

This Agenda Belongs To :



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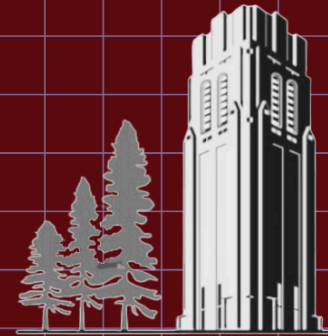
2023-2024

Mission



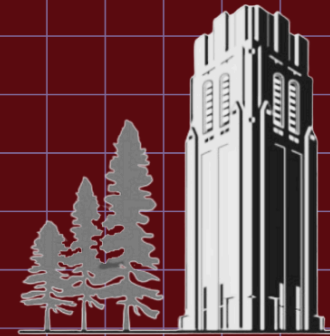
**Clinton Central School
proudly educates and
empowers all
students to realize
their potential in
becoming thoughtful,
empathetic, and
contributing
members of a global
society.**

Semester 1 Class Schedule



Time	Period	A Day	B Day
7:48 - 7:51	HR		
7:51 - 8:32	1		
8:35 - 9:16	2		
9:19 - 10:00	3		
10:03 - 10:44	4		
10:47 - 11:19	5		
11:22 - 12:03	6		
12:06 - 12:47	7		
12:50 - 1:31	8		
1:34 - 2:15	9		

Semester 2 Class Schedule



Time	Period	A Day	B Day
7:48 - 7:51	HR		
7:51 - 8:32	1		
8:35 - 9:16	2		
9:19 - 10:00	3		
10:03 - 10:44	4		
10:47 - 11:19	5		
11:22 - 12:03	6		
12:06 - 12:47	7		
12:50 - 1:31	8		
1:34 - 2:15	9		

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Introduction

Welcome to Clinton Senior High School. We have a fine tradition of academic and co-curricular excellence and encourage you to be an integral part of maintaining this tradition through your active involvement. This handbook has been developed to familiarize you and your family with the rules and regulations that govern our school community. It will also serve as a guide to help you answer any questions you may have concerning our educational program. Enjoy your time at Clinton Senior High School and make the most of the opportunities offered to you. Strive to become all that you are capable of being. Have a great year!

Alma Mater

Faithful and true hearted,
Let us cheer our dear old high.
We revere her and defend her
As her colors proudly fly,
We will stand for her united -
Of her deeds we gladly tell,
Her colors streaming -
Glad faces beaming -
So here's a cheer for her
That we will all love so well,
Joyous and ever loyal,
Let us cheer our dear old high -
Let every heart sing -
Let every voice ring,
There's no time to grieve or sigh,
It's ever onward our course pursuing -
May defeat ne'er our ardor cool. -
So united we will cheer for her,
Our old high school.

Building Creed

In this house, we are family.
Our family is built on
Tradition and excellence
In arts, academics, and athletics.
We share a common bond as Warriors
And take pride in our differences
That make our family stronger.
Words and actions define who we are
In the classroom and athletic fields.
For it is the choices we make today
That define who we are tomorrow.
In this house, we are family.
A family who will forever be connected
After we leave these hallowed halls.

The Mission Statement of Clinton Central School

Clinton Central School proudly educates and empowers all students to realize their potential in becoming thoughtful, empathetic and contributing members of a global society.

District Information	
District Office 315.557.2253	Business Office 315.557.2285
Mr. Chris Clancy, Superintendent Ms. Julia Scranton, Administrative Assistant and Board Clerk Mrs. Michelle Gabree-Huba, Assistant Supt. for Instruction and Technology	Mr. Joe Barretta, Assistant Supt. for Business Mrs. Angela Thieme, Account Clerk Mrs. Jennifer Kelly, Payroll Clerk
Special Education 315.557.2229	Buildings and Grounds 315.525.7065
Mrs. Elizabeth Dougherty, Director of Pupil Personnel Services Mrs. Tina Lallier, Administrative Assistant	Mr. Glenn Kulinski, Senior Building Mechanic
Board of Education jscranton@ccs.edu	Transportation 315.557.2265
Ms. Melinda Leising, President Ms. Erica Shaw, Vice President Dr. Lyndsey Bauer Mr. Sam Catterson Ms. Rachael Clark Mr. Patrick LaVeck Ms. Lisa Magnarelli	Mr. Frank Tizzano, Director of Transportation
	Important Information 75 Chenango Ave; Clinton NY 13323 Fax: 315.557.2225 Mascot: Coming soon! Colors: Maroon and White Board of Educational Services: Oneida-Madison-Herkimer BOCES

High School Directory	
Main Office 315.557.2233	Counseling Office 315.557.2235
Dr. Matthew T. Lee, Principal Mrs. Amie Johnson, Assistant Principal Mrs. Cheri Elefante, Administrative Assistant	Mrs. Jackie Snizek, Counselor Mrs. Kelly Zegarelli, Counselor
Athletic Office 315.557.2397	Health Office 315.557.2238
Mr. Robert Bentley, Director of Athletics, Safety and Wellness Ms. Mary Heintz, Administrative Assistant	Mrs. Brandi Turczyn, Nurse Mrs. Jennifer Mitchell, Nurse
School Psychologist 315.557.2247	School Social Worker 315.557.2212
Mrs. Caterina Kernan	Mr. Anthony Sirianni

High School Faculty and Staff

Art

Mr. Gaetano
Mrs. Pavone
Mrs. Pape

Business

Mrs. Petrie

English

Mrs. Colburn
Mrs. DiGennaro
Mrs. Doggett
Mrs. Scott

Health & FACS

Mrs. Faffley
Mr. Tesak
Mrs. Grimm

World Language

Miss Honsinger
Mrs. Hogan
Mr. Pavone
Mr. Wratten

Math

Mrs. Dunn
Mrs. O'Mara
Mrs. Sanderson
Mr. Stanton
Mrs. Steele

Media Center

Mrs. Zaleski
Mrs. Crane

Music

Mr. Lavender
Mrs. Wratten

Physical Education

Mr. Bialek
Miss Pitman

Science

Mr. Bashant
Mr. Campeau
Mrs. Callaghan
Mrs. Smith
Mrs. Washburn

Social Studies

Mr. Deep
Mrs. Goodelle
Mr. McIntosh
Mr. Zogby

Special Education

Mrs. Carbone
Mrs. Eisenhut
Ms. Ganey

Technology

Mr. Milana
Mr. O'Rourke

Teaching Aide

Ms. Karin

Teaching Assistants

Mrs. Miller
Mrs. Roy

Counselors

Mrs. Snizek
Mrs. Zegarelli

Custodians

Mr. Brown
Mr. Khan
Mr. Tague

School Patrol Officer

Oneida County Sheriff's Office

School Probation Officer

Officer James Sojda

Nurse

Mrs. Mitchell
Mrs. Turczyn

School Social Worker

Mr. Sirianni

ENL

Miss Honsinger
Mrs. Toia-Kramer



Who should I contact?

Students & families should contact Dr. Lee for:

- Issues related to curriculum and instruction (AFTER reaching out to the teacher)
- Issues related school climate and community

Students & families should contact Mrs. Johnson for:

- Issues related to student behavior
- Issues related to student activities or events



Dr. Lee and Mrs. Johnson are both committed to building a safe, inclusive, welcoming environment for all students & their families. Come see us in the main office anytime!

When in Doubt, Check it Out!

If you or a caregiver have any questions, we encourage you to reach out. Please reference the guide on the following page to determine who to contact for each issue. The individuals listed will have the most detailed information about their area of responsibility. Please follow the outlined order to resolve issues. If you are unable to reach the suggested person or you do not receive a response or resolution, please proceed to the next person on the list.

