Michael Spost	Coordinator Jr.-Sr. High, First Aid, De-escalation, restraint
Mike Klenotiz	EMT

Protective Action Options

The following actions will be considered in the event of an emergency as appropriate:
school cancellation prior to opening, early dismissal, evacuation or sheltering.

- **School cancellation**
  - Monitor any situation that may warrant a school cancellation.
  - Make determination.
  - Contact local media.
  - Utilize Global Connect System.

- **Early dismissal**
  - Monitor situation.
  - If conditions warrant, close school.
  - Contact Transportation Supervisor to arrange transportation.
  - Contact local media to inform parents of early dismissal.
  - Set up an information center so that parents may make inquiries as to the situation.
  - Retain appropriate district personnel until all students have been returned home.
  - Utilize Global Connect System.

- **Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)**
  - Determine the level of threat.
  - Contact Transportation Supervisor to arrange transportation.
  - Clear all evacuation routes and sites prior to evacuation.
  - Evacuate all staff and students to pre-arranged evacuation sites.
  - Account for all student and staff population. Report any missing staff or students to Building Principal.
  - Make determination regarding early dismissal.

- If determination was made to dismiss early, contact local media to inform parents of early dismissal.
- Ensure adult supervision or continued school supervision/security.
- Set up an information center so that parents may make inquires as to the situation.
- Retain appropriate district personnel until all students have been returned home.
- Utilize Global Connect System.

- **Sheltering sites (internal and external)**
  - Determine the level of threat.
  - Determine location of sheltering depending on nature of incident.
  - Account for all students and staff. Report any missing staff or students to designee.
  - Determine other occupants in the building.
  - Make appropriate arrangements for human needs.
  - Take appropriate safety precautions.
  - Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
  - Retain appropriate district personnel until all students have been returned home.

Section IV: Recovery

A. District Support for Buildings

- The District has established a K-12 Emergency Response Team and a K-12 Crisis Response Team.

B. Disaster Mental Health Services

- The PPS Team and Administration will assist in the coordination of disaster mental health resources and will mobilize the implementation of the Crisis Response Team as outlined in the district Crisis-Response Plan.
- During the recovery phase of an incident, the District will reevaluate its current violence prevention and school safety activities and consider what the school can do to improve its plan.

Appendix 1:

The following buildings are covered by the District-wide School Safety Plan:

1. New York Mills Union Free School (Elementary/Jr.-Sr. HS - same building)
   1 Marauder Boulevard
   New York Mills, NY 13417

   Phone Numbers:
   Kathy Houghton, Superintendent of Schools; District Office – 768-8127
   Michael Spost, Jr.-Sr. High Principal; Secondary Office – 768-8124
   Rene' Wilson, Elementary Principal; Elementary Office – 768-8129

2. Mike Klenotiz, Transportation Director
   Beekman Gym/Bus Garage
   1 Marauder Boulevard
   New York Mills, NY 13417

   Phone Number:
   William Lachut, Building Maintenance Supervisor - 768-8516, 8127
   Mike Klenotiz, Transportation Supervisor – 768-7948

Appendix 2:

A copy of the New York Mills Building-level Emergency Response Plan follows. Copies are available in the following locations:

- District Office
- Elementary Office
- Jr.-Sr. High School Office
- School Resource Officer's Office
- Maintenance Office
- Bus Garage
- Nurses' Offices
- New York Mills Police Department
- State Police Barracks
- County Sheriff's Office
- BOCES Safety Office

Jacqueline Edwards
President

Dr. Gary Porcelli
Vice President

BOARD OF EDUCATION MEETING AND PUBLIC HEARING ON REVISIONS TO THE CODE OF CONDUCT POLICY
TUESDAY, JUNE 4, 2013
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.

1. PRESENT: Ms. Jacqueline Edwards, President, Dr. Gary W. Porcelli, Vice President, Mr. Gary Markowicz (arrived at 7:21 p.m.), Mrs. Gail Rice (arrived at 6:47 p.m.) Mr. Richard Ross, and Mrs. Janet Wroblicki

ALSO PRESENT: Ms. Kathy Houghton, Mr. Gary Hadfield, Dr. René Wilson, Mrs. Lisa Stamboly, Mr. Michael Klenotiz , Mrs. Paula Ann May, and 11 visitors and guests.

1. Meeting Call to Order

Ms. Edwards called the meeting to order at 6:30 p.m.

1.1 Pledge to the Flag

Mrs. Wroblicki led the Pledge of Allegiance.

1.2 Acceptance of Agenda

Dr. Porcelli made the motion to approve the Agenda but move 2.1 From the Floor to after the acceptance of the Agenda seconded by Mrs. Wroblicki.

Yes 4 No 0
Motion carried.

2.1 From the Floor

Mayor Bialek said that the reason for his visit was because there has been some talk about the School Resource Officer (SRO) position. He congratulated the school on the past election with the passing of the budget and SRO. In the past the Village of New York Mills has participated and we have been very enthusiastic about the program when it wasn't fully funded by a BOCES grant. We were always very supportive. Mayor Bialek said times have changed slightly and he wanted to clear the air. He said the Village has cut hard numbers and reduced spending from their budget. They have also been forced to raise taxes to reduce debt. Right now they are concentrating on infrastructure. The Village has a small budget, only $2 million compared to the School District's $12 million. The Village enjoyed partnering with the District for an SRO, but unfortunately because of the structure the Village can't possibly get geared up from year to year if the District continues putting up referendums with the risk of the SRO not getting passed. He wanted to clear the air as to why the Village of New York Mills is not participating. At this point and time it is mainly financial. He did not want to close the door. He

said he would be very enthusiastic to sit down and discuss this in the future. The Village cannot operate from year to year without knowing if the SRO will be in the budget. Also, our budget seasons are different. By the time we put together a package with base pay, health benefits, retirement all the other benefits we are approaching $90,000. We still haven't put them in the car or trained them. As we approach $100,000 that is 5% of Village's entire budget. We really pinch our pennies and try to do the very best we can. He said he had a full discussion with the Village Board at our last workshop and the Village Board unanimously agreed we cannot participate this year, but welcomes the opportunity to participate in future years.

Ms. Edwards stated that we don't exchange dialogue; however the Superintendent would like to speak to your concern.

Ms. Houghton said that the partnership we have had in the past is excellent and we would like to work collaboratively together again in the future. It won't be possible this year, however, we really want to thank you for the collaboration and maybe a joint Board Meeting should be planned. How can we work together? What could we do for you and what you could do for us? Perhaps we can find a common date and not wait a year to meet and discuss these ideas.

Mayor Bialek said he would like to meet first thing this fall.

Mr. King suggested contacting Yorkville as well.

Mrs. Wroblicki said to contact the Town of New Hartford.

(Mrs. Rice arrived at 6:47 p.m.)

Mr. Shrey read the following:

> *I simply want to remind you that right now WE own public education. We always have, and I hope that we always will.*
>
> *Tonight we're going to talk about some numbers:*
>
> ***90, 540, 6, 8***
>
> *(**90** is the total number of minutes in a test-block, **540** is the total number of minutes in our testing schedule, crammed into **6** days...**8** is the average age of a third grader, who is having to endure the tests.)*
>
> ***32 million** dollars...spent on tests and NOT on programs for our students.*
>
> *I've made this statement before, and I'll make it again: Any commissioner of education, any politician, any superintendent of schools, building leader, teacher, board member or other stewards of our education system who thinks that subjecting an 8 year old child to 540 minutes of TESTING crammed into a period of 6 days is reasonable, rational, sound educational practice and pedagogy, should lose their position in public office, or have his/her certification pulled.*

Our schools are right now being used for profit. Our children are being used to calibrate tests, which are going to make the people at publishing companies very rich; and every minute that our children are being tested...THEY ARE NOT BEING TAUGHT!

Tonight I am urging our school board to draft and to pass a resolution which will reject the notion of this travesty on our system. Your resolution will have no teeth. It can't change education law, but, it will help to send a signal to those who care, either way, that THIS board is not afraid to stick up for our kids.

There's a rally this Saturday in Albany. The New York State United Teachers are providing free charter-bus transportation for ANYONE who wants to participate in our democracy, and not have corporations shove their profiting interests down our throats. The bus leaves at 10 AM from the NYSUT Office at Ellinwood Ct., over by the UPS station and Marquee Cinema. Love to have you join us.

1.3 Teacher/Leader Report Special Education Report – K. Zogby and Student Antonia Ludden presenting Student-Directed IEP Presentation

Mrs. Zogby introduced student Antonia Ludden who gave the following Student-Directed IEP Presentation

Mrs. Zogby then presented the following Special Education Report:

Special Education
Continuum of Services

Number of Students Graduating in June 2013

Students Classified through CSE = 7
Students with 504 Plans = 2

Students in District Receiving Related Services

- Speech/Language Therapy = 10
- Occupational Therapy = 21
- Physical Therapy = 10
- Counseling (Individual/Group) = 5
- Teacher of the Deaf/Visually Impaired = 3

Students Attending Outside Programs Receiving Related Services

- Speech/Language Therapy = 7
- Occupational Therapy = 4
- Physical Therapy = 2
- Counseling (Individual/Group) = 18
- Teacher of the Deaf/Visually Impaired =2
- 1:1 Teaching Assistant = 3

Consultant Teacher Services

- Least restrictive service model
- Indirect services – assist classroom teacher
- Direct services – 120 minutes/week
- Provide modifications/assist with classroom strategies
- Students receiving service = 8

Students in District with 1:1 Aides

Full-time	0
Part-time or Shared	13

Resource Room Services

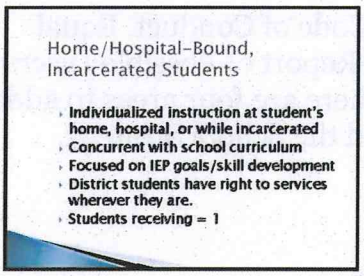
- Direct small-group services
- 1 – 3 periods per day
- Direct instruction of IEP goals
- Assist student with classroom skills/concepts (Acceleration/Preview)
- Students receiving = 41

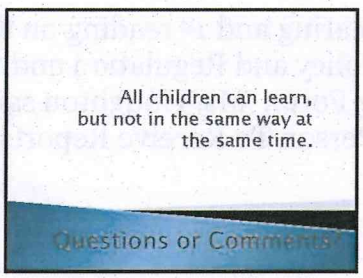
Primary Instruction In-District

- 12:1:1 school-based (12 student, 1 teacher, 1 paraprofessional)
- 1-3 periods per day (not including specials/electives, activities)
- Students instructed at pace/level appropriate for their special needs
- Students receiving = 15

Out-of-District Placements

- 12:1:1 School-based (Sauquoit, Waterville, New Hartford, Westmoreland) = 8
- 8:1:1, 6:1:1 School-based (Waterville, Westmoreland) = 7
- 12:1:1,12:1:3, 8:1:5, 8:1:3 Center-Based, (BOCES) =2
- Pinefield, HGS, UCP =1
- State Schools (Deaf/Blind) = 2
- Other Public School Placements = 0


Home/Hospital-Bound, Incarcerated Students
Individualized instruction at student's home, hospital, or while incarcerated
Concurrent with school curriculum
Focused on IEP goals/skill development
District students have right to services wherever they are.
Students receiving = 1


All children can learn, but not in the same way at the same time.
Questions or Comments

1.3 Public Hearing and 1st Reading of Policy #1030, Code of Conduct; #0015, Equal Opportunity and Nondiscrimination, and Regulations #0015.1, Report of Possible Discrimination; #0015.2 Dignity for All Students Reporting Form

Ms. Houghton presented the Public Hearing and 1st reading on the Code of Conduct, Equal Opportunity and Nondiscrimination Policy and Regulation and the Report of Possible Discrimination and Dignity for All Students Reporting Form. Ms. Houghton said there are four areas to address: The Designee, Methods of Reporting, the Person To Receive Reports and the School Strategy.

