

# AMAGANSETT SCHOOL

## Amagansett, New York

### Regular Board of Education Meeting & *Public Hearing on Proposed Changes to Code of Conduct*

Tuesday, June 26, 2012  
6:30 PM

### AGENDA

1. **Call to Order**  
The Board President will call the meeting to order.
2. **Pledge of Allegiance**
3. **Community Input**
4. **Congratulations to...**all graduating PreK students, Kindergarten students and Sixth grade students; **Thanks to...**the Amagansett PTA for all their continuous support of the school faculty/staff, and school programs.  
  
**A special congratulations to...**Mrs. Roxanne Ecker who has completed 25 years of dedicated service to the Amagansett Union Free School District.
5. **Consent Agenda**
  - Minutes (June 12, 2012)
  - IEP's (Student#10230069 & 102030078)
6. **Superintendent's Comments**
  - APPR update
  - New York State Growth Model for Educator Evaluation 2011-2012
  - Enrollment update
7. **Committee Reports**
  - Audit Committee – Mary Lownes
  - Building & Grounds Committee – Patrick R. Bistrrian
8. **Old Business**  
**Resolution #86** – Recommended: WHEREAS, the Amagansett School Board is committed to aligning administrative responsibilities in order to conform with the State mandated Annual Professional Performance Review (APPR) process,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby abolishes the full-time Assistant to the Superintendent position effective June 30, 2012 and creates a full-time Principal position effective July 1, 2012,

BE IT FURTHER RESOLVED, that the Amagansett School Board hereby appoints Dr. Deborah King to the full-time position of Principal effective July 1, 2012. Dr. King holds valid New York State certifications in the following areas:

- School District Administrator (Permanent)
- School Administrator/Supervisor (Permanent)
- Learning Disabilities (Permanent)
- Nursery, Kindergarten & Grades 1-6 (Permanent)
- Psychologist (Permanent)

BE IT