Issue	First Contact	Second Contact	Third Contact	Fourth Contact
Academics	Teacher	Counselor	Principal	Superintendent
Course Scheduling	Counselor	Principal	Superintendent	
Curriculum	Teacher	Principal	Assistant Supt. of Instruction	Superintendent
Behavior	Teacher	Assistant Principal	Principal	Superintendent
Classroom Procedure	Teacher	Principal	Superintendent	
Enrichment	Teacher	Principal	Assistant Supt. of Instruction	Superintendent
Budget	Business Administrator	Superintendent		
Health Office	Nurse	Principal	Superintendent	
Cafeteria	Director of Food Service	Business Administrator	Superintendent	
Co-Curricular	Club Advisor	Assistant Principal	Principal	Superintendent
Athletics	Coach	Athletic Director	Superintendent	
Transportation	Bus Driver	Director of Transportation	Business Administrator	Superintendent
Facilities	Head Custodian	Buildings and Grounds	Business Administrator	Superintendent
Building Use	District Office Secretary			

Bell Schedule








Regular Schedule	
Announcements	7:48 - 7:51
Period 1	7:51 - 8:32
Period 2	8:35 - 9:16
Period 3	9:19 - 10:00
Period 4	10:03 - 10:44
Period 5	10:47 - 11:19
Period 6	11:22 - 12:03
Period 7	12:06 - 12:47
Period 8	12:50 - 1:31
Period 9	1:34 - 2:15

*1-hour and 2-hour delay schedules will be communicated when necessary.

ACADEMICS

CCS Graduation Credit Requirements

New York State requires students to complete credits in the content areas below to qualify for a Local Diploma, Regents Diploma, or Regents With Advanced Designation Diploma.

	Credits Required	Timing
ELA 	4 credits required for all diplomas	Completed in grades 9-12
Social Studies 	4 credits required for all diplomas	Completed in grades 9-12
Science 	3 credits required for all diplomas <ul style="list-style-type: none"> Must include Living Environment 	Completed in grades 9-12
Math 	3 credits required for all diplomas <ul style="list-style-type: none"> Must include Algebra CC 	Completed in grades 9-12
Health 	½ credit required for all diplomas	Completed in grades 10-12
World Languages 	1 credit required for Local & Regents diploma 3 credits required for Regents with Advanced Designation diploma	Completed in grades 7-12
Art, Music and/or Technology	1 credit required for all diplomas	Completed in grades 9-12
Physical Education 	½ credit per year required for all diplomas	Completed in grades 9-12
Electives	At least 3.5 credits of electives are required in addition to the 19.5 required core courses	Completed in grades 9-12

Pathways to Graduation

At Clinton, we provide students multiple opportunities to show mastery and progress toward graduation. Several pathways are available for our students. If you are interested in learning more about the pathways featured below, please see your counselor.



Humanities Pathway:
One additional social studies Regents exam or NYSED approved alternative



STEM Pathway:
One additional Regents exam in a different math or science or NYSED approved alternative



Biliteracy Pathway:
An assessment in a World Languages approved by the NYSED Commissioner



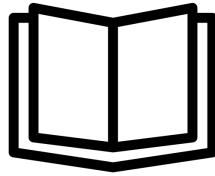
CTE Pathway:
A Career and Technical Education assessment approved by the NYSED Commissioner, following successful completion the BOCES CTE program



Art Pathway:
An arts assessment approved by the NYSED Commissioner

Regents Exams Required for Graduation

For all Regents exams listed below, students must pass the class *and* the accompanying Regents exam to meet NYSED graduation requirements.



ELA CC Regents Exam

This exam is taken in 11th grade. Students must score the following:

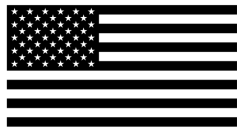
- Local Diploma: 55-64*
- Regents Diploma and Regents with Advanced Designation: 65+

*Students with disabilities must score a 55 on the English and Algebra Regent exams. The student must earn a 65+ on one or more required Regents examinations to compensate, on a one-to-one basis, for each required Regents examination in which they received a score of 45-54.

Global History & Geography Regents Exam

This exam is taken in 10th grade. Students must score the following:

- Local Diploma: 55-64*
- Regents Diploma and Regents with Advanced Designation: 65+



US History & Government Regents Exam

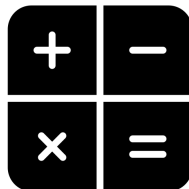
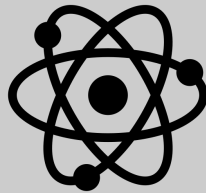
This exam is taken in 11th grade. Students must score the following:

- Local Diploma: 55-64*
- Regents Diploma and Regents with Advanced Designation: 65+

Living Environment Regents Exam

This exam is taken in 8th or 9th grade. Students must score the following:

- Local Diploma: 55-64*
- Regents Diploma: 65+
- Regents with Advanced Designation: 65+ on Living Environment and an additional Science Regents exam



Algebra CC Regents Exam

This exam is taken in 8th or 9th grade. Students must score the following:

- Local Diploma: 55-64*
- Regents Diploma: 65+
- Regents with Advanced Designation: 65+ on Algebra CC, Geometry, and Algebra II

World Languages Checkpoint Exams

These exams are taken in 8th, 10th, or 11th grade. Students must score::

- Local Diploma: Checkpoint A exam 55-64*
- Regents Diploma: Checkpoint A exam 65+
- Regents with Advanced Designation: Checkpoint A & B exams 65+



High School Academic & Grading Regulation Summary

Welcome to high school!

Below we have summarized the High School Grading Regulations that apply to all students. The full grading regulations can be found at the end of this handbook.

Learning Goals and Expectations

In order to be successful, you should know the learning goals of each class and how you will be graded. At the beginning of each school year, your teachers will provide a written description of goals and grading criteria in their course syllabus, which will also be posted in their Google Classroom. You should reference this document throughout the year.

Required Course Load

You must be enrolled in at least 5½ credit bearing courses, including physical education. Exceptions may be granted by the building principal.

Quarterly GPA and Honor Roll

Each quarter, you will receive a grade for every class, rounded to the nearest whole number (i.e. 92.40 = 92%; 92.50 = 93%). Your quarterly Grade Point Average (GPA) will include all credit bearing classes in which you are enrolled. To qualify for Honor Roll, you must have an GPA of 84.50 or higher. To qualify for High Honor Roll, you must have an GPA of 92.50 or higher. Our Honor Rolls are a great academic goal for students and will be shared quarterly through our newsletter.

Incompletes

If you experience extenuating circumstances (i.e.: serious illness, family loss, etc.), you may receive an incomplete. In this situation, you will have up to two weeks after the close of the marking period to complete the work necessary to receive a grade. If you do not complete the work within this two-week period, your teacher will calculate your grade accordingly. Students who receive an Incomplete will not be eligible for Honor Roll or High Honor Roll for that marking period. Incompletes may not be granted in the 4th quarter.

Final School Grade (FSG) Calculation

In all high school credit bearing courses, your final grade for the year will be based upon an average of 10 week grades and final examinations, and will be calculated as follows:

Full Year Courses 1 Credit and ½ Credit	$FSG = \frac{Q1 + Q2 + Q3 + Q4 + \text{Final Exam}}{5}$
--	---

Semester Courses & Repeat-Out Courses ½ Credit	$\text{FSG} = \frac{\text{Q1} + \text{Q1} + \text{Q2} + \text{Q2} + \text{Final Exam}}{5}$
--	--

Your midterm exams will count as 20% of the second marking quarter grade. Half-credit, full year courses (i.e. PE) will not take a midterm exam.

Advanced Course Weighting

AP, Honors, SUPA, MVCC and RIT courses present a significant academic challenge. To reflect the increased rigor, these courses are weighted each marking period as follows to calculate your quarterly GPA:

- AP and SUPA: +8 percentage points
- Honors: +5 percentage points
- MVCC and RIT: +3 percentage points

AP Expectations

Students are required to take the AP exams associated with their AP classes. Exam fees are due at the end of October. Financial assistance is available for students in need.

Withdrawal from a Course

If you withdraw from an AP or Honors class to a Regents course OR from a Regents class to a non-Regents class during the first three marking periods, your quarterly average(s) will transfer with you.

If you withdraw from a course after the first quarter, you will receive a FSG of withdraw passing (WP) or withdraw failing (WF) which will be reflected on your permanent record.

You may not withdraw from a course during the last marking period unless it is for medical reasons and approved by the student support team.