2.2 President's Messages

Ms. Edwards said that nothing seems to work as a Retreat date for all of us. We may look into a fall Retreat or Friday night dinner meeting and Saturday wrap-up. We are looking for suggestions.

(Mr. Markowicz arrived at 7:21 p.m.)

a. Committee Report(s)

Mrs. Wroblicki said the Policy Committee met during the week of the 13th and we are working on the 8000's. We will meet 2 or 3 more times to finish this project.

Mr. Ross said the Building and Grounds Committee met on May 16th and June 3rd. The Committee is working on prioritizing the list of needs. We will meet on June 20th and that should be the end of the prioritizing. We should have something to present in August.

Ms. Edwards also wanted to congratulate David Wroblicki on graduating from West Point

b. Board Calendar

c. BOCES Representative Report

Dr. Porcelli said that the BOCES Board met on May 15th. Among some of the things covered: BOCES Consortium met with Kathy Rinaldo, Director of Continuing Education. There were 214 students age 16 or older in Utica, Rome, and Oneida area with 95% graduating with a GED compared to 15% in New York State. There are four Literacy Centers run through this organization with 80% employed within 9 months of graduation. The Adult Basic Education and English As A Second Language Students are from 26 different countries. We placed first and fourth in the state finals for Auto Skills.

3. Consent Agenda

Mrs. Wroblicki made the motion to approve the Consent Agenda seconded by Mrs. Rice which includes:

3.1 Board of Education Minutes
a. Meeting held May 7, 2013
b. Meeting held May 21, 2013

3.2 Business Office Reports for Month ending April 2013

3.3 CSE Reports
a. Minutes of meeting held 4/15/13
b. Minutes of meeting held 4/22/13
c. Minutes of meeting held 4/30/13
d. Minutes of meetings held 5/02/13
e. Minutes of meetings held 5/03/13
f. Minutes of meetings held 5/06/13
g. Minutes of meetings held 5/07/13
h. Minutes of meetings held 5/08/13
i. Minutes of meetings held 5/09/13
j. Minutes of meetings held 5/10/13
k. Minutes of meetings held 5/13/13
l. Minutes of meetings held 5/14/13
m. Minutes of meetings held 5/15/13
n. Minutes of meetings held 5/16/13
o. Minutes of meetings held 5/20/13
p. Minutes of meetings held 5/21/13
q. Minutes of meetings held 5/22/13
r. Minutes of meetings held 5/23/13

Dr. Porcelli commended Mrs. Stamboly for a through report.

Yes 6 No 0
Motion carried.

4. Old Business

4.1 2nd reading of Policy # 7101, Jr. Sr. High School Extra Curricular Policy; 7101.1, Parental Notice for Athletes; 7101.2, Athletic Release Form; 7101.3, Athletic Medication, Information; #7500.4, Request to Correct FERPA Records; 7500.5 Student Privacy FERPA Notice; Policy 7501, Parental Access to Instructional materials, Third Party Surveys and marketing Surveys; Regulation 7501.1, Student Privacy – PPRA Opt-Out Letter; Policy 7600, Providing A Safe Public School Choice To Students Who Have Been Victims of a Violent Criminal Offense; 7601, Uniform Violent Incident Reporting; , Regulation 7601.1, Violent and Disruptive Incident Report (VADIR) Form; Policy 7400, Cell Phone/Electronic Device Policy; 7401, Security Searches (Students); 7500, Education Records; Regulation 7500.1 Education Records; 7500.2 Application to Inspect FERPA Records; and 7500.3 Student Privacy – Records of FERPA Requests (*copies of policies with changes from 1st reading are the only copies included*)

Mrs. Wroblicki made the motion to approve the above mentioned policies with the exception of Policy #7101, Jr. Sr. High School Extra Curricular Policy; Policy #7400, Cell Phone/Electronic Device Policy; and #7500.5 Student Privacy FERPA Notice. Mr. Ross seconded the motion.

Yes 6 No 0
Motion carried.

5. New Business

5.1 Personnel Report – Action

Dr. Porcelli made the motion to approve the Personnel Report taking out item #18 and #19 and moving them to Executive Session seconded by Mrs. Wroblicki.

EMPLOYEE	CERTIFICATION AREA	CERT	SALARY	EFFECTIVE DATE
I. Instructional Leave of Absence				
Hall, Michelle	Pre-K, Kindergarten, Grades 1-6	Y		7/1/2013-6/30/2014
II. Instructional Long-Term Substitute Appointment				
Hall, Michelle	Special Education	Y	As per NYMTA Contract	7/1/2013
III. Coaching Appointments			**Salary***	
Ricco, Anthony	Head Varsity Football	Y	$5,546.00	2013-14 School Yr.
Dziekan, Andrea	Varsity Field Hockey	Y	$3,961.00	2013-14 School Yr.
Viel, Aileen	Modified Volleyball	Y	$1,456.00	2013-14 School Yr.
Keating, Michael	Varsity Girls Basketball	Y	$5,546.00	2013-14 School Yr.
Dziekan, Andrea	JV Girls Basketball	Y	$3,813.00	2013-14 School Yr.
Keating, Michael	Varsity Boys Track & Field	Y	$3,634.00	2013-14 School Yr.
Ricco, Anthony	Golf	Y	$2,124.00	2013-14 School Yr.
Hartmann, Michelle	Varsity Softball	Y	$3,634.00	2013-14 School Yr.
IV. Advisors				
Foote, Audrey	Co-Class of 2014	Y	$1,042.50	2013-14 School Yr.
Gates, Sarah	Co-Class of 2014		$1,042.50	2013-14 School Yr.
Hartmann, Michelle	Class of 2015	Y	$1,380.00	2013-14 School Yr.
Ellis, Debra	Class of 2016	Y	$764.00	2013-14 School Yr.
Zogby, Kim	Class of 2017	Y	$764.00	2013-14 School Yr.

Bergmann, Bettina	Class of 2018	Y	$475.00	2013-14 School Yr.
Viel, Aileen	Class of 2019	Y	$475.00	2013-14 School Yr.
Hill, Laura	Class of 2020	Y	$896.00	2013-14 School Yr.
Elacqua, Peter	National Honor Society Organization	Y	$1,091.00	2013-14 School Yr.
Burgess, T. Scott	Student Council	Y	$2,191.00	2013-14 School Yr.
Lachut, LouAnn	Yearbook Club	Y	$3,850.00	2013-14 School Yr.
Lovecchio, Teresa	High School Music Director	Y	$4,401.00	2013-14 School Yr.
Shrey, Steve	Extra Music Activities	Y	$10,570.35	2013-14 School Yr.
Eramo, Michael	7th Grade Advisory	Y	$906.00	2013-14 School Yr.
Lovecchio, Teresa	7th Grade Advisory	Y	$906.00	2013-14 School Yr.
Bergmann, Bettina	7th Grade Advisory	Y	$906.00	2013-14 School Yr.
Foote, Audrey	7th Grade Advisory	Y	$906.00	2013-14 School Yr.

V. Department Coordinators

Papienuk, Timothy	Co-English	Y	$550.00	12-13 School Year
Hartmann Michelle	Co-English	Y	$550.00	12-13 School Year
Elacqua, Peter	Foreign Language	Y	$550.00	12-13 School Year
Getman, Kevin	Math	Y	$825.00	12-13 School Year
Brady, Diane	Science	Y	$1,100.00	12-13 School Year

Yes 6 No 0
Motion carried.

5.2 1st Reading of Policy #8001, School Calendar and School Day; #8100, Academic Freedom; #8101, Selection and Review of Instructional materials, Regulation #8101.1, Request for Review of Instructional Materials; Policy #8102, Placement, Promotion, Retention of Students; #8103, Acceleration Policy; Regulation #8103.1, Parental Notice of Acceleration, #8103.2, Acceleration Screening; #8103.3, Parental Consent for Acceleration; Policy #8104, Junior-Senior High School Grading policy, #8105, Graduation Ceremony Participation, #8200, Guidance and Counseling Program, #8201, High School/College Bridge Program; #8202, Auditing Classes, #8203, Student Musical Groups Participation in Community Activities; #8300, Home Instruction; #8301, Homebound Instruction, #8302 Courses Including Dissection of Animals; #8303, Limited English Proficiency Instruction; Regulation #8303.1, Limited English Proficiency Instruction; Policy #8400 Field Trips; Regulation # 8400.1, annual Education Field Trip Permit; Policy #8500, Special Education Programs and Services; Regulation 8500.1, Administrative Practices and Procedures Relative to Program Access; Policy #8501, Referral and Declassification Teams; #8502, Programs for

Students with Disabilities Under Section 5904 of the Federal Rehabilitation Act of 1973; #8503, Independent Educational Evaluations; Regulation# 8503.1, Independent Education Evaluations; Policy #8504, Provision of Special Education Services for Preschool Students; #8505, Selection, Appointment and Compensation of Impartial Hearing Officers; #8506, Skills and Achievements Commencement Credential; #8600, Accommodation of Hearing-Impaired Parents; Regulation #8600.1, Accommodation of Hearing-Impaired Parents Request Form; #8600.2, Accommodation of Hearing-Impaired Parents Notice; Policy #8601, Response to Intervention (RtI); Regulation #8601.1, Structure of the Response to Intervention (RtI) Program;

5.3 Date & Time of Reorganizational Meeting

Mrs. Rice made the motion to set the Reorganizational Meeting Date as July 11, 2013 at 6:30 p.m. seconded by Dr. Porcelli.

Yes 6 No 0
Motion carried.

6. Building Reports

6.1 Elementary Building Report
a. Arts Fest/Talent Show

Dr. Wilson wanted to thank the MAD Boosters and Patti Prince for another successful event. It was a fun day that incorporated arts such as theater, painting, crafting, music, and movement. Some of the workshops included hot air ballooning, sidewalk art, beading, and dance. This, as well as our talent show, is annual opportunities to build bridges between school and the community and between the elementary and secondary schools as HS students were clinicians and special persons. The in-school and after school talent show was successful and well attended. Thank you to Mr. Shrey and Mrs. Despins for their hard work in helping make those events successful.

c. Kindergarten Screening

Ms. Belmar, School Social Worker; Ms. Woodward, Elementary Guidance Counselor; Ms. Balutis, Speech Therapist, and Ms. Jennings, Occupational Therapist, conducted Kindergarten screening. They used different screening assessments including the DIAL to gauge where kindergarten students fall on a readiness scale. Kristin Lints from the Community Health and Behavioral Services (CHBS) joined us again this year to offer early recognition for students ranging in ages from 3-21 years of age. She worked with parents to determine if their child has emotional needs. Follow-up case management will help families connect to local supports that would benefit the child and/or family. Class lists have been made for next year based on these comprehensive screenings.

c. Parents as Reading Partners (PARP)

Dr. Wilson said under the leadership of Mrs. Jarosz PARP kick off was on Friday the 31st. Our theme this year is "cruising through a good a book." Some of the activities happening are book swaps: bring in your gently used books and trade with your friends: buddy reading day: where intermediate

teachers pair up with primary teachers and have their students read together: wear red day, wear a readable shirt day, evening wear day, tourist or vacation wear day... Our kick off was a jeopardy game show led by Mrs. Jarosz focusing on genres of literature, and literary terms. Closing ceremonies will

be held on the field at Olympic day. If 80% of the school participates for both weeks they get to throw Dr. Wilson overboard: or throw ice cold water over my head. Anything for literacy!

d. Elementary Report Card

Dr. Wilson reported that the elementary school has also made adequate yearly progress in all areas. Some highlights are

- A 19% increase in proficiency in ELA at the 6th grade level and a2 9% increase in 6th grade math
- 94% of our students scored proficient on the 4th grade science exam
- All proficiency levels in ELA and Math were near or above the percentage rates noted for the state average

One area we have been diligent in is becoming experts in the Common Core Standards and the State provided curriculums. We have two Common Core Ambassadors who train regionally and of course within our own school, where we have had professional learning communities discussing pedagogy, curriculum and resources. In addition the AIS staff and the special education staff have met numerous times to discuss how best to ensure academic success for our students who learn differently. This year we are trying a program reconfiguration that creates a more authentic 12:1:1 model giving students more time with direct instruction under a special educator.