Grade Promotion

Per NYS requirements, you must earn at least 22 credits to graduate. You will only be promoted to the next grade level if you meet the following credit requirements before the start of the next school year:

Grade Level Advancement	Minimum Credits Needed to Advance
9 → 10	5
10 → 11	10
11 → 12	15
12 → Graduation	22

If you fail to meet the minimum credit guidelines, your status will remain at the grade level from the previous year. You must earn the credits necessary to participate in specific grade level activities (i.e. Junior Ball, Senior Ball, Senior Trip, etc.).

Student Ranking

The top 10% of the graduating class will be ranked and class rank will appear on the students' official transcript. If you are outside the top 10% of the class, you may make a written request for your ranking to be included on your transcript.

Final class rank for all awards and graduation recognition will be computed at the end of the third quarter of your senior year.

Graduation Honors

All students achieving designated levels of excellence will be honored at graduation. The levels of recognition are calculated at the end of the third quarter of your senior year, as follows:

- **With Honors:** Achieving a 90.00 – 93.99 weighted cumulative GPA (maroon / white graduation cord)
- **With High Honors:** Achieving a 94.00 – 96.99 weighted cumulative GPA (white / gold graduation cord)
- **With Highest Honors:** Achieving a 97.00 or higher weighted cumulative GPA (gold graduation cord)

Grading and Feedback

Grades and teacher feedback are an important part of the learning process and are an opportunity for you to grow! You are encouraged to review your academic progress regularly in Schooltool. You can expect feedback from teachers based on the timeline below. Please note, extenuating circumstances may affect this timeline.

Assessment Type	Humanities Courses (ELA & Social Studies)	Technical Subjects (Math, Science, Art, Business, Technology, Music, World Languages, PE)
Homeworks & Quizzes	Graded & returned within 5 school days	
Projects & Labs	Graded & returned within 10 school days	
Tests	10 school days	5 school days
Essays & Research Papers	Graded & returned within 20 school days	

Student Life Section

Diploma of Distinguished Community Service (DDCS)

Volunteerism is an important part of “becoming thoughtful, empathetic, and contributing members of a global society.” Therefore, Clinton High School highly values community service and offers a special distinction at graduation for students that complete and document the number of hours outlined below. Required forms can be found in the office, on the high school website, and via the provided QR code.

Traditionally, 150 volunteer hours are required for this honor; however, the COVID pandemic limited opportunities for students to engage in community service. Based on that, the updated requirements for each class are listed below:

- Class of 2024: 120 hours for DDCS
- All other classes: 150 hours for DDCS
- All graduates are expected to complete 10 hours of service before graduating

Through volunteerism, we ask that students commit to one or two organizations that matter to you and in hopes that you may see the impact of your work over time. Therefore, 75% of students’ hours must be completed at the same one or two community agencies/organizations. In the past, our students have completed these hours through tutoring or volunteering at nursing homes, Hospice, the Kirkland Town Library, AYSO Soccer, the Historical Society, the Clinton Arena, the Refugee Center or as a volunteer firefighter/EMT.

The other 25% hours may be completed as short term engagements, with the goal of gaining a wide variety of experiences and providing help in the community where and when it is needed. In the past, students have completed these hours through occasional tutoring, by helping at sporting events or managing an athletic team, or participating in community events such as Clean Up Clinton Day.

National Honor Society

If you have earned an overall cumulative GPA of 88.00 or higher at the conclusion of your sophomore year of high school, you will be invited to apply to become a member of Clinton's Chapter of the National Honor Society. If you do not achieve the required GPA by the end of your sophomore year, you may be invited to apply at the conclusion of your junior year if the required GPA has been achieved.

Applicants to the Honor Society will be reviewed and selected based on the following:

- **Scholarship:** To be considered for membership, students must have maintained a minimum GPA of 88% from the beginning of high school credit-bearing courses through the end of their sophomore year.
- **Service:** A person who has undertaken actions and/or activities which are done on behalf of others without any direct financial or material compensation to the individual performing the service. Service hours may not have been performed for a family member.
- **Character:** A person who exemplifies one of the attributes or features that make up and distinguish an individual, having demonstrated the following qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.
- **Leadership:** A person who is resourceful, dependable, takes initiative, appropriately challenges ideas, inspires positive influence on peers, and maintains a loyal school attitude.

Excused Absences

We want you to be in school; however we understand that sometimes there are unavoidable conflicts that result in absences or late arrivals to school. Excused absences/tardies are based on Section 175.6 of the Commissioner's Regulations defined as: personal illness, serious illness or death in the family, impassable roads due to weather conditions, religious observance, quarantine, court appearances, attendance at health clinics, approved cooperative work programs, approved college visits, military obligations, disciplinary detention of an incarcerated youth or any other reason approved by the Commissioner. Please remind your parent or guardian to provide an excusal note via ParentSquare, phone call, or email or absences will count as unexcused.

Unexcused Absences

Most absences not mentioned above are interpreted under the law as "unexcused absences" and include but are not limited to vacation, shopping, babysitting, haircut, oversleeping, needed at home, cold weather or missing the bus.

- If you are present for the school day, but do not report to an assigned instructional period without advance parent/guardian permission that is communicated to the attendance office (ie: skipping

class), you will receive an automatic lunch detention for each class missed. This includes scheduled study halls.

Making Up Work After an Absence

Each day of instruction is important! Therefore, you are responsible for all lessons and assignments missed during the period of any absence.

- For an *excused* absence, the allowable time for turning in your assignments will be one school day for each excused absence, not to exceed 10 school days.
- If you are absent for more than three consecutive days, you or your parents or guardians may contact the counseling office to collect missing work. CCS may require a note from a medical professional.
- If you have an *unexcused* absence the day an assignment is due or will be completed, you may receive a zero.
- If you have a planned unexcused absence (i.e. a family vacation), it is *your* responsibility to contact your teachers at least 5 days before the absence through direct conversation and email, stating the dates you will miss school. If you fail to inform your teachers, you may receive a zero for all assignments during that time. You are responsible for completing all work and notes provided during this absence. Teachers are not required to meet with students to cover material or assignments that were due during unexcused absences.
- If you are absent for a local midterm or final exam, you will make up the missed exam(s) on the day of your return to school, which may result in a student completing multiple exams in one day. Any excused absence of two or more days during an exam period **MUST** be accompanied by a note from a medical professional.

Tardiness

We value your education and want you to arrive promptly each day. To see which tardies will be excused, please see the "Excused Absence" section above. Please note:

- If you are late five or more times within a quarter, consequences may include lunch detention, counseling, and/or parent/student meetings with the student support team.
- If you arrive later than 9:00 a.m., you will not be eligible for any extracurricular activities that day.
- If you are late returning from lunch, you will receive at least one automatic lunch detention.
- If your teacher holds you after class, please request a pass so as not to be marked late to your next class.

Media Center

You may utilize the media center for curricular and independent research, leisure reading, and as a quiet study and homework completion area. The computer lab is available for you to conduct research and complete assignments. The following guidelines are in effect:

- Please maintain a quiet study atmosphere. Food, gum, and drinks are prohibited.

- You may use the media center before or after school and during lunch periods without restrictions unless you are specifically prohibited by disciplinary action.
- You may use the media center during study hall; however, the media center will be capped each period at 30 students. If you have work that requires the media center, please see the staff to obtain a pre-signed pass.
- Books and materials are available for you to borrow. You are responsible for all borrowed material, including replacement costs of any item lost or damaged.
- While using district computers, please remember the district's acceptable use policy (outlined in this handbook) is in effect.

Study Hall

Study Hall is a scheduled class and a great opportunity to read, study, and complete assignments during the school day. You are required to attend your scheduled study hall. Failure to report to your scheduled study hall will result in detention per the missed class policy. Please remember to:

- Bring your supplies, books, assignments, student planner, etc. with you each day.
- Use your time in the study hall wisely and stay busy.
- Be respectful and courteous to one another and the teacher.
- If you need to go to the media center or to a teacher classroom during study hall, you must bring a pre-signed pass from the appropriate subject-area teacher or librarian. You may not go to get the pass during study hall.
- You must sign out of study hall on the provided sheet. You are not allowed to loiter in the hallway or restrooms, or interrupt classes.
- You may not sign out of one study hall to go to another one.