6.2 Secondary Building Report

Jr. Sr. High School Report Card

Mr. Hadfield said that he was a little disappointed in the 7th and 8th Grade Math results. It's not what the kids know or don't know, it is a motivation factor that they need to focus on. We can redo the STAR test in-house. We noticed some students reading below what they had in the fall. They were tremendous in the fall. Mr. Hadfield said he went in and motivated the students. Gave the test again and the medium growth amazingly went from 33 to 59. Some students' went from 1% growth to 83% growth the next day. Motivation is a huge factor. The high school performance and regents exam results were well above the average in the state. At the same time the state will e looking at college and career ready. We are pushing 90% and continue to be strong.

a. Spring Concerts

Last week Mr. Hadfield said he was proud of band and chorus. It was one of the best he said he has attended for quite some time.

b. Senior Trip

This year the seniors decided to go to Philadelphia. They will stop and do laser tag and then tour Eastern State Penitentiary's historic sites with cells of famous people. There will be time to do some shopping at the King of Prussia Mal and end with a dinner cruise.

c. Social Studies Restructuring

Mr. Hadfield went over the proposed Social Studies restructuring. He said our student would contend to offer our students MVCC credit but without knowing if the Board would approve the restructuring we have not laid out all the possible course offerings.

7. Superintendent's Report

7.1 Budget Vote/Board Member Election

Ms. Houghton thanked our Board, administration, faculty, and staff for all of their hard work in planning the budget. Also, the community was very supportive of the Budget and also approved full-time SOR, as Mayor Bialek discussed earlier. Thank you to all school community members.

7.2 Regents Reform Agenda

Ms. Houghton said we need to submit a new Annual Professional performance Review Plan signature page identical to last year's plan with all four signatures included. The plan needs to be resubmitted and reviewed by a new reviewer by September 1st. The new reviewer has the right to say no to any component of the plan including those previously approved by last year's reviewer(s). She then thanked the Professional Education Committee (PEC) again for their hard work on this project.t

7.4 End of Year Events

Please let Paula know via e-mail or phone call if you plan on attending any of the end of year events, especially our 6th grade Promotion Ceremony and 2013 Graduation. We would like to recognize Board Members that evening, but it is impossible for us to know who is out there in the audience. We don't want to recognize one of you and miss two or three others.

7.5 Sports Recap

Mrs. Dziekan gave the Board a brief recap of our three sports seasons.

Fall 2012 – Varsity Field Hockey were CSC League Champions, Section III Class D Champions. The Coaches versus Cancer Game for Varsity, JV, and Modified Field Hockey raised $500. Varsity Boys Cross country were CSC League Champions.

Winter 2012-13 – Varsity Bowling were 2nd CSC league Champions, Section III Class C/D Champions. Varsity Girls Basketball – Section III Finalist at the Carrier Dome. Coaches versus Cancer Boys and

Girls Varsity, JV Basketball raised $600 and the Varsity Boys Basketball Team was CSC League Champions, Section III Class D Champions, Regional Champions and State Tournament semi-finalists.

Spring 2013 – Varsity Boys Track and Field were CSC League Champions and Sect in III Class D Champions. Varsity Baseball were CSC League Champions, Section III Class D Champions and Regional Finalist. Varsity Softball raised $1,000 during the Coaches versus Cancer Game

8. Board Discussion

Mrs. Rice asked if we would be hiring an elementary teacher.

Ms. Edwards said we will have to explore it and maybe not utilizing the bubble. We'll see how it goes.

Mrs. Rice said we could hire a long term substitute.

Ms. Houghton asked if the Board would like current or projected numbers?

Dr. Wilson reported the following numbers without retention:

Kindergarten	40	4th Grade	46
1st Grade	43	5th Grade	50
2nd Grade	38	6th Grade	52
3rd Grade	47		

Mr. Hadfield said Student Council and a Relay for Life Team and raised $1,200.

9. Visitors Comments

Mrs. Hamarowicz said she has those 52 students in 5th grade. It is not always the number but who is in the class. She said she feels the 6th grade needs three sections. It breaks her heart to have these kids in two sections. In 7th grade they will not have all that they need to be prepared for 7th grade. She said she really believes they need to be in three sections based on kids and the needs of those students.

Mr. King said the spring concert had 31 students in the chorus graduating. When they came down off the risers it was about 1/3 of the students. It is incredible that any teacher can attract 31 out of 40 or so students. The teacher should be commended. Mr. King also said Social Studies restructuring with more offerings for less money seems like a good deal for him. He also invited the Board Members to MAD Boosters. They will be discussing scholarships and welcome any to join us. He also urged the Board to pass a non-binding resolution and to go on the bus to show an united front.

Mrs. Wroblicki said 540 minutes out of 6 days is 25% of the their day.

Mr. Spost said he would like to reiterate what Mr. Hadfield said about STAR testing so we can all digest it a little better. Last week a teacher received a 33% growth rating for students' performance on the STAR testing. This seemed a little inconsistent since the students had grown tremendously on mid-year assessments with the same teacher and now suddenly had a significant regression. The reason was that many kids did not care and simply put down anything to get the test done. The kids have figured out these are useless meaningless tests for them. Mr. Hadfield had to essentially "threaten" them to do their personal best or he would keep them after school until they had done so.

Suddenly the teachers' overall rating increased by 26% percentage points a day later. School staff members have to routinely float false assertions and be deceptive to motivate students to do their personal best on assessments that often mean nothing to them. Further, these tests are taken at a point when they are exhausted from testing. The fact is that this measurement does matter for teachers and nearly accounts for **half** of their evaluation. Testing companies that administer these tests have already stated scores will be low this year. That will work well for them because they are the same ones that profit from selling schools remedial programs to enhance test performance. Somehow they remain above scrutiny. I am pretty sure we are not far away from the days of parents being solicited by testing companies to buy this "app" so their child will be college and career ready. This is not about what is best for kids; this is about what is best for corporations. On a daily basis I receive numerous solicitations in my school e-mail to buy programs to enhance student performance. It is sickening and the true purpose of the mandated tests is further revealed.
Mrs. Houghton mentioned that the school district could re-submit the same APPR plan that was already approved for this year for the upcoming school year and it could potentially be rejected by a new reviewer from NYSED. If there is no inter-rater reliability, how can the plans across the districts in the state be valid or consistent in implementation of these ill-conceived reforms? This is building an airplane in the air.

The common core focuses on ELA and Math. The vendors claim this new curriculum will make Students College and Career ready for the 21st century. Some skills I can think of that students will need are strategizing, entrepreneurship, persistence, empathy, problem solving, the ability to collaborate and cooperate and risk-taking. How does this narrow measurement of ELA and Math skills measure these skills? It doesn't. The Common Core is just another handout to corporations. Do you know that we have sent 50% more kids to college in the last 25 years? What have we gotten for it? We have gotten lower wages, a declining standard of living, and more poverty. It seems as if the more we send to college, the worse off we become. Do you know that 50% of all college graduates with four year degrees are working in jobs that don't require it? Our society needs physicians and plumbers, doctors and delivery drivers, and all kinds of diverse people to do a multitude of jobs. If we continue to insist that all students must perform at the highest level academically is attempting the impossible. Some students prefer to work with equations and others might prefer to operate heavy equipment. Schools need to develop kids to be the best of whatever they are and all are not students are academically adept global competitors. By trying to make them something they are not we will surely fail.

Mr. Wroblicki welcomed his wife back to the family after her years of Board service. He said he has never seen a test and does know don't know how fair they are but there has to be some way to evaluate

teachers. Basically they evaluate the student on tests which seems contradictory. All children should progress at their own pace.

10. Executive Session – to discuss individual contracts and NYMTA Contract Negotiations

Mrs. Wroblicki made the motion to going into Executive Session to discuss individual contracts and NYMTA Contract Negotiations and Personnel Report Roman numeral IV, #18 and 19 after taking a five-minute break at 8:37 p.m. seconded by Dr. Porcelli.

Yes 5 No 0
Motion carried.

Ms. Edwards appointed Ms. Houghton the Clerk Pro-tem.

Respectfully submitted,

Paula Ann May

Paula Ann May
District Clerk

Ms. Edwards called the meeting back into regular session at 10:39 p.m.

Dr. Porcelli made the motion to approve IV. #18 on the Personnel Report: Michelle Hartman as Newspaper Advisor at a salary $1,982 and table IV. #19 seconded by Mrs. Wroblicki.

Yes 6 No 0
Motion carried.

11. Adjournment

Mr. Wroblicki made the motion to adjourn at 10:40 p.m. seconded by Mrs. Rice.

Yes 6 No 0
Meeting adjourned.

Respectfully submitted,

Kathy S. Houghton

Kathy Houghton
Superintendent of Schools

4.1

Policy

Draft 07/02/2013

COMMUNITY RELATIONS 1030

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

TABLE OF CONTENTS

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

I. Introduction

The District establishes this Code of Conduct for the Maintenance of Public Order on School Property and at School Functions to govern the **conduct of students, teachers and other school personnel, and visitors**. This Code of Conduct has been developed consistent with the Safe Schools Against Violence in Education Act (Chapter 181 of the Laws of 2000) and Section 100.2 of the Commissioner's Regulations and in collaboration with students, teachers, administrators and parent organizations, school safety personnel and other school personnel.

II. Definitions

For purposes of this code, the following definitions apply:

"Cyberbullying" means harassment or bullying that occurs through any form of electronic communication.

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

"Disruptive student" means an elementary (K-6) or secondary (7-12) student under the age of 21 who is substantially disruptive to the educational process or substantially interferes with the teacher's authority over the classroom.

"Gender" means a person's actual or perceived sex and includes a person's gender identity or expression ~~(Education Law Section 11(6)).~~

~~"Harassment" means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; 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,~~

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

~~color, weight, national origin, ethic group, religion, religious practice, disability, sexual orientation, gender or sex.~~

"Harassment or bullying" means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying as defined in Education Law section 11(8), that either:

1. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or with the student's mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
2. reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

This Code applies to all acts of harassment or bullying that occur on school property or at a school function, as well as to acts occurring off school property when (i) those acts create or would foreseeably create a risk of substantial disruption within the school environment, and (ii) it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

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

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

"School function" means any school-sponsored extra-curricular event or activity. For the purposes of this policy, a "school function" is defined as any event, occurring on or off school property, sanctioned or approved by the school, including but not limited to offsite athletic events, school dances, plays, musical productions, field trips or other school-sponsored trips ~~(Education Law Section 11(2)).~~

"Sexual Orientation" means a person's actual or perceived heterosexuality, homosexuality, or bisexuality ~~(Education Law Section 11(5))~~.

"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 or displays while on school property or at a school function, a weapon or what appears to be a weapon.
4. Threatens, while on school property or at a school function, to use a weapon.
5. 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.
6. 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 cutters, 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.

For purposes of this policy, "hazing" is defined to mean 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 the student, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term "hazing" includes, but is not limited to: humiliating, degrading or dangerous activities; substance abuse of alcohol, tobacco or illegal drugs; any activity that intimidates or threatens the student with ostracism, or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or district policies/regulations.