School Lunch/Cafeteria

Every day the cafeteria is available for you to eat breakfast or lunch on-campus **at no cost to students**. The Code of Conduct applies during lunch. Please treat the staff, students, and school property with respect.

Off Campus Conduct

The Code of Conduct remains in effect for students while they are off campus during the school day, including lunch, and after the instructional day has ended while attending extracurricular events, activities, and sporting events. If you witness or are victim to any wrongdoing off-campus in the situations listed above, please see an administrator or teacher as quickly as possible.

Dances

Each year the Student Council hosts dances to promote school spirit and unity. We hope you will attend! All dances run from 7:00 p.m. to 10:00 p.m. If you depart before 9:00 p.m., you will be required to sign out. All school rules and policies are in effect at these functions. At dances, students may be randomly selected for an Alco-Sensor test as outlined in the start-of-year student meetings. Students exhibiting signs of intoxication will also be given an Alco-Sensor test.

You may bring one guest from another school if the necessary paperwork is completed and turned in to the office on time. Any guest who is not currently enrolled in school must submit a copy of their driver's license along with the guest pass. All guests must be under the age of 21.

Attending school functions such as dances is a privilege. You must attend school on the day of the dance or the day preceding the dance (if it is on a Saturday), unless the building principal has granted an exception due to extenuating circumstances. You may be prohibited from attending dances or school events based on behavioral infractions, ISS, or OSS.

Announcements/Posters

If you need to hang up an announcement or poster, please submit to a building administrator for signature approval prior to hanging it up on the designated bulletin board. Announcements and posters are meant to be temporary and should be taken down by the same individual or organization that hung them on the predetermined date.

Bus Transportation

If you are eligible to ride the bus, your bus number is listed in SchoolTool. If you want to be dropped anywhere other than your usual stop, you must bring a note signed by your parent or guardian or have them call the attendance office in order to receive a bus pass. If you stay after school for academic purposes, your teacher can give you a pass for the 3:00 bus.

The same general rules of good conduct apply on the bus as in the school building.

Student Parking and Driving During the School Day

The student parking lot is open to registered juniors and seniors. The following rules apply:

- All student vehicles must be registered with the school, with their parking permit affixed to the rear driver-side window. All students must park in their assigned parking spot.
- You may not drive, ride and/or transport other students in a vehicle at any time during the school day, including lunch. (In the event of extenuating circumstances, prior approval must be obtained from a building administrator.) If you are observed riding or driving off campus during the school day, we will follow a progressive discipline plan:
 - 1st offense: 3 lunch detentions
 - 2nd offense: 5 lunch detentions
 - 3rd offense: 1 month loss of off-campus lunch privileges
- You may not sit in your car during the school day or play loud music in the parking lot.

Safety is our primary concern during the school day. Please use reasonable speed in the parking lot (5 mph) and observe posted speed limits on Elm Street and in the neighborhoods surrounding our school. Local law enforcement will be contacted if students are driving recklessly.

Failure to comply with parking and/or driving guidelines may result in suspension of parking privileges or temporary vehicle immobilization.

Working Papers

All students between the ages of 14 and 17 must have working papers if they intend to work after school hours or during school vacations. To obtain working papers, please ask in the main office.

Please remember that school responsibilities always take precedence over jobs.

Senior Privilege

A senior who has a study hall to begin or end their school day may apply for senior privilege which allows them to arrive at school before their first scheduled credit-bearing class and/or depart immediately after their last credit-bearing class. You must submit the required form to be eligible for senior privilege. It is not automatically granted. You must maintain passing grades in all courses in order to maintain your senior privilege, which will be re-evaluated every five weeks.

Lunch Detention Procedures

You may be issued lunch detention for behaviors that violate the district's Code of Conduct or building policies. Detentions may be issued by an administrator, faculty, or staff member. All students are to report to the detention room no later than 10:55 a.m. for lunch detention. If you are issued detention, you must bring your own lunch or obtain a lunch from the cafeteria. You may not bring in food purchased from restaurants or businesses on the day of detention or have it delivered to the detention room by another student or food delivery company.

- You are expected to be actively engaged the entire period in completing schoolwork and are to remain quiet. Please bring all of your required materials.
- Missing lunch detention on one or more occasions may result in increasing disciplinary consequences.
- Students who arrive late or fail to conduct themselves in a responsible manner throughout the detention period will be issued additional detention periods or in-school suspension
- Detention notices will be sent home on a weekly basis.

CCS Board of Education Policies

Non-Discrimination and Equal Opportunity

The Board of Education, its officers and employees, will not discriminate in its programs and activities on the basis of legally protected classes, such as, but not limited to: race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, national origin, creed, religion (including religious practices), marital status, sex (including pregnancy, childbirth, or related medical condition), gender identity and expression (i.e., actual or perceived gender-related identity, appearance, behavior, expression, or other gender-related characteristic regardless of the sex assigned to that person at birth, including but not limited to the status of being transgender), age, sexual orientation, disability (physical or mental), predisposing genetic characteristic, military work or status, domestic violence victim status, or use of a guide dog, hearing dog, or service dog, as applicable. The district will provide notice of this policy in accordance with federal and state law and regulation.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

Specific protections for students under the Dignity for All Students Act are addressed in policy 0115, Student Bullying and Harassment Prevention and Intervention.

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district Code of Conduct, the law or applicable contract.

Nothing in this policy will be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity based on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.

Notice of Compliance

The Clinton Central School District does not discriminate on the basis of sex, race, color, national origin, handicap or age in employment or in providing student access to educational programs, courses and activities. This policy is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 or Rehabilitation Act of 1975. Any alleged grievances should be reported to the appropriate compliance officer. Compliance officers are as follows:

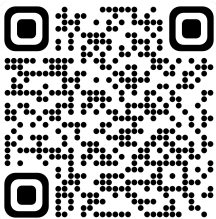
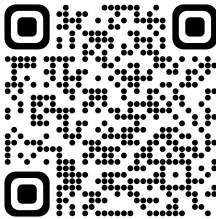
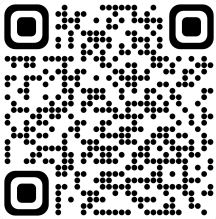
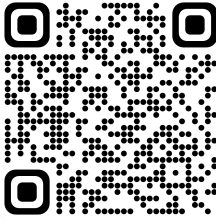
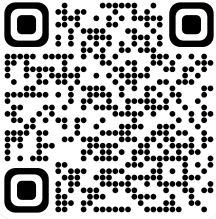
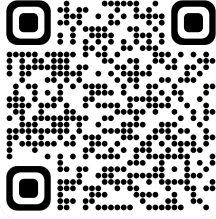
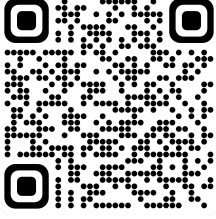
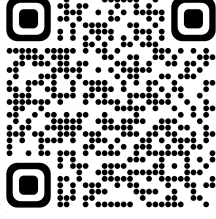
- Section 504/ADA Coordinator:
 - Mrs. Elizabeth Dougherty, Director of Pupil Personnel Services, 315.557.2229
 - Clinton Central School; 75 Chenango Avenue; Clinton, NY 13323
- Title IX Coordinators:
 - Mrs. Elizabeth Dougherty, Director of Pupil Personnel Services, 315.557.2229
 - Dr. Matthew Lee, High School Principal, 315.557.2233

As a member of our CCS community, it's important for you to stay informed!

To access the policies that matter to you, please:

- Visit our website (www.ccs.edu)
- Navigate to "Our District" → "Board of Education" → "Policy Manual"
- Search for the policies that impact you!

You may be interested in:

	4526: Electronic Technology Acceptable Use Policy		5500: Student Privacy
	5100: Attendance		8645-E: Parents' Bill of Rights for Student Data Privacy & Security
	5300: Code of Conduct		9320: Drug-Free Workplace
	5500: Student Records		9645: Disclosure of Wrongful Conduct

CCS Full Grading Policy: 4710-R

Introduction

Grading and reporting represent an opportunity for effective communication about student performance in relation to expected standards. Grading and reporting require the collection of multiple sources of evidence on student learning, thoughtful evaluation of that evidence, and communication of the results of those evaluations to multiple audiences. Students shall have the right to know the learning goals of each class and the general criteria used for determining academic grades. For each class, the teacher will provide the student with a written, age-appropriate description of those goals and criteria. The teacher will provide, at the beginning of each school year, a written description of grading criteria for determining academic grades.

Student Scheduling and Grading

All students in grades 6-12 must be enrolled in at least 5 ½ classes and physical education. Exceptions may be granted by the building principal in consultation with relevant staff.

A student's quarterly GPA will represent a weighted average factoring in all classes the student is enrolled – including Physical Education, Art, and Music Performance (band, orchestra, and chorus). All classes will report a quarterly grade. To qualify for Honor Roll, a student must have an average of 84.500 or higher. To qualify for High Honor Roll, a student must have an average of 92.500 or higher.

All classes that are not offered at Clinton Central Schools must receive prior approval from the student's counselor and building principal if a student is attempting to earn credit towards graduation. All approved classes will be factored into the student's overall GPA.

If a student must take a medical leave from school, the building principal, in concert with the student's support team which may include, but is not limited to the student's physician, school counselor, school nurse, and social worker, will create a mutually conducive educational plan focusing on core graduation requirements. All courses in which the student must withdraw from will be recorded on their transcript as, "W – Withdrawn Excused."

In determining a quarter grade, teacher-determined averages will be rounded to the nearest whole number. Ex. 92.4 = 92%; 92.5 = 93%

In grades 7-12, the final grade for the year will be based upon an average of 10 week grades and final examinations.

High School Grades 9-12

For full-year courses, the final school grade (FSG) will be computed by adding the quarterly grades and the final exam together, then dividing by 5

$$\text{FSG} = \frac{\text{Q1} + \text{Q2} + \text{Q3} + \text{Q4} + \text{Final Exam}}{5}$$

For all ½ credit courses, the final school grade (FSG) will be calculated by one of the two formulas below:

<i>Semester ½ Credit Courses</i>	<i>Full Year ½ Credit Courses</i>
$\text{FSG} = \frac{\text{Q1} + \text{Q1} + \text{Q2} + \text{Q2} + \text{Final Exam}}{5}$	$\text{FSG} = \frac{\text{Q1} + \text{Q2} + \text{Q3} + \text{Q4} + \text{Final Exam}}{5}$

For repeat-out courses – courses in which a student repeats a full-year course – to improve their final grade for one semester, the final school grade will be determined by the same formula used for semester classes.

$$\text{FSG} = \frac{\text{Q1} + \text{Q1} + \text{Q2} + \text{Q2} + \text{Final Exam}}{5}$$

All midterm exams will count as 20% of the 2nd marking quarter grade for 1 credit courses.

A student may re-take any Regents exam one time in which the higher of the two scores will be used to calculate the student's FSG for the course. The higher of the two Regents exams will be shown on the student's transcript. A student will waive their right to this if their exam is invalidated due to the possession or use of an electronic device during a Regents exam.

In grades 9-12, the lowest grade that can be assigned to a student will be a 50. This will apply to full year, semester, and quarter courses.

Incomplete (Inc) grades may be used for a student who has not yet fulfilled the teacher's requirements for a course due to extenuating circumstances. A student will have two weeks after the close of the marking period (1st, 2nd, 3rd quarters) to complete the work to receive a grade. If the student does not complete the work within this two-week period, the teacher will calculate the grade accordingly. An incomplete may not be given in the 4th quarter, or as a final school grade.

Teachers may override an FSG to a higher grade but not a lower grade. If a calculated FSG is 63 or 64, it will be changed to 65.

In grades 6-12, courses with multiple sections/teachers that have a final exam, will administer a common end-of-course exam or final assessment.

Regents exams in any course will carry the same weight as any locally prepared final examination. In order to receive credit for the course in which a Regents exam is given, a student must have a final average of sixty-five (65) or better.

Advanced Placement, Honors, and MVCC courses represent a significant academic challenge. Therefore, grades for these courses shall be weighted each marking quarter as follows for the purpose of calculating the student's quarterly grade-point average:

- AP and SUPA: 8 percentage points
- Honors: 5 percentage points
- MVCC: 3 percentage points

The weighted grade-point average will be used to calculate honor roll achievement.

Advanced Placement (AP) courses provide high school students the opportunity to take college-level courses and potentially achieve college credit or advanced placement. A student is obligated to take all AP exams for classes in which they are enrolled. To avoid last minute collection of payment and incurring fees for ordering exams late, we require a student's payment on the last day of classes in October. Any parent or guardian experiencing financial hardship may apply in writing for assistance to help cover some or all of the costs of AP exams.

Honors courses provide an opportunity for students to challenge themselves to delve deeper into the curriculum than Regents level classes, while completing significantly more work. Due to the rigor of Honors courses, there is an academic requirement that must be met by students to enroll in an Honors course.

Students will be given the opportunity to enter an Honors level course in the high school if they have a final average of at least a 90% in the previous year's course. For example, a student who earned a final school grade of 93% in Algebra may enroll in Honors Geometry the next school year if they so chooses. All appeals must be received by the building principal by the 2nd Friday in July.

A student who is found cheating on a midterm or final exam will receive a "0" for the exam.

Withdrawal From a Course

If a student withdraws from an AP or Honors class to a Regents course OR from a Regents class to a non-Regents class during the 1st three marking periods, the student's quarterly average(s) will transfer with the student. In the case of a student leaving an AP or Honors course for a Regents course, the weighted grades will transfer at their full value. The remainder of the student's grades will be unweighted.

If a student withdraws from a course during the first marking period, no record is kept. Students withdrawing from a course after the first quarter grading will receive a withdraw passing (WP) or withdraw failing (WF) as the FSG. It will be reflected on the permanent record.

Students may not withdraw from a course, if as a result, they fall below a minimum academic load (5 ½ credits + PE or 5 credits if 2 are AP/Honors + PE).

No student may withdraw from a course during the last marking period.

Alternative Methods to Gain Course Credit

Students may gain course credit through two alternative methods:

- Summer School – Students may enroll in summer school and retake an exam in August. The new FSG from summer school will be accepted as reported.
- Repeating Out – Repeating out for one semester to earn a full year credit in a course in which the student has completed the required seat time. The student may repeat either the 1st or 2nd semester. The student is required to retake the Regents or final exam at the end of the 1st or 2nd semester. A student may use the repeat-out option no more than twice in a given school year.

As preparation for retaking a Regents exam or because of interest in a particular subject, a student may audit a course with the approval of their counselor, parent, principal, and teacher of the course. All courses that are audited will be graded on a Pass/Fail scale (all grades greater than or equal to 65% will receive an FSG of “pass”). Course credit cannot be earned in a course that is audited. Students must request to audit a course by the second Friday in July.

Students may test out of up to 6 ½ Regents level courses by meeting the requirements of 100.5 of the Commissioner’s Regulations for Diploma Requirements. For all courses that a student tests out of, their must score at least an 85% on the Regents exam and successfully complete a project issued by a content area teacher. The project must be completed two days before the date of the Regents exam.

In courses where there are no Regents or other state-developed, state-approved assessment as outlined in the Commissioner’s Regulations, Clinton High School allows testing out for placement purposes with no course credit. This option may not be used in required courses. Students will be required to complete a project and receive an 85% or higher grade on the final exam to be placed in the next level course.

National Honor Society

In the second semester of the junior year, students with a cumulative two and one-half (9th – 11th Grade) year average of at least an 88.00 become eligible for National Honor Society. A list of these students is submitted to the entire faculty for recommendations. A faculty committee of five, along with the faculty advisor, determines the final choices based on evidence of character, service, and leadership in the candidates.

Graduation and Ranking

The top 10% of the graduating class will be ranked and made a routine part of the student's official transcript. Any student outside the top 10% may make a written request for their ranking to be provided on their transcript.

Final class rank for graduating students will be computed at the end of the 15th Quarter of their senior year. It will be calculated using all high school courses taken throughout the student's high school years. All high school courses taken at the middle school to satisfy graduation requirements will be factored into class ranking.