~~For purposes of this policy, "bullying" is defined to mean inappropriate, persistent behavior including threats to, or intimidation of others; treating others cruelly, terrorizing, coercing, or habitual put downs and badgering of others. Common characteristics of bullying behavior includes physical acts like hitting or kicking; verbal acts such as using words to berate, hurt or humiliate; and relational behaviors such as maliciously spreading rumors. It is against school rules for you to do this by your physical actions or by your verbal statements, including electronic messages.~~

III. The Role of Teachers, Administrators, other School Personnel, the Board and Parents

A. Role of Teachers and Staff

1. In recognition of their charge in educating the children of our community, it shall be the responsibility of the teachers and staff to:

   a. 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; with the intent of strengthening students' self- concept and promoting the confidence to learn.

b. Reflect a personal enthusiasm for teaching and learning and a genuine concern for the individual student.

c. Guide learning activities so students learn to think and reason, to assume responsibility for their actions and to respect the rights of others.

d. Participate in the establishment of school rules and regulations regarding student behavior; explain these rules to students and require observance of them.

e. Enable students to discuss their problems by listening, remaining open-minded, and considering student input in the decision-making process.

f. Be fair, firm and consistent in enforcing school rules in buildings, school buses, on the school campus and at school functions as defined in Section II.

g. Give positive reinforcement for acceptable behavior.

h. Demonstrate, by word and personal example, respect for law and order and self-discipline.

i. Refer to a counselor or administrator any student whose behavior requires special attention.

j. Seek to develop close cooperative relationships with parents for the educational benefit of the student by keeping open communication with parents and by sending communications home promptly.

k. Report orally to their principal, the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than two (2) school days after the initial oral report.

B. Role of ~~Guidance~~ School Counselors and School Social Workers

1. 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.
2. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
3. Report incidents of discrimination and harassment to the appropriate administrator that are witnessed or otherwise brought to a teacher's or staff member's attention in a timely manner.
4.. Report orally to their principal, the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than (2) school days after the initial oral report.

C. Role of Administrators

1. As the educational leaders of the school, administrators set the disciplinary climate. It shall be their responsibility to:

   a. Create the best teaching/learning situation possible, exercising all authority assigned by the Superintendent and School Board.

   b. Evaluate the program of instruction in the schools to achieve a meaningful education program.

   c. Help the staff evaluate their own procedures and attitudes in relation to their interactions within their classrooms.

   d. Receive teacher or counselor referrals of students with behavior problems; confer with these students; communicate with parents; and set up cooperative procedures for bringing about modification of the student's behavior.

   e. Utilize all appropriate auxiliary staff and outside agencies to help parents and students identify problems and seek solutions.

   f. Provide the opportunity for students and staff to approach the administrator directly for redress of grievances.

   g. Be fair, firm and consistent in all decisions affecting students, parents and staff.

h. Maintain open lines of communication between the school and the home.

i. Assume responsibility for the dissemination and enforcement of the District's discipline policy and ensure that all cases are resolved promptly.

j. Comply with pertinent laws and regulations governing hearings, suspensions and students' rights.

k. Enable students to discuss their problems by listening; remaining open-minded; and consulting and considering student input in the decision-making process.

l. Facilitate the professional development of staff members and support inservice programs.

m. Establish the line of administrative authority in the building in the absence of the administrator.

n. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national ethnic group, religion, religious practice disability sexual orientation, gender or sex, with the intent of strengthening students' confidence and promote learning.

o. Not more than one day later, report to the Superintendent, or designee any incident of harassment, bullying and/or discrimination that they witness or that is reported to them.

D. Role of Parents

1. To achieve a cooperative, wholesome relationship between home and school that is essential to each student's successful development and achievement, it shall be the responsibility of parents to:

a. Send their child to school as required by the New York State Education Law.

b. Insist on prompt and regular attendance.

c. Make certain that all absences are properly excused in writing.

d. Provide for their child's health, personal cleanliness and suitable grooming and dress.

e. Guide their child from the earliest years to develop acceptable behavior, to exercise self-control and to be accountable for their actions.

f. Teach their child respect for law, for the authority of the school and for the rights and property of others.

g. Know, understand and support the rules their child is expected to observe at school; to be aware of the consequences for any violation of these rules; and to accept legal responsibility for their child's action.

h. Instill in their child a desire to learn by providing a place conducive for study and ensuring completion of homework assignments.

i. Demonstrate an enthusiastic and supportive attitude toward school and education by becoming acquainted with their child's school, its staff, curriculum and activities and by attending parent-teacher conferences and school functions.

E. Role of Board of Education

1. A primary task of the Board of Education is to establish District policy. It shall be the responsibility of the Board to:

a. Adopt and support a clearly defined code of conduct.

b. Provide adequate staffing and sufficient building space, so that the conditions within the school are conducive to a positive learning environment.

c. Listen and react to the views of the total community.

d. Employ qualified personnel who are understanding, sensitive to, and genuinely interested in, young people.

e. Provide time for regularly scheduled inservice training for all school employees.

f. Encourage and support program review and curriculum development including but not limited to character education, peer mediation, conflict resolution and other violence/discipline reduction programs.

IV. Strategies and Procedures for the Maintenance and Enforcement of Public Order on School Property

A. Purpose

1. The following rules and regulations are adopted for the maintenance of public order on district property and provide a program for enforcement. These rules shall apply to any individual on school property and/or at school functions (as defined by Section II Definitions) including students, teachers and other school personnel, and visitors.

B. Prohibited conduct

1. No person, either singly or in concert with others, shall:

a. Willfully cause physical injury to any other person, or threaten to do so for the purpose of compelling or inducing such other person to refrain from any act which he has a lawful right to do, or to do any act which he has a lawful right not to do.

b. Willfully damage or destroy property of the district, or remove or use such property without authorization.

c. Without permission, express or implied, enter into any private office or area not designated for public use. This prohibition does not apply to law enforcement officers or individuals designated by the Superintendent to conduct lawful investigations of alleged misconduct.

d. Other than student or employee, enter a classroom or the building beyond the administrative office without written permission of the Superintendent or his designee. Parents <u>or persons acting/representing parent</u> of students (who are not prohibited from being in their child's classroom by court order) need not obtain written permission from the Superintendent or designee. However, such individuals must be invited by the classroom teacher and must check in with the building principal's office upon arrival and departure.

e. Enter upon and remain in any building or facility for any purpose other than for authorized uses, or in such manner as to obstruct its authorized use by others.

f. Without authorization, remain in any building or facility before it is officially open or normally closed.

g. Refuse to leave any building or facility after being requested to do so by an authorized administrator or designee.

h. Obstruct the free movement of persons and vehicles in any place to which these rules apply.

i. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings, or deliberately interfere with any person who desires to express his views, including invited speakers.

j. Have in his possession upon any premises to which these rules apply, any knife, shotgun, pistol, revolver, or other firearm or weapon without the written authorization of the Superintendent, whether or not a license to possess the same has been issued to such person.

k. Possess, consume, sell or exchange alcoholic beverages, drugs or narcotics on school properties.

l. Distribute or post any written material, pamphlet or poster without the prior written approval of the Superintendent or building principal. This should not be construed as conflicting with any rights conferred on staff members by contract or law.

m. Using in either words, clothing or signs profane, lewd, vulgar or abusive language or words which may incite or offend another person; or constitute a health or safety hazard (including clothing that promotes the sale or use of alcohol, tobacco, controlled substances, weapons and violence) or a substantial disruption or material interference with the mission, work or discipline of the school community.

n. Urge or incite, guard, protect, aid or abet others in the commission of any of the acts herein prohibited.

o. Violate any law.

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

C. Penalties and Procedures

1. In the case of a violation of this section or any other provision of this code of conduct:

a. Any individual authorized to be on school premises or at a school function (other than students or staff) who violates the rules of this code will be directed to leave the premises or function. In the event of his/her failure or refusal to do so, the Superintendent or designee shall cause his/her ejection from such property.

b. In the case of any unauthorized individual who is on school property or at a school function, the Superintendent or designee shall inform the individual that he/she is not authorized to remain and direct him/her to leave such premises. In the event of his/her failure to do so, the Superintendent or designee shall cause his/her ejection from such property. Nothing in this section should be construed as authorizing the presence of any such person at any time, nor affect his/her liability for prosecution for trespassing, loitering, etc., as prescribed in the Penal Law.

c. In the case of a student, charges for violation of any of these rules shall be presented and shall be heard and determined in the manner provided in the applicable sections of this code of conduct or Section 3214(3) of the Education Law.

d. In the case of a faculty member having tenure, charges for misconduct and violation of these rules shall be made, heard and determined in accordance with Section 3020-a of the Education Law.

e. In the case of the faculty member not having tenure, the Superintendent shall conduct a hearing after written notice to the teacher of the charges and shall determine the punishment of the teacher if found guilty.

f. In the case of any staff member who holds a position in the classified Civil Service which is covered by Section 75 of the Civil Service Law, charges of misconduct for violation of any of these rules shall be made, heard and determined as prescribed in that section.

g. In the case of any staff member who does not hold a position in the classified Civil Service and is not covered by the provisions of Section

75 of the Civil Service Law, the Superintendent shall conduct a hearing after written notice to such staff member of the charges, and shall determine the punishment if such staff member is found guilty.

D. Procedures to Inform Law Enforcement Officials of a Crime and Filing Criminal/Juvenile Delinquency Complaints

1. In the case of a violation of this section or any other provision of this Code of Conduct which constitutes a crime, the Superintendent has established the following procedures to report such an incident to the appropriate law enforcement agency and to follow through with filing a criminal/juvenile delinquency complaint:

a. Any individual who believes that he/she has witnessed a crime either on school premises or at a school function should report it to the appropriate building principal or his/her designee. The principal/designee will gather the necessary information to determine whether he/she believes that a crime has been committed. If so, the appropriate local law enforcement agency will be contacted immediately. If not, the principal/designee will take whatever disciplinary steps may be necessary, consistent with this Code of Conduct. These procedures should be followed in all circumstances except for reporting "child abuse in an educational setting" where the procedures for reporting such incidents are set forth in the statute.

b. If, in consultation with the local law enforcement agency, the school district is deemed the appropriate entity to file a criminal/juvenile delinquency complaint against the code violator, the appropriate school official (e.g., building principal) will be expected to file such a complaint. Where the victim of the crime is an individual, whether a student, teacher, staff member, visitor, etc., the crime victim will be strongly encouraged to file such a complaint.

V. Student Conduct and Discipline

A. Bill of Rights and Responsibilities of Students

1. Rights

a. Students of this district shall have the rights afforded to students under the provisions of the Federal and State constitutions and the laws of the State of New York.

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b. Learn in an environment free of discrimination and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex;

c. Participate equally in all school activities regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender or sex;

d. Have complaints about school-related incidents investigated and responded to.

2. It shall be the responsibility of the students to:

a. Be aware of and obey school rules and regulations.

b. Accept responsibility for their own actions.

c. Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined.

d. Attend school regularly and punctually.

e. Take advantage of the academic opportunities offered at school.

f. Support and participate in school activities as eligibility permits.

g. Maintain habits of personal cleanliness.

h. Respect school property.

i. Strive for mutually respectful relationships with teachers and administrators, recognizing their role as ~~surrogate parent~~ authority figures in matters of behavior and discipline.

j. Contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all.

k. Be informed regarding student rights and responsibilities and comply with all rules and regulations of this policy.

l. Act and speak respectfully about issues/concerns.

m. Use non-sexist, non-racist and other non-biased language.

n. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

o. Use communication that is non-confrontational and is not obscene or defamatory.

p. Report to appropriate school district personnel acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

3. The above bill of rights and responsibilities shall be publicized and explained to all students on an annual basis. The manner and extent of the publication shall be determined by the Superintendent or his/her designee.

B. Student Conduct

1. Acceptable and appropriate conduct by students shall be consistent with the student responsibilities outlined in this code of conduct.

Whenever possible, teachers and staff members are encouraged to use realistic, positive discipline techniques which reward and enforce positive behavior. The District shall formally recognize responsible student behavior in forums such as the National Honor Society induction ceremony, academic awards assemblies and certificates for perfect attendance. The District encourages the development of additional methods of recognition.