- The students attaining the top two positions in the final class rank will be designated as the valedictorian and salutatorian respectively. In the case of a numerical tie for either position, co-winners will be honored.
- Students transferring into the district must complete their final two (2) years of secondary education at Clinton High School in order to be eligible for the positions of salutatorian and valedictorian. Such transfers will be ranked and are eligible for all other awards.
- Students who elect to graduate a year early will not be eligible for valedictorian or salutatorian status. Such students will be ranked and are eligible for all other awards.

All students achieving designated levels of excellence will be honored. The achievement levels of the students will determine how many are honored in any given year. The school is not arbitrarily indicating a finite number of scholars. The levels of recognition are as follows:

- Any student achieving a 90+ weighted cumulative Grade Point Average at the end of 15 Quarters will be awarded their diploma "With Honors" as a separate and distinct designation.
- Any student achieving a 94+ weighted cumulative Grade Point Average at the end of 15 Quarters will be awarded their diploma "With High Honors" as a separate and distinct designation.
- Any student achieving a 97+ weighted cumulative Grade Point Average at the end of 15 Quarters will be awarded their diploma "With Highest Honors" as a separate and distinct designation.

Any senior wishing to be designated as the senior spokesperson at graduation would apply in writing to a committee composed of a senior high administrator, 2 senior high faculty and 2 representatives from the junior class – the Junior Class President and Vice President. The committee would select no more than five (5) students from the applicants to audition. The committee would then select one of those five to be one of the designated speakers at graduation. The other designated speakers would be the Valedictorian, Salutatorian, and Senior Class President – who presents the Senior Class gift. The Senior High Principal would review the commencement speeches before graduation.

Academic Requirements for Extracurricular Activities

Extracurricular activities are a privilege extended to all students; however, it is understood that there is a correlation between participation in these activities and academic success. Extracurricular activities provide student growth and further development of social and emotional health. However, the primary reason students attend school is to attain academic proficiency.

- To participate in extracurricular activities, students are expected to maintain a passing grade (65+) in all subjects in which they are enrolled.
- Students will be evaluated twice each marking quarter. The first evaluation occurs at progress report time approximately five weeks into the marking quarter, and again at the completion of the marking quarter.
 - Incompletes are considered failures until a numerical grade is issued unless extenuating circumstances exist.
 - A dropped course (WF) is considered as a failure for a time period of one-week, unless the principal approves movement from an Honors or AP class to a Regents class OR from a Regents class to non-Regents class without penalty.
 - Students who are deemed ineligible at the conclusion of the 4th marking period will be considered ineligible for fall contests. A student may be restored to full eligibility by successfully passing failed courses through summer school or by having two positive reports through the first two full (5-days) consecutive weeks of school.
- All students failing a course during either of the two evaluation periods each quarter will not be allowed to participate in athletic or extracurricular contests (i.e. Model UN, Science Olympiad, School Musical, athletic contests, etc.).
 - While ineligible, the student must practice and attend events and/or contests, but may not participate in games, contests, or performances.
 - However, there will be a one-week grace period from the date the student has been informed that they are currently academically ineligible. This will enable the student to have one week to earn a positive report before a penalty is incurred. If the student does not have a positive report at the conclusion of the grace week, they will be ineligible for at least one-week (Monday - Sunday). Ineligibility will continue until the student has a positive report.
 - It is the student's responsibility to collect the document on Friday in the main office and have their teachers complete it. The student is responsible for returning the document to the main office by the end of the school day on Friday. Two consecutive positive passing reports will restore the student to good standing with no further need to have their teacher(s) continue to complete the document.
- Appeal Process: There shall be an appeal process which, if exercised, shall commence with the student discussing/clarifying the failures with their teacher(s). If, after such discussion, the failure(s) continues to be in dispute, a student and their parent or guardian may request a meeting with the Director of Athletics and building administrator and, if necessary, the respective teacher(s). If the dispute continues after this stage, the parent or guardian may appeal the decision to the Superintendent or their designee.
- It shall be the responsibility of the school to provide a copy of these guidelines to all students desiring to participate in any school activity. It shall be the responsibility of the parent or guardian and the student to review these regulations.

Transcripts

Grades from previous schools will be accepted as submitted on the student's official transcript.

- Numerical grades are accepted at par value in which no additional weighting will occur.
- Letter grades are converted to numerical grades as seen in the table below..
- Some colleges request a transcript be converted to a grading system on a 4.0 scale instead of a 100 point scale. The scale in Table 2 will be used for this purpose.
- For students who transfer in from another country, all courses completed will be reflected on Clinton Central School's Transcript as "Pass" or "Fail". When applying to colleges, the student's transcript from their home country in addition to their transcript from Clinton Central School will be sent.

All students transferring into the district will be made aware of this policy at an initial counseling session.

The Counseling office will contact the sending school district to verify the conversion.

Alpha to Numeric Conversion					
A+ → 99	A → 95	A- → 92	B+ → 89	B → 85	B- → 82
C+ → 79	C → 75	C- → 72	D+ → 70	D → 68	D- → 66
F → 64 and below			Incomplete → 50		

Alpha to Numeric Conversion					
93-100 → 4.0	90-92 → 3.7	87-89 → 3.3	83-86 → 3.0	80-82 → 2.7	77-79 → 2.3
73-76 → 2.0	70-72 → 1.7	67-69 → 1.3	65-66 → 1.0	Below 65 → 0	

Approved: May 1, 2022; Revised: February 7, 2023

Staff-Student Relationships (9500, 9500R)

The Board of Education requires that all School District employees maintain a professional, ethical relationship with District students that is conducive to an effective, safe learning environment; and that staff members act as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District up to and including termination of employment.

If a student initiates inappropriate behavior toward a staff member, that employee shall document the incident and report it to his/her Building Principal or Supervisor.

The District shall promptly investigate all complaints of inappropriate staff-student relations, and take prompt corrective action to stop such conduct if it occurs.

The Board authorizes the Superintendent of Schools to establish such rules, regulations and procedures necessary to implement and maintain this policy.

Prohibition of Retaliatory Behavior (Commonly Known as "Whistle-Blower" Protection)

The Board of Education prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of inappropriate staff-student relations. Follow-up inquiries and/or appropriate monitoring shall be made to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the District.

District Responsibility/Training

The Principal of each school and/or program supervisor shall be responsible for informing students, staff and volunteers of the requirements of this policy, including the duty to report and the procedures established for investigation and resolution of complaints. Further, staff training shall be provided to facilitate staff identification of possible behavior that may constitute inappropriate staff-student relationships. Students shall be provided such training in an age appropriate manner. In addition, the District's policy (or a summary thereof) shall be disseminated as appropriate to staff, students and parents.

Disciplinary Sanctions

Any staff member who engages in inappropriate conduct with a student, prohibited by the terms of this policy, shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, District policy and regulation, and the applicable collective bargaining agreement. A violation of this policy may also subject the employee to criminal and/or civil sanctions as well as disciplinary action by the State Education Department.

- Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
- Education Law Article 23-B
- Social Services Law Sections 411-428
- 8 NYCRR Part 83

Adoption date: June 21, 2022

The School District is committed to providing a safe, productive and positive learning environment within its schools. All District employees are to maintain a professional, ethical relationship with District students that is conducive to creating and maintaining an effective learning environment; and shall serve as role models for students at all times, whether on or off school property and both during and outside of school hours. Staff must establish appropriate personal boundaries with students and not engage in any behavior that could reasonably lead to even the appearance of impropriety.

In order to help prevent the occurrence and/or appearance of inappropriate relationships between staff and students, staff must adhere to the following guidelines as a means to foster the safety and well being of students and to protect staff from unfounded accusations.

Prohibited Conduct by Staff Members Toward Students/Examples of Inappropriate Behavior

Staff members are prohibited, under any circumstances, to date or engage in any improper fraternization or undue familiarity with students, regardless of the student's age and/or regardless of whether the student may have "consented" to such conduct. Further, employees shall not entertain students or socialize with students in such a manner as to create the perception that a dating relationship exists. Similarly, any action or comment by a staff member which invites romantic or sexual involvement with a student is considered highly unethical, in violation of District policy and regulations, and may result in the notification of law enforcement officials and the filing of criminal charges and/or disciplinary action by the District up to and including termination of employment.