2. Unacceptable and Inappropriate behavior

a. Any violation of law

b. Being under the influence of alcohol on school premises or at school functions; selling, consuming or being in possession of alcohol on school premises (including buildings or grounds) or on a bus going to or from a school function or at a school function as defined by Section II Definitions.

c. Being under the influence of, the use, possession, sale or gift of any drug or controlled substance, including marijuana or any instruments for the use of such drugs, controlled substance or marijuana such as pipe, syringe or other paraphernalia, synthetic marijuana or cannabinoids, including but not limited to items labeled as incense, herbal mixtures or potpourri, while on school premises (including buildings or grounds) or on a bus going to or from a school function or

at a school function as defined by Section II Definitions. Excepted is any drug taken in accordance with a current prescription signed by a physician which is to be taken by that particular student at the time in question.

d. Stealing, lying, cheating, plagiarism or other acts of dishonesty.

e. Verbal or physical intimidation.

f. Fighting or causing physical harm to another.

g. Disrespect toward an administrator, faculty staff member, or another student.

h. Possession or use of a weapon, which constitutes a firearm or destructive device, on school premises. School premises include school grounds, school buildings, or a school bus.

i. Possession or use of a knife or other weapon or other instrument intended to be used as a weapon not included in subsection (i) on school premises. School premises include school grounds, school buildings, or a school bus.

j. Failure to comply with the lawful directions of a teacher, administrator or other school employee.

k. Engaging in acts of harassment or bullying as defined in Section II of the Code of Conduct, labeled "Definitions."

l. Using in either words, clothing, or signs, profane, lewd, vulgar, abusive language or words which may incite or offend another person; or constitute a health and safety hazard (including clothing that promotes the sale or use of alcohol, tobacco, controlled substances, violence or weapons) or a substantial disruption or material interference with the mission, work or discipline of the school community.

m. Selling, using or possessing obscene material.

n. Being late for, missing or leaving school or class without permission or an excuse given by a faculty member.

o. Smoking a cigarette, cigar or pipe, or using chewing or smokeless tobacco on school premises (including buildings or grounds) or on a bus going to or from a school function or a school-sponsored function.

p. Any willful act which disrupts the normal operation of the school community.

q. Unacceptable classroom behavior including being disrespectful to a teacher or staff member or inappropriate talking in class.

r. Unacceptable bus behavior including not staying seated, throwing objects, excessive loudness or other activities that distract the driver of the bus.

s. Public displays of affection

t. Gambling.

u. Vandalism of school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on district property.

v. Use of cell phones, ~~or~~ pagers, or electronic devices during the school day, (see cell phone/electronic device policy).

3. 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:

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

b. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back), bare midriffs, short skirts, or short clothing must follow three finger

wide rule at the shoulders and finger tip rule at the thigh. See-through garments are not appropriate, nor are pajama style flannel pants.

b. Ensure that underwear is completely covered with outer clothing.

c. Include footwear at all times. Footwear that is a safety hazard will not be allowed.

d. Not include the wearing of hats during the school day in the classroom except for a medical or religious purpose or special events.

e. Shall not cause a potential safety hazard, such as jewelry containing sharp objects or chains hanging from belt, pocket or wallet.

g. Not include items that are vulgar, obscene, libelous or denigrate others on account of a persons actual or perceived race, color, religion, religious practice, creed, national origin, weight, ethnic group, gender, sexual orientation or disability.

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

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 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.

4. Gun-Free Schools

a. In accordance with the Gun-Free Schools Law (20 U.S.C.A. Section 3351), the Gun-Free Schools Act of 1994 (20 U.S.C.A. Section 8921), New York State Education Law Section 3214(3), and this Board policy, the punishment for violation of Section V subsection (B(2)(h) shall be a suspension from attendance upon instruction for a period of

not less than one calendar year, unless the Superintendent shall determine to modify such punishment. The Superintendent's determination shall be on a case-by-case basis.

b. The term "firearm" as used in Section II does not include an antique firearm. The term "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge or more than one-quarter ounce, mine or any device similar to any of those devices already described in this paragraph. Except that "destructive device" shall not mean any device not designed or redesigned for use as a weapon.

c. The Superintendent shall refer a pupil who has been determined to have violated Section V subsection (B)(2)(h) as follows:

1. If the pupil is under 16 years of age, to a presentment agency for a juvenile delinquency proceeding: except a pupil 14 or 15 years of age who qualifies for juvenile offender status in accordance with the Family Court Act, Article 3.

2. If the pupil is 16 years of age or older, or 14 or 15 years of age who qualifies for juvenile offender status, to the appropriate law enforcement agency.

5. In addition to the preceding standards of conduct, the District prohibits discrimination and harassment against any student by employees or students that creates a hostile environment by conduct (with or without physical conduct) or verbal statements, intimidation, or abuse. We consider a hostile environment to be created when actions or statements directed at a student either (1) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or with the student's mental, emotional, or physical well-being including conduct that reasonably causes or would reasonably be expected to cause emotional harm, or (2) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.

This prohibition applies to all acts of harassment or bullying that occur on school property or at a school function, as well as to acts occurring off school property when (i) those acts create or would foreseeably create a risk of

substantial disruption within the school environment, and (ii) it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

The prohibition of discrimination includes, but is not limited to, threats, intimidation, or abuse based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex.

C. Disciplinary Responses to Student Misconduct

The purpose of all discipline is to teach students appropriate and constructive behaviors. Disciplinary measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous discipline record of the student.

This code divides types of misbehaviors into four levels of increasing seriousness, with more stringent disciplinary measures provided for at each level. If an infraction appears to fall between two levels, it should be categorized and dealt with at the ~~less~~ more stringent level. At each level there are examples of infractions to be treated at that level. The list is intended to be descriptive rather than exhaustive. Each level also has a description of procedures which school officials should follow in administering discipline, and a menu of disciplinary choices. Because each child and each misbehavior is different, school officials should tailor the discipline for each infraction to best encourage the child to make better choices in the future.

Level A

These misbehaviors constitute minor infractions of school rules which cause little harm and minimal disruption. They are best handled quickly and informally. If the behaviors continue, however, their very persistence may make them disruptive enough to cause them to be treated as more serious infractions with more stringent consequences.

Examples of Infractions

1. Failure to follow instructions
2. Classroom disturbance
3. Minor act of aggression
4. Neglect of safety rules
5. Violations of bus rules
6. Violations of library rules
7. Litter/graffiti
8. Disturbance outside class
9. Violation of study hall privilege
10. Abuse of hall, locker, or library privileges

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11. Tardiness
12. Inappropriate language
13. Taunting and/or teasing of others

Procedures

1. The supervising staff or observer intervenes and applies the most appropriate discipline.
2. The staff member may find it necessary to record offenses and actions taken. A copy of such record shall be shared with the appropriate personnel.
3. If misbehavior persists, the staff member confers with the principal or the principal's designee and arranges for parental contact.

Optional Disciplinary Responses

A. Verbal reprimand
B. Seat change
C. Behavioral contract
D. Strictly supervised study hall
E. Restriction and/or loss of privileges
F. Special written assignments
G. Recommendation and referral for counseling
H. Parental contact and/or conference
I. Clean-up after school and/or payment of damages
J. Detention
K. Warning letter
L. Referral to in-school or out of school agencies including but not limited to the Department of Social Services and the judicial system.
M. Any combination of the above

Level B

Misbehaviors included at this level are frequent and/or serious enough to disrupt the learning climate of the school and affect the student's own ability to learn. Some of these infractions may be a result of misbehaviors which continue even after disciplinary measures are taken under Level A. Because of the frequency and/or seriousness of these misbehaviors, the administrator assumes the major responsibility for corrective action.

Examples of Infractions

1. Chronic Level A misbehavior
2. Continued harassment of other students
3. Repeated misbehavior on the school bus
4. Petty theft
5. Gambling

6. Use of profanity or obscenity
7. Possession or distribution of pornographic materials
8. Leaving school without permission
9. Defiance and insubordination
10. Forgery
11. Cutting scheduled classes or detention
12. Harassment graffiti
13. Truancy

Procedures

1. The teacher or observer reports the infraction or refers the student to the administrator. A written report will be submitted to appropriate personnel.
2. The administrator meets with the student and/or the teacher and determines the most appropriate disciplinary response, and then informs the teacher of the action taken.
3. The parent or person responsible for parental control shall be notified.
4. The administrator maintains a record of the offense and the disciplinary action taken.

Optional Disciplinary Responses

a. Continuation of the more stringent Level A options
b. Recommendation or referral for sustained counseling
c. Parental conference
d. Temporary withdrawal of certain privileges or participation in school activities
e. Teacher removal of a student from classroom (Such removal shall be consistent with Section IV (D) of this code.)
f. Suspension of school bus transportation
g. In-school suspension
h. Out-of-school suspension (except for truants)
i. Any combination of the above

Level C

Classified at this level are behaviors which may cause lasting harm to the misbehaving student or which may threaten the health, safety, or emotional well being of others in the school. If the misbehaviors at this level could violate criminal laws, administrators may, if they consider it appropriate, contact law enforcement officials. In most cases, however, these behaviors can best be remediated through disciplinary action at the school.

Examples of Infractions

1. Chronic Level B misbehavior

2. Repeated truancy
3. Use of tobacco products on school property or a school bus
4. Extortion
5. Stealing and/or possession and/or sale of stolen property
6. Physically threatening other students
7. Serious acts of defiance or threatening a teacher or support staff
8. Fighting (physical harm)
9. Vandalism
10. Possessing, using, or being under the influence of drugs or alcohol on school property or at school sponsored activities
11. Serious disruptive behavior
12. Leaving school grounds without permission
13. Interference in the execution of duties of school personnel
14. Written or electronic communication which demeans or ridicules on the basis of race, gender, or ethnicity
15. Possessing or using a pellet or BB gun on school property or at school-related events

Procedures

1. The infraction is reported and the administrator investigates further and confers with staff members on the circumstances and immediate needs.
2. The administrator confers with the student and parent or person responsible for parental control about the documented misbehavior, its extent and consequences, and subsequent disciplinary action. If suspension is part of the action, the administrator follows appropriate procedures.
3. If appropriate, the administrator contacts law enforcement officials.
4. Administrator makes an accurate record of the infraction.
5. Written statements are taken as needed.

Optional Disciplinary Responses

A. Continuation of all Level A and B options
B. Full withdrawal from participation in school activities
C. Referral to Superintendent for possible hearing
D. Any combination of the above

Level D

Except for unmodified Level C behavior, the acts listed at this level are clearly criminal. They represent a direct and immediate threat to the welfare of others or may result in serious injury to the student, other people, or property. In most cases, they require administrative action which immediately removes the student from school and

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calls for the intervention of appropriate authorities.

Examples of Infraction

1. Unmodified Level C misbehavior
2. Possession and/or sale of stolen property
3. Extortion
4. Indecent exposure
5. Tampering with a fire alarm
6. Pulling a false alarm
7. Starting a fire on school property
8. Major vandalism
9. Grand theft
10. Possession and/or use of explosives
11. Arson
12. Providing, selling, and use of illegal chemical substances and/or alcohol on school property and/or at school-sponsored activities
13. Making a bomb threat
14. Assault and battery
15. Possession, use, and/or transfer of lethal weapons on school property or at school-related activities
16. Hate crimes (incidents targeting individuals or groups with threats, ridicule, or violence, including written and electronically displayed ridicule)
17. Making verbal or written threats of violence

Procedures

1. Having verified the offense, the administrator meets with all of those involved.
2. The principal initiates procedures according to established policy for excluding the student from school and notifies the parents or persons in parental control immediately.
3. The principal informs the Superintendent.
4. School officials contact the proper authorities and assist in prosecuting the offender.
5. The principal submits a complete and accurate record to the Superintendent for possible Board action.

Optional Disciplinary Responses

A. Full restitution of damages
B. In-school suspension
C. Out-of-school suspension
D. Alternative school
E. Superintendent's hearing

F. Referral to appropriate agencies
G. Any combination of the above

D. Reponses to acts of harassment, bullying and/or discrimination against students by students shall use measured, balanced, and age-appropriate remedies and procedures, with the goals of prevention and education, as well as intervention and discipline. We will consider the nature and severity of the conduct, the developmental age of the student engaging in the conduct, the actor's prior disciplinary record, and the impact of the conduct on the student at whom it was directed.

~~D.~~E. Removal of disruptive students from the classroom and school property.

1. Teacher Removal of a Disruptive Student from the Classroom

a. Teachers have a limited authority to remove disruptive pupils from the classroom. Such removal shall be consistent with this code of conduct. Disruptive students are defined as elementary/or secondary pupils, under the age of 21, who are "substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom."

b. A disruptive pupil may be removed from a teacher's classroom by the teacher for no more than one (1) day of instruction in a specific subject for each incident of substantial disruption of the educational process or substantial interference with a teacher's authority.

c. In order to initiate the removal of a student from the classroom, the teacher must first determine that a student is disruptive. The behaviors identified as Level B behaviors under Section V (C) Disciplinary Responses to Student Misconduct are illustrative of disruptive behavior warranting teacher removal from class. Behaviors which do not rise to the level defined as disruptive shall be subject to traditional disciplinary strategies, in accordance with this policy.

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 administrator's office; (2) sending a student to the principal's office for the remainder of the class time only; (3) sending a student to a ~~guidance~~ school counselor or school social worker or other district

staff member for counseling; or (4) assignment to time out, or "resolution and recovery". Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

In addition, teacher removal of a pupil from the classroom for behavior which warrants a more significant penalty, such as out-of-school suspension, does not preclude the greater discipline.

d. If the pupil's behavior is merely disruptive (not presenting a continuing danger or an ongoing threat of disruption to the academic process) the teacher shall notify the student of the reasons for the removal prior to the removal and allow the student to present his/her version of the events. If the pupil's behavior does present a continuing danger or ongoing threat as stated above, the teacher may immediately remove the pupil from the classroom; and explain the basis of the removal and allow the student to present his/her version of the events within twenty-four (24) hours of the removal.

e. A teacher initiating removal of a student from the classroom pursuant to the provisions of this code of conduct shall inform the principal of the basis of the removal and complete a written disciplinary referral form detailing the basis of the removal.

f. Within 24 hours of the removal, the principal or his/her designee (another administrator) must inform the parent of the reasons for the removal from class. On request, the student/parent must be given an opportunity to discuss reasons with principal or his/her designee. The teacher shall be involved in the conference, unless the principal decides based upon extenuating circumstances that it is not beneficial to have the teacher involved in such conference.

1. If the student denies the charges, the student/parent must be given explanation of basis for removal and an opportunity to represent his/her version. This must take place within 48 hours of the removal.

2. The Principal or his/her designee must decide, by the close of business on the day following the opportunity to ~~be heard by~~ represent his/her version to the principal, whether the discipline will be set aside. The principal or his/her designee may only set aside discipline if:

a. The charges against the student are not supported by substantial evidence.
b. The student's removal is in violation of law.
c. The conduct warrants an out-of-school suspension and a suspension will be imposed.
d. The District shall provide continued educational programming to students who are removed from class by a teacher. Such programming shall include placement in an alternative educational program appropriate to individual student needs.

~~E.~~F. Responding to Reports of Possible Harassment or Discrimination

1. In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the District provides a procedure for responding to reports of possible discrimination or harassment against students by another student, an employee, or any other person on school property or at a school function. The process is described in the District's Equal Opportunity and Nondiscrimination Policy.

2. The District has also designated a Dignity Act Coordinator for each school. That coordinator is:

   Nina Belmar, K-12 School Social Worker
   nbelmar@newyorkmills.org
   768-8129 or 768-3394

   The Dignity Act Coordinator is trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender, and sex. She is available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination or harassment.

G. No Retaliation for Reporting

No act of retaliation may be directed at any person who makes a good faith report of conduct by another person that may reasonably be a violation of this Code, or who assists in, or is part of, the investigation of such a report. To engage in such retaliation is considered a violation of this Code.

~~F.~~ H. Student Suspension from School

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1. When suspension of a student from attendance for a period of five days or less pursuant to section 3214(3) of the Education Law is proposed, school district officials shall immediately notify the parent(s) or the person(s) in parental relation in writing that the student may be suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the decision to propose suspension at the last known address or addresses of the parents or persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents or persons in parental relation. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or persons in parental relation of their right to request an immediate informal conference with the principal in accordance with the provisions of Education Law, section 3214(3)(b). Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or persons in parental relation to the pupil. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

2. The suspension of pupils for a period in excess of five (5) school days shall be conducted in accordance with the regulations of Section 3214 of the Education Law.

3. Minimum Suspension for Pupils who Repeatedly are Substantially Disruptive

   Pupils who repeatedly are substantially disruptive to the educational process or who substantially interfere with the teacher's authority in the classroom shall be subject to a minimum out-of-school suspension of two (2) days. A student who "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority in the classroom" is defined as one who is removed from the classroom by a teacher more than four (4) times in a semester. Such suspension period may be reduced on a case by case basis consistent with law.

4. Minimum Suspension for Violent Pupils

a. Teachers shall immediately report and refer a violent pupil to the principal or Superintendent for a violation of this code of conduct.

b. Students who are deemed to be "violent pupils" as defined by Education Law Section 3214 (2-a) (a) shall be subject to a minimum out-of-school suspension of at least five (5) days. A violent pupil is an elementary or secondary student under twenty (21) who:

1. commits an act of violence upon a teacher, administrator or other school employee;

2. commits, while on school district property an act of violence upon another student or any other person lawfully upon said property;

3. possesses, while on school district property, a gun, knife, explosive or incendiary bomb, or other dangerous instrument capable of causing physical injury or death;

4. displays, while on school district property, what appears to be a gun, knife, explosive or incendiary bomb or other dangerous instrument, capable of causing death or physical injury;

5. threatens, while on school district property, to use any instrument that appears able to cause physical injury or death;

6. knowingly and intentionally damages or destroys the personal property of a teacher, administrator, other school district employee or any person lawfully upon school district property; or

7. knowingly and intentionally damages or destroys school district property.

~~G.~~I. PINS Petition/Referral to Human Services Agencies

The Superintendent has established the following procedures for filing PINS petitions or for the referral of pupils to the appropriate human services agency:

1. Where a student does not attend school in accordance with the Education Law or is incorrigible, ungovernable or habitually disobedient and beyond the lawful control of a parent or other lawful authority or who violates provisions

of Section 221.05 of the Penal Law (unlawful possession of marijuana), the building principal having authority over the student will be responsible for filing a PINS proceeding against that student. Excessive illegal absences within a single semester or being "incorrigible, ungovernable or habitually disobedient and beyond the lawful control of a parent or other lawful authority" has the same definition as that provided in Article 7 of the Family Court Act. These petitions may also be filed by ~~guidance~~ school counselors and school social workers, or other certificated staff members but must be done in consultation with the building principal. Prior to commencing any such proceedings, the building principal should review the matter with the school district's attorney.

2. The Superintendent will make available to all building principals a list of appropriate human services agencies located in or near the district. When in the discretion of the building principal referral to such an agency is appropriate, such referrals shall be made. This does not, however, effect the mandatory reporting requirements of all school district employees to make referrals for suspected child abuse.

VI. Age Appropriate Restatement of Policy

You should never feel that it is not safe for you to come to school and participate in all school activities. You should never be prevented from concentrating on your schoolwork because another student or a school staff member is teasing you, making fun of you, pushing you around, or threatening you in some way, because of your race, color, weight, national origin (where your family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex or any other reason.

You may not act toward another student in a way that reasonably might make them feel threatened or unsafe, or that might reasonably make them unable to concentrate on their school work, because of what you think about their race, color, weight, national origin (where their family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex or any other reason. It is against school rules for you to do this by your physical actions or by your verbal statements, including electronic messages.

VII. Procedure in the Early Identification and Resolution of Discipline Problems

A. Pupil service personnel, administrators, teachers and others shall report students who are having problems or appear to be having problems regarding matters covered in the code of conduct to the building principal. Parents also are invited to advise the building principal of concerns the parents may have regarding their children pertaining to the code.

B. Students are expected to report to teachers or to the building administrator any student who appears to be having discipline problems. Students are expected to cooperate in any conference regarding the discipline of that student.

C. When the building principal is aware of, or has received a report from pupil service personnel, administrators, teachers, students or parents, the building principal shall conduct whatever inquiry the principal considers appropriate.

D. If the building principal, after such inquiry, considers there is a basis for concern, the principal shall arrange to have a meeting with the parents and/or guardians and appropriate staff members to review the matter and create a plan to resolve the discipline problems.

E. The purpose of the procedure is to identify early possible problems and to resolve these disciplinary problems. The district shall assign such support personnel to assist the parties, considering the resources available at any given time.

VIII. Students with Disabilities

A. The Board of Education recognizes that the need to address disruptive or problem behavior within its schools may result in the suspension, removal or other discipline of students with disabilities eligible for services under the Individuals with Disabilities Education Act (IDEA) and Article 89 of the Education Law (Article 89) and their implementing regulations. It also recognizes that these students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them.

1. A student with a disability may not be removed pursuant to Section 201.7 of the Regulations of the Commissioner of Education if the imposition of the 5 school day or 10 school day suspension or removal would result in a disciplinary change in placement based on a pattern of suspensions or removals as determined by school personnel in accordance with the criteria set forth in section 201.2 (3)(ii) except where the CSE has determined in accordance with section 201.4 that the behavior was not a manifestation of such students' disability, or the student is placed in an IAES as authorized under Commissioner's Regulations.

2. "Disciplinary change in placement" means a suspension or removal from a student's current educational placement that is either:

a. for more than ten (10) consecutive school days; or

b. for a period of ten (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 ten (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.

B. Accordingly, it shall be the Board's policy that the procedures followed for suspending, removing or otherwise disciplining students with disabilities eligible for services under IDEA and Article 89 will conform with the procedural safeguards required by applicable laws and regulations.

C. This policy incorporates by reference the Procedural Safeguards for Students with Disabilities Subject to Discipline set forth in Part 201 of the Regulations of the Commissioner of Education, which implement the procedural protections provided under New York's Education Law and which coordinate the state's general procedures or suspension of students with disabilities with the requirements of IDEA and its implementing regulations.

D. Moreover, consistent with the IDEA and New York Education Law, pupil service personnel, teachers and/or administrators who identify a student with a disability whose behavior is repeatedly interfering with his/her own or other's learning shall refer such individual to the CSE for a functional behavioral assessment and behavior intervention plan or, if one exists, for review of same.

IX. Conduct by School Employees

A. Acceptable conduct by school employees shall be consistent with the role of teachers and staff outlined in this code of conduct.

Unacceptable conduct by school employees shall be evaluated consistent with the strategies and procedures for the maintenance and enforcement of public order on school property, other provisions of this code of conduct and other applicable laws, rules and collective bargaining agreements.

B. All instructors are expected to dress in good taste and wear appropriate attire suitable for the classroom. All employees clothing shall be neat and clean, shall not be profane, lewd or offensive, does not constitute a health or safety hazard (including clothing that promotes the use or sale of alcohol, tobacco and/or controlled substances) or a substantial disruption or material interference with the work or discipline of the school.

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C. Employee of the district shall refrain from the use of profane, lewd, vulgar or abusive language or words which may incite or offend another person in their communication with parents, students, other school employees, administrators or other persons on school property.

D. Prohibition of Corporal Punishment

1. The District recognizes the responsibility of all school personnel, including administrators, faculty and other employees, to see that proper standards of school behavior are maintained. All school personnel are expected to help in maintaining proper levels of supervision.

2. No teacher, administrator, officer, employee or agent of the District shall use corporal punishment against a pupil.

3. As used in this section, corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil, except as otherwise provided in subdivision 4 of this section.

4. In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this section shall be construed to prohibit the use of reasonable physical force for the following purposes:

   a. To protect oneself from physical injury;
   b. To protect another pupil or teacher or any other person from physical injury;
   c. To protect the property of the school or others; or
   d. To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of School District functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.