Inappropriate employee conduct directed toward students includes, but is not limited to, the following behavior:

1. Flirting.
2. Making suggestive comments.
3. Dating and/or asking students for dates.
4. Requests for sexual activity.
5. Physical displays of affection including kissing, caressing of face or body, and massages.

6. Giving inappropriate personal gifts.
7. Frequent personal communication with a student unrelated to course work or official school matters. ("Frequent personal communication with a student unrelated to course work or official school matters" means any form in which that personal communication may occur including, but not limited to, voice or text-based communication via phone, email, instant messaging, text messaging, or through social networking websites, or apps.)
8. Providing alcohol or drugs to students; or permitting students, in the absence of parental/guardian supervision, to drink alcohol or take drugs in the presence of the employee.
9. Inviting a student to go somewhere alone with the employee.
10. Inappropriate touching.
11. Promoting, providing access to and/or sharing pornographic material including, but not limited to, viewing pornographic movies, videos, pictures, magazines, and websites.
12. Engaging in sexual contact and/or sexual relations.

Even if the student participated "willingly" in the activity (regardless of the student's age), inappropriate fraternization of staff with students is against District policy and regulations, and may be in violation of professional standards of conduct and New York State Law. However, inappropriate employee conduct does not need to rise to the level of criminal activity for such conduct to be in violation of District rules and subject to appropriate disciplinary sanctions.

Inappropriate Behavior Initiated by Students

If a student initiates inappropriate behavior toward a staff member, that employee shall document the incident and report it to his/her Building Principal or supervisor. If appropriate, the Principal/Supervisor will intervene and speak to the student and the student's parents about the inappropriate behavior. The employee will also be given information regarding how to respond in a manner that maintains appropriate boundaries and discourages inappropriate behavior.

Supervision of Students

Staff members shall maintain a reasonable standard of care for the supervision and protection of students commensurate with their assigned duties and responsibilities.

Reporting of Complaints/General Guidelines

1. Any student who believes that he/she has been subjected to inappropriate staff behavior as outlined in this regulation, as well as students, school employees or third parties who have knowledge of or witness any possible occurrence of inappropriate staff-student relations, shall report the incident to any staff member or either the employee's supervisor, the student's Principal or the District's designated Compliance Officer.
2. In all events such reports shall be forwarded to the District's designated Compliance Officer for further investigation.
3. Anonymous complaints of inappropriate fraternization of staff members with students shall also be investigated by the District.

4. Investigations of allegations of improper staff-student relations shall follow the procedures utilized for complaints of harassment/sexual harassment within the School District, including the filing of "informal" and/or "formal" complaints and levels of appeal.
5. All allegations of inappropriate staff-student relations, whether written or verbal, formal or informal, will be investigated thoroughly, promptly and impartially in accordance with law and/or regulations, the applicable collective bargaining agreement, District policy and administrative regulations.
6. To the extent possible, within legal constraints, all allegations of inappropriate staff-student conduct will be treated as confidentially and privately as possible. However, disclosure may be necessary to complete a thorough investigation of the charges and/or to notify law enforcement officials, Child Protective Services, and/or the State Education Department as warranted; and any disclosure will be provided on a "need to know" basis.
7. Any employee having knowledge of or reasonable suspicion that another employee may have engaged in inappropriate conduct with a student that may constitute child abuse (specifically, child abuse in an educational setting) must also follow the District's reporting procedures for such allegations; and such information will be reported by the designated administrator as required by state law to law enforcement officials, the State Education Department and/or Child Protective Services as may be applicable.
8. Administration shall also refer to and use, as appropriate, existing policies and administrative regulations (such as those addressing harassment/sexual harassment in the school setting and child abuse/child abuse in an educational setting) when investigating allegations of improper staff-student fraternization.
9. The Superintendent/designee is to be informed as soon as possible regarding all allegations and/or reports regarding inappropriate staff-student relations and the status of any investigations.
10. All investigations of allegations of improper fraternization between staff and students, as well as any action taken, shall be appropriately documented in order to create a written record that demonstrates the District's efforts to prevent such conduct and to facilitate the evaluation of the District's efforts.
11. Parents of students subjected to possible improper behavior on the part of a staff member and/or students filing a complaint of such inappropriate behavior will be notified by the appropriate administrator of such occurrence and/or allegations as warranted and in accordance with legal guidelines. Applicable due process procedures will be followed depending upon the nature of the investigation and possible disciplinary sanctions.

Prohibition of Retaliation

The District prohibits any retaliatory behavior directed against complainants, victims, witnesses and/or any other individuals who participated in the investigation of allegations of inappropriate staff-student relations. Follow-up inquiries and/or appropriate monitoring shall be made to ensure that the alleged conduct has not resumed and that all those involved in the investigation have not suffered retaliation. Any act of retaliation is subject to appropriate disciplinary action by the District.

District Responsibility/Training

Principals in each school building and/or program supervisors will be responsible for informing students, staff and volunteers on a yearly basis of District policy and regulations regarding the prohibition of inappropriate staff-student relations. At this time, the Principal/Supervisor shall also review the procedures established for reporting, investigation and resolution of complaints. Further, staff training shall be provided to facilitate staff identification of possible behavior that may constitute inappropriate staff-student fraternization. Students shall be provided such training in an age appropriate manner as needed and determined by the Principal.

Disciplinary Sanctions

Any staff member who engages in inappropriate conduct with a student, as prohibited by the terms of District policy and regulations, shall be subject to appropriate disciplinary measures up to and including termination of employment in accordance with legal guidelines, District policy and regulations, and the applicable collective bargaining agreement. A violation of District policy and regulations may also subject the employee to criminal and/or civil sanctions as well as disciplinary action by the State Education Department.

Dissemination/Publication of District's Prohibition Against Inappropriate Staff-Student Relations

The District's policy and regulations (or a summary thereof) prohibiting inappropriate staff-student relations will be published in appropriate school publications such as teacher/employee handbooks, student handbooks and/or school calendars. A copy of the District policy and regulations prohibiting such inappropriate behavior will be posted on the district website where all district policies reside.

Adoption date: June 21, 2022

Glossary of Terms for the School Safety and Educational Climate (SSEC) Reporting System

(effective July 1, 2021, starting in the 2021-22 School Year)

Violent or Disruptive Incident Related Terms⁽¹⁾

Violent or disruptive incident: an incident that occurs on school property of the school district, board of cooperative educational services, charter school or county vocational education and extension board, and falls under one of these categories:

1. Homicide: any intentional violent conduct that results in the death of another person.
2. Sexual Offense: Any act committed by a person 10 years of age or older which would constitute a felony under [Article 130 of the Penal Law](#), taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.
3. Assault: Any act committed by a person 10 years of age or older which would constitute a felony under [Article 120 of the Penal Law](#), taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act reported.
4. Weapons Possession: An act committed by a person 10 years of age or older which would constitute a felony under [Article 265.00 of the Penal Law](#) taking into consideration the developmental capacity of the person to form the intent to commit such act, and where the school has referred the person to the police for the act.
5. Material Incidents of Discrimination, Harassment and Bullying
 - a. Material Incidents of Discrimination, Harassment and Bullying (Excluding Cyberbullying): A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying, and/or discrimination by a student and/or employee on school property or at a school function.⁽²⁾ In addition, such term shall include a verified incident or series of related incidents of harassment or bullying that occur off school property, as defined in Commissioner's regulation §100.2(kk)(1)(viii). Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

Commissioner's regulation 100.2(kk)(1)(viii) provides that harassment or bullying means the creation of a hostile environment by conduct or by threats, intimidation or abuse that either: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or 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 (b) 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. Such definition shall include acts of harassment or bullying that occur on school property, at a school function, or off school property where

such act creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.⁽³⁾

- Bullying is defined as a form of unwanted, aggressive behavior that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.⁽⁴⁾

Please note the following “elements of bullying” do not solely determine whether an incident is material.

- Imbalance of power: An imbalance of power involves the use of physical strength, popularity, or access to embarrassing information to hurt or control another person.
 - Repetition: Bullying typically repeated, occurring more than once or having the potential to occur more than once.
 - Intent to Harm: The person bullying has the goal to cause harm. Bullying is not accidental.
 - Discrimination not specifically defined in the Dignity Act. However, it would include any form of discrimination against students prohibited by state or federal law such as, for example, the denial of equal treatment, admission, and/or access to programs, facilities, and services based on the person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity), or sex. It should be noted that Educational Law §3201 and 3201-a prohibit discrimination in the form of denial of admission into or exclusion from any public school on the basis of race, creed, color, national origin, and sex.
- b. Cyberbullying: is defined as harassment or bullying that occurs through any form of electronic communication, (Ed. Law §11[8]) including, but not limited to, cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.(See definition of harassment or bullying as defined in 5a. And Commissioner’s regulation 100.2(kk)(1)(viii))
6. Bomb Threat: a telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has been or will be placed on school property.
 7. False Alarm: causing a fire alarm or other disaster alarm to be activated knowing there is no danger, or through false reporting of a fire or disaster.
 8. Threat of School Violence (Other than Bomb Threat or False Alarm): a verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.
 9. Use, Possession, or Sale of Drugs: illegally using, possessing, or being under the influence of a controlled substance or marijuana, on school property or at a school function, including having such substance on a person in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana, on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing

herein shall be construed to apply to the lawful administration of a prescription drug on school property.

10. Use, Possession, or Sale of Alcohol: illegally using, possessing, or being under the influence of alcohol on school property or at a school function. This includes possessing alcohol on a person, in a locker, a vehicle or other personal space; selling or distributing alcohol on school property or at a school function; and finding alcohol on school property that is not in the possession of any person.

Bias-Related Terms⁽⁵⁾

1. Biased-related conduct: behavior that is motivated by a target/victim's race, color, creed, national origin, gender (including gender identity), sexual orientation, age, marital or partnership status, family status, disability, alienage, or citizenship status.
2. Race: the groups to which individuals belong, identify with, or belong in the eyes of the community. This includes traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. Protective hairstyles shall include, but not be limited to, such hairstyles as braids, locks, and twists. (Education Law §11[9] and [10]).
3. Ethnic Group (Ethnicity): an affiliation with a particular group, country, or area of origin (distinct from citizenship or country of legal nationality), race, color, language, religion, customs of dress or eating, tribe or various combinations of these characteristics.
4. National origin: is an individual's country of birth, country of origin, or the country of origin of an individual's family or spouse.
5. Color: complexion tint or skin pigmentation. Color discrimination can occur within the same racial or ethnic group.
6. Religion: religious or spiritual belief of preference, regardless of whether this belief is represented by an organized group or affiliation having religious or spiritual tenets.
7. Religious Practices: religious observances or practices that may include attending worship services, praying, wearing garb or symbols, displaying religious objects, adhering to certain dietary rules, proselytizing or other forms of religious expression, and/or refraining from certain activities.
8. 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 a record of such an impairment or (b) 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 (Education Law §11[3] and Executive Law §292[21]).
9. Gender: means a person's actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).⁽⁶⁾
10. Sexual Orientation: means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).
11. Sex: is the biological and physiological characteristics that define men and women.
12. Other: can include, but is not limited to, physical characteristics age, socio-economic status, health condition, housing, domestic relationships, social/academic status, etc.

Other Related Terms

1. Gang-Related: when an incident involves one or more than one offender, known to be a member of an organized group, or gang, which is characterized by turf concerns, symbols, special dress, and/or colors that engages students in delinquent or illegal activity.
2. Group-Related: an incident is group-related if it is several individuals that assemble for the purpose of engaging in or contributing to actions that occur during the incident.
3. School Property: shall mean in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus. (Education Law §11(1) and Vehicle and Traffic Law §142, 8 NYCRR 100.2(gg)(1)(i))
4. School Function: means a school-sponsored or school-authorized extracurricular event or activity, regardless of where such activity takes place, including any event or activity that may take place in another state. (Education Law §11(2), 8 NYCRR 100.2(gg)(1)(ii) and (kk)(1)(ii))
5. School Bus: means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, teachers, and other person acting in a supervisory capacity, to or from school or school activities (Education Law §11(1) and Vehicle and Traffic Law §142).
6. Target: refers to a person who has been mistreated and/or injured, or the individual affected by the incident. The target can be identified as a student, staff, or other.
7. Victim: see the definition of target.
8. Other: refers to a target/victim or offender who is unknown, or neither a student, nor a staff member
9. Offender: refers to a person who has mistreated and/or injured another person, or the individual who caused an incident. The offender can be identified as a student, staff (such as teacher or other school staff), or other (such as school safety officer, student intruder, visitor, unknown).
10. Disciplinary or Referral Action: for purposes of reporting, a consequence⁽⁷⁾ assigned based on the violation of the school's code of conduct and reported under one of the following:
 - Counseling or Treatment Programs: For purposes of reporting, referrals to counseling or treatment programs are formal multi-session interventions, provided by certified or licensed professionals, aimed at reducing risk factors linked to the identified problem area(s) (i.e. drug/alcohol rehabilitation programs, anger management programs, etc.)
 - Teacher Removal: is the removal of a disruptive pupil from the teacher's classroom pursuant to the provisions of Education Law §3214(3-a).
 - In-School Suspension: is a removal from instruction and/or activities in the same setting as class/age peers as a disciplinary purpose but remains under the direct supervision of school personnel.
 - Out-of-School Suspension: a student is suspended from attending classes or being on school property. The student must receive his/her instruction during the period of suspension, in an alternate setting, separate from the school which his/her class/age peers attend.
 - Involuntary transfer to an Alternative Placement: is the removal from instruction within the same school building as class/age peers as a disciplinary measure, and assignment to an

alternate setting to receive instructional services. This could also include alternate (i.e. condensed) hours.

- Community Service: when a school/district determines work that is assigned without pay to help a community.
 - Juvenile Justice or Criminal Justice System: when the school is aware that a student, under the supervision of juvenile justice of the criminal justice system, engages in an incident that may rise to the level of a criminal offense, the school reports the incident to the juvenile justice system for intervention.
 - Law Enforcement: when a student engages in an incident that occurs on school grounds, during school-related events, or while on school transportation, and the incident may rise to the level of a criminal offense, the school reports the incident to any law enforcement agency or official, according to law enforcement procedures.
11. School-related arrests: refers to an arrest of a student for any activity conducted on school grounds, during off campus school activities (including while taking school transportation), or due to a referral to law enforcement by any school official.⁽⁸⁾
 12. Sexting: is described as the sending, receiving, or forwarding of sexually suggestive nude or nearly nude photos through text messages or email.⁽⁹⁾
 13. Controlled substance: According to Title 21 [United States Code \(USC\) Controlled Substances Act, Subchapter 1, Part A, §802](#) (6), "The term "controlled substance" means a drug or other substance, or immediate precursor, included in schedule I, II, III, IV, or V of part B of this subchapter. The term does not include distilled spirits, wine, malt beverages, or tobacco, as those terms are defined or used in subtitle E of the Internal Revenue Code of 1986."

Footnotes

1. Education Law §2802, 8 NYCRR §100.2(gg)
2. For additional information and resources, please see [August 2016 Memo RE: Dignity for All Students Act: Results of Statewide School District Survey and Guidance on Implementation](#) and [The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty](#)
3. Education Law §11(7), 8 NYCRR §100.2(kk)
4. [Dignity for All Students Act Requirements for Schools](#) (Tool for training school employees)
5. These terms are consistent with those found in the publication entitled, [The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty](#), Appendix A, Further descriptions and examples of these definitions are available in this document.
6. For further explanation refer to [Guidance to School Districts for Creating a Safe and Supportive School Environment For Transgender and Gender Nonconforming Students](#) and [The New York City Department of Education's Transgender and Gender Nonconforming Student Guidelines](#)
7. Routine referrals of a student to a principal or assistant principal for possible disciplinary action should not be counted as a referral to a counseling or treatment program or teacher removal.
8. Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq., (Public Law 114-95, title 1, section 8532, 129 STAT. 1802); Education Law §2802(7).
9. For additional cyberbullying related terms, refer to Appendix A in [The New York State Dignity for All Students Act Resource and Promising Practices Guide for School Administrators & Faculty](#).