5. The Superintendent of Schools is hereby directed to develop and implement a reporting procedure which will enable the District to summarize complaints relative to the alleged administration of corporal punishment. Such summaries will include references to the substance of each/all complaints, the result(s) of the investigation of each/all complaints, and whatever action(s), if any, was/were taken by the administration of the District. The summary of each/all complaints shall be available for submission to the Commissioner of Education in accordance with Commissioner's Regulations (semi-annually, by January 15th and July 15th of each year).

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

X. Standards and Procedures to Assure the Security and Safety of Students and School Personnel.

A. The district has an established emergency management/school safety plan, which has been developed in accordance with applicable law and regulation to assure the security and safety of students and school personnel.

XI. Maintenance and Enforcement of Code of Conduct

A. Annual Review
This code of conduct shall be reviewed annually and updated as necessary, taking into consideration the effectiveness of code provisions and the fairness and consistency of its administration.

B. Modifications to the Code of Conduct
A Board of Education or Board of Cooperative Educational Services may adopt any revision to the code of conduct only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested party.

C. Review Committee
A school district may establish a committee pursuant to Education Law Section 2801(3) to facilitate the review of this code of conduct and the district's response to code of conduct violations.

D. Filing
Each district shall file a copy of its code of conduct any amendments with the Commissioner of Education no later than thirty days after their respective adoptions.

E. Community Awareness
To ensure community awareness of its code of conduct, each school shall:

1. Post the complete Code of Conduct, respectively, on the District's Internet Web site, including any annual updates or amendments thereto.
2. Provide copies of a summary of the Code of Conduct to all students, in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year.
3. Provide by mail a plain language summary of the Code of Conduct to all persons in a parental relation to the students before the beginning of each school year and making the summary available thereafter upon request.

4. Provide each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code of Conduct, and providing new teachers with a complete copy of the current Code of Conduct upon their employment.
5. Make complete copies of the Code of Conduct available for review by students, parents or persons in parental relation to students, other school staff, and community members.
6. Provide training to teachers, administrators, and staff designed to address the concepts and issues incorporated in the Dignity Act, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students and/or school employees.
7. Provide "safe and supportive school climate concepts" in the District curriculum.

F. The District shall develop and implement a program of instruction in grades Kindergarten through Grade 12 ~~to include~~ that supports development of a school environment free of harassment, bullying and/or discrimination, that raises student and staff awareness and sensitivity to harassment, bullying and /or discrimination, that instructs in the safe and responsible use of the internet and electronic communications and that includes a component on civility, citizenship and character education in accordance with Education Law. Such component shall instruct students on the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other traits which will enhance the quality of their experiences in, and contributions to, the community.

XII. In-Service Education Programs

At the start of each school year, the District shall provide all staff with in-service education regarding District policy for conduct on school grounds and at school functions, methods for promoting a safe and supportive school climate, and ways of discouraging discrimination and/or harassment against students by other students or school employees.

New York Mills Union Free School District

Legal Ref: Safe Schools Against Violence in Education Act (Chapter 181 of the Laws of 2000), 8 NYCRR 100.2, NYS Education Law 11, V&T Law §142, 18 USC §921

Adopted: 06/18/01

Revised: 04/07/09, 08/14/12, _____

REPORT OF POSSIBLE DISCRIMINATION

Date:_____

Your Name:_____

Home Address:_____

Home Telephone: ( )_____

Work Address: _____
(if applicable)

Work Telephone: ( )_____
(if applicable)

Date of Alleged Incident(s):_____

Name of person(s) you believe discriminated against you:_____

List any witnesses that were present: _____

Where did the incident(s) occur?_____

Describe the incident(s) as clearly as possible, including such details as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

_____

_____

_____

_____

REPORT OF POSSIBLE DISCRIMINATION

What would you like done to correct this situation?

_____

_____

I hereby certify that the information I have provided in this Complaint is true, correct and complete to the best of my knowledge and belief.

_____ _____
Your Signature Date

Received by:_____ _____
Date

Policy

Draft 07/03/2013

INSTRUCTION

8103 Renumber/revise policy 8034

ACCELERATION POLICY

~~I. Part 100 of the Commissioner's Regulations~~

~~A. 100.4 Program requirements for students in grades seven and eight, (c) Grade 8 acceleration, Public school students in grade 8 shall have the opportunity to take high school subjects in at least one of the following areas: English, social studies, second languages, art, music, career and technical education subjects or science courses. Such opportunity shall be provided subject to the following conditions:~~

~~1. The Superintendent, or the high school principal as his or her designee, shall determine whether a student has demonstrated readiness in each subject in which he or she asks to begin high school courses in the eighth grade leading to a diploma.~~

~~2. A student shall be awarded high school credit for such courses only if such student passes one of the following:~~

~~a. a Regents examination; or~~

~~b. a second language proficiency examination; or~~

~~c. a career and technical education proficiency examination; or~~

~~d. if no such examinations are available a locally developed examination which establishes student performance at a high school level as determined by the Principal.~~

I. Part 100 of the Commissioner's Regulations

A. Grade eight acceleration for diploma credit

1. Public school students in grade eight shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects or science courses.

2. Credit may be awarded for an accelerated course only when at least one of the following conditions has been met:

i. accelerated students attend classes in a high school with high school students and pass the course on the same basis as the high school students. Credit is awarded by the high school; or

ii. the student passes the course and the associated State proficiency examination or Regents examination, when available. The credit must be accepted as a transfer credit by all registered New York State high schools; or

iii. in cases where no appropriate state assessment is available, the student passes a course in the middle, junior high or intermediate school that has been approved for high school credit by the public school district superintendent(s), or his or her designee(s), of the district(s) where the middle, junior high or intermediate school and the high school are located.

3. Such opportunity shall be provided subject to the following conditions:

i. The superintendent, or his or her designee, shall determine whether a student has demonstrated readiness in each subject in which he or she asks to begin high school courses in the eighth grade leading to a diploma.

ii. A student shall be awarded high school credit for such courses only if such student passes a Regents examination, a second language proficiency examination when available, or a career and technical education proficiency examination, or, if no such examinations are available, a locally developed examination that establishes student performance at a high school level as determined by the principal.

B. The New York Mills Board of Education has identified the following areas for possible acceleration by qualified students entering eighth grade. Courses acceptable for acceleration to be verified by the Jr/Sr High School Principal.

1. ~~English~~ Science
2. Mathematics
3. Foreign Language

~~II. Application Procedure~~

~~A. The guidance counselor will screen the incoming students to 7th grade to determine the initial eligibility of students to be considered for acceleration.~~

~~1. Preliminary screening.~~

ACCELERATION POLICY

~~a. A standardized test administered in grade 7 in math and English Language Arts will be the preliminary screening instrument. A student must score a level 3 or 4 to be considered.~~

~~b. The Otis Lennon test will be administered by the guidance counselor. A deviation score of 115 or above in the related (verbal or non-verbal) academic area must be achieved by the student.~~

~~B. The guidance counselor, teachers, and the high school principal will review those applications to determine whether a student has demonstrated readiness in each subject in which he/she is considering acceleration.~~

~~C. The guidance counselors will notify the parents of those students who are eligible for the acceleration program. The counselor will meet with the parents to discuss the appropriate areas of acceleration for their son/daughter. Prior to scheduling the student for course work, the parent must agree to the recommendation and submit written consent for the student to accelerate.~~

~~D. The guidance counselor is responsible for forwarding the completed paperwork for acceleration with all the required supporting data to the high school principal for his approval or disapproval each school year.~~

~~E. Upon return of the paperwork, the guidance counselor will take the necessary steps to implement the scheduling of the student for the appropriate course for eighth grade.~~

~~F. The guidance counselor will notify the parents of the status of the paperwork.~~

II. Determination Procedure

A. All students will be eligible for acceleration in foreign language unless otherwise deemed inappropriate by the Committee on Special Education. The grade in which acceleration will begin in either Spanish or French will be determined by whether each is offered during that particular school year.

B. The guidance counselors will inform the parents of the policy and procedure in writing. Parents who wish to have their child considered for acceleration must complete and return the Request for Consideration for Acceleration form. Students must meet 3 out of the following 4 criteria to qualify for acceleration in math and/or science:

1. A score of 4 or equivalent on a standardized test administered in 6th grade. The 4th grade science assessment will be used for science acceleration.

ACCELERATION POLICY

2. A total School Ability Index score of 112 or above on the Otis Lennon School Ability Test. The guidance counselor will administer this test in the spring to those students who parents have completed and returned the Request for Consideration for Acceleration form.

3. Recommendation of the 6th grade math and science teacher(s) based on whom they consider capable of performing advanced work.

4. An average of 90 or better average in the specific subject area (i.e., science or math) in 6th grade.

C. The guidance counselor is responsible for forwarding all of the required supporting data to the high school principal for approval or disapproval each school year.

D. The guidance counselors will notify the parents or guardians of the results. Prior to scheduling the student for course work, the parent must agree to the recommendation and submit written consent for the student to accelerate.

E. Upon return of the paperwork, the guidance counselor will take the necessary steps to implement the scheduling of the student for the appropriate course(s) for seventh grade.

F. The guidance counselor will supply the parents or guardians with a copy of the student's schedule containing the appropriate courses.

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New York Mills Union Free School District
Adopted: 06/10/86
Revised: 01/07/03, _____

5.5

Regulation

Draft 07/08/2013

STUDENTS 7500.5 Renumber/revise 7080.5

STUDENT PRIVACY FERPA NOTICE

Date: _____

Dear Parent or Eligible Student:

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords parents or "eligible students" (students who are over 18 years of age or enter a postsecondary educational institution) certain rights with respect to the student's education records. The purpose of this letter is to inform you of some of those rights and to provide you with the following contact information for the District's Records Access Officer: ~~Clerk of the Board:~~

~~Paula Ann May,~~ District Clerk
New York Mills Union Free School District
1 Marauder Boulevard
New York Mills, NY 13417
Telephone: (315) 768-8127

Examples of *FERPA* rights include:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Written requests for such access may be submitted to the Records Access Officer between **8 a.m. and 4 p.m.** on any school day. Such requests should be submitted on the District's *Application for Inspection of Student Records* form that is located in the Office of the Records Access Officer, District Office.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading or an invasion of the student's privacy rights. A request for an amendment may be submitted to the Records Access Officer during regular business hours. Such requests should be submitted on the District's *Request For Correction of Student Records* form that is located in the Office of the Records Access Officer. If the Records Access Officer denies a properly submitted request for an amendment, the person seeking the amendment will be advised of his/her right to a hearing regarding the requested amendment.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that *FERPA* authorizes disclosure without consent. For example, the District may, without consent, disclose:

   a. Personally identifiable information to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff; a person elected to the School Board; a person or company

employed by or under contract to the District to perform a special task, such as an attorney, auditor, medical consultant, or therapist; a parent or student serving on an official committee, such as a disciplinary or grievance committee, or who is assisting another school official in performing his or her tasks. A school official may be a contractor, consultant, volunteer or other party to whom the District has outsourced instructional services and functions if that individual or entity is performing services district employees otherwise perform (is not selling products or services), is under the direct control of the district with respect to the use and maintenance of the education records and is restricted from re-disclosing the education records except as permitted by FERPA. A school official has a legitimate educational interest if the official is performing a task that is specified in his or her position description or by a contract agreement; performing a task related to a student's education; performing a task related to the discipline of a student; providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid; or maintaining the safety and security of the campus. The District receives services from the Madison Oneida BOCES Regional Information Center and it's vendors in accordance with FERPA. A request for a complete list of current vendors may be submitted to the Records Access Officer.

b. Appropriately designated "directory information", unless the parent or eligible student has advised the District to the contrary by filling out and returning the below attached *Request to Limit Disclosure of Directory Information* form. The primary purpose of directory information is to allow the District to include this type of information from the student's education records in certain school publications such as a playbill (showing the student's role in a drama production), an annual yearbook, an honor roll or other recognition list, a graduation program, or a sports activity sheet (such as a wrestling program that discloses participants height or weight), etc. Directory information may also be disclosed to outside organizations such as companies that manufacture class rings or publish yearbooks or other companies. Additionally, Federal Law requires Districts receiving certain federal assistance to provide requesting military recruiters with secondary school names, addresses, telephone listings and possibly other directory information, unless parents or eligible students have advised the District that they do not want their student's information disclosed without prior written consent.

4. The right to know that the District has designated the following information as directory information: Directory Information: student's name, parent's name, address, date and place of birth, telephone number, email address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous educational agency attended by student, photograph, and video images of students

engaged in routine activities when those images are not records of the district's law enforcement unit. If you do not want the District to disclose directory information without your prior written consent, you must complete and return to the District the below attached form by _____ ~~October 1st~~ (insert date thirty or more days from the date of this notice).

5. The right to file a complaint with the following office if you believe the District has violated your *FERPA* rights: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

Additionally, please be aware that:

- It is the District's policy to disclose education records without consent to officials of another school district in which a student seeks or intends to enroll, and;

- The District uses video surveillance cameras on school property and in school vehicles to maintain the physical security and safety of the campus. The District has designated its Security Office as its law enforcement unit and has assigned to them the responsibility of maintaining the video surveillance images.

Sincerely,

STUDENT PRIVACY FERPA NOTICE

Request To Limit Disclosure of Directory Information

Records Access Officer
District Clerk

Dear Records Access Officer:

_____ Please secure my written consent before releasing my child's name, address, telephone number and directory information to military recruiters.

_____ Please secure my written consent before releasing the following directory information to anyone:

_____

_____

_____

_____ _____

Parent Signature Date of Request

For District Use Only

_____ _____

Request Received By Date Request Received

New York Mills Union Free School District
Adopted: 11/05/02
Revised: 06/17/03, 10/07/08, _____

Excess Equipment

Book Title	ISBN	Number of Books
Scott Foresman Reading 2.1	0-328-03933-0	50
Scott Foresman Reading 2.2	0-328-03934-9	50
Teacher's Manual Unit 1	0-328-03955-1	2
Teacher's Manual Unit 2	0-328-03956-x	2
Teacher's Manual Unit 3	0-328-03957-8	2
Teacher's Manual Unit 4	0-328-03958-5	2
Teacher's Manual Unit 5	0-328-03959-4	2
Teacher's Manual Unit 6	0-328-03960-8	2
HSP 1 Math Teacher	978-0-15-380000-9	2
HSP Teacher 2	978-0-15-3800001-6	2
HSP Teacher 3	978-0-15-3800002-3	2
People and Places	0-328-01760-4	45
Scott Foresman Science	0-328-03422-3	45
SS Teacher Manual	0-328-01887-2	2
Science Teacher Manual	0-328-03453-3	2
NY HSP Math Harcourt	978-0-15-3784-17-0 0-15-378417-2	15
Scott Foresman Reg. "Imagine That!"	0-328-03935-7	26
Scott Froesman Rdg "Picture This"	0-328-039365	26
Scott Foresman Science	0-328-03423	18
Scott Foresman Communities	0-328-01761-2	37
Rdg. Manuals Scott Foresman	0-328-052-37-x	13
Math Manuals Harcourt	13-978-0-15-380005-4	7
Scott Foresman Rdg, 2004 V1	0-328-039-35-7	33
Scott Foresman Rdg, 2004 V2	0-328-03936-5	32
Scott Foresman Manuals		6 Units 1-6
Harcourt HSP Math	13-978-0-15-378417-0	15
Harcourt HSP Math Manuals		3 Units 1-3
Social Studies Communities	0-328-01761-2	29
World Book Encyclopedia 1995		22
NY HSP Math Textbook	13-978-0-15-3784187	35
Workbook	13-978-0-15-356761-2	30
NY Buckle Down Workbook	0-7836-4325-x	15

Book Title	ISBN	Number of Books
Scott Foresman Teacher Manual Unit 1	0-328-05242-6	3
Scott Foresman Teacher Manual Unit 2	0-328-05243-4	3
Scott Foresman Teacher Manual Unit 3	0-328-05244-2	3
Scott Foresman Teacher Manual Unit 4	0-328-05245-0	3
Scott Foresman Teacher Manual Unit 5	0-328-05246-9	3
Scott Foresman Teacher Manual Unit 6	0-328-05247-7	3
Scott Foresman Teacher Phonics Workbook	0-673-61433-6	4
Scott Foresman Adding Eng. ESL Guide	0-328-02596-8	3
HSP Math Family Workbook	978-0-15-364-904-2	3
HSP Math DVD	978-0-15-361-569-6	1
Scott Foresman Teacher's Resource	0-328-040-60-6	1
Scott Foresman Collection for Readers	0-378-026840	5
Scott Foresman Reading Inventory 3-6	0-673-64055-8	3
Scott Foresman Leveled Practice	0-328-02583-6	2
Scott Foresman Leveled Reader Res. Guide	0-673-596-81-8	2
Scott Foresmann Trade Book Lib. Resource Guide	0-673-63001-3	2
Scott Foresman Intervention Handbook	0-328-02601-8	3
Unit & End of Year Benchmark Tests	0-673-624-07-2	3
Unit & End of Year Skills Tests	0-673-624-55-2	3
Scott Foresman Prac. Book Teacher's Ed.	00328-05656-1	3
Spelling Workbook	0-328-01652-7	5
Health for Life	0-673-29729-2	58 + Teacher's Edition
Macmillian/McGraw Hill Spelling	0-02-244162-x/6	24 + Teacher's Edition
Gr 1 Unit 3		
Gr 1 Unit 4		

Book Title	ISBN	Number of Books
Scott Foresman Kind. Unit 2	032805219-1	1
Scott Foresman Kind. Unit 1	032805218-3	1
Scott Foresman Kind. Unit 3	032805220-5	1
Scott Foresman Kind. Unit 4	032805221-3	1
Scott Foresman Kind. Unit 5	0328-05222-1	1
Scott Foresman Kind. Unit 6	0328-05223-x	1
Grade 3 Unit 1	032805236-1	2 Teacher Manuals
Grade 3 Unit 3	032805238-8	2 Teacher Manuals
Grade 3 Unit 5	0328-05240-x	2 Teacher Manuals
Grade 3 Unit 6	0328-05241-8	2 Teacher Manuals
Grade 5 Unit 1	0328-05248-5	1 Teacher Manual
Grade 5 Unit 2	0328-05249-3	1 Teacher Manual
Grade 5 Unit 3	0328-05250-7	1 Teacher Manual
Grade 5 Unit 4	0328-05251-5	1 Teacher Manual
Grade 5 Unit 5	0328-05252-3	1 Teacher Manual
Grade 5 Unit 6	0328-05253-1	1 Teacher Manual
My Time to Shine 2.2	0328-03931-9	1 Teacher Manual
Gr 2 Unit 5	032805234-5	3 Teacher Manuals
Gr 2 Unit 6	032805235-3	3 Teacher Manuals
Gr 2 Unit 3	032805232-9	3 Teacher Manuals
Gr 2 Unit 2	032805231-0	3 Teacher Manuals
Gr 2 Unit 1	0328-05230-2	3 Teacher Manuals
Gr 2 Unit 4	032805233-7	3 Teacher Manuals
Kindergarten Part 4	0328047880	1 Teacher Manual
Kindergarten Part 2	0328047864	1 Teacher Manual
Kindergarten Part 3	032804787-2	1 Teacher Manual
Kindergarten Part 1	032804785-6	1 Teacher Manual
Gr 1 Unit 1	032805224-8	1 Teacher Manual
Gr 1 Unit 2	032805225-6	2 Teacher Manuals
Gr 1 Unit 3	032805226-4	1 Teacher Manual
Gr 1 Unit 4	032805227-2	1 Teacher Manual
Gr 1 Unit 5	0328-05228	1 Teacher Manual
Gr 1 Unit 6	032805229-9	1 Teacher Manual
Gr 4 Unit 1	032805242-6	2 Teacher Manuals
Gr 4 Unit 2	0328-05243-4	2 Teacher Manuals
Gr 4 Unit 3	032805244-2	2 Teacher Manuals
Gr 4 Unit 4	032805245-0	2 Teacher Manuals
Gr 4 Unit 5	032805246-9	3 Teacher Manuals
Gr 4 Unit 6	032805247-7	2 Teacher Manuals
Gr 3 Unit 2	032805237-x	2 Teacher Manuals
Gr 3 Unit 4	032805239-6	2 Teacher Manuals

Book Title	ISBN	Number of Books
Gr 1 Audio Tapes of Selections	032802515-1	
Gr 1 Phonics Songs & Rhymes Tapes	067362200-2	
Gr 1 Background Bldg. Tapes	032802531-3	

NEW YORK MILLS SCHOOL DISTRICT
2013-14
NON-RESIDENT/NON-TUITION STUDENTS

NAME	GRADE	PARENT
Davis, Aubrey	7	Romana Davis
Davis, John	4	Romana Davis
Clements, Emma	4	Mary Clements

Language in both contracts allows the privilege for employees' children to attend our school district tuition free when they are non-residents.

5.5

NEW YORK MILLS UNION FREE SCHOOL DISTRICT
BUILDING USE APPLICATION FORM
By Community Groups

Organization PTSO Date Desired 12/6 - 12/7 - /12/8

Room(s) of building desired (including dressing rooms, etc.) High School office / Home + Carriers Room cafeteria, All High School ~~[illegible]~~ + elem halls + GYMS

Which building Elem / High School Expected Attendance 2500 +

Duration of use from 2:30pm 12/6/13 to 7pm 12/8/13 A.M./P.M. to A.M./P.M. (cross out A.M., P.M.)
(If time is needed in getting ready for activity, include that in above)

Are Lights To Be Used Yes

Purpose of Use Annual PTSO Holiday Craft Fair

Please check the following you will need supplied:
_____ Microphone _____ Footlights _____ Spotlight
Other - List: Bus drivers requested to shuttle craft/shoppers to Alternate lots
Sat 7:30 - 5:30
Sun 8:00 - 4:30

The undersigned agrees to accept responsibility to repair or replace any damage to equipment.

[illegible] 6/19/13
Signature of Responsible Person Date

413 Calden Ave Yonkville, NY 13495 520-4864
Address Telephone Number

Admission Charge X Yes ____ No $3.00 pp

Insurance Liability Form Provided _____ Yes ____ No

NOTE: FILLING OUT THIS APPLICATION DOES NOT MEAN THAT YOU ARE ENTITLED TO THE USE OF THE BUILDING. DO NOT ADVERTISE OR PLAN DEFINITELY ON USING THE BUILDING UNTIL THIS APPLICATION HAS BEEN APPROVED AND RETURNED TO YOU.

(OVER)

_____

(Do not write below this line – For School Use Only)

Assessment: Check All Appropriate Items

_____Admission Charge _____ No Admission Charge

a) Submitted required insurance _____Yes _____No
b) Group representative has signed "School Use Release From Reliability" Form: _____Yes _____No
c) "School Use Release From Liability Form":
Degree of Risk _____Low _____Moderate _____High

Low Risk: Authorized representative has signed Release for Group at least 10 working days in advance.

Moderate to High Risk: Each member has signed own release Form and has provided personal identification at least 10 working days in advance.

SERVICES REQUIRED		REMARKS
Police _____	Cost of Service _____	_____
Firemen_____	Cost of Service _____	_____
Matron _____	Cost of Service_____	_____
Janitor _____	Cost of Service_____	_____
Cafeteria Helper _____	Cost of Service_____	_____
Stage Crew ____	Cost of Service_____	_____
Equip. Op _____	Cost of Service_____	_____
Rental Fee _____	Cost of Service_____	_____

Total Cost of Services _____

Organization will pay the total service cost. Cash or check payable to:
NEW YORK MILLS UNION FREE SCHOOL DISTRICT

Request approved by _____ Date_____
Superintendent of Schools (Designee)

_____ Date_____
Board of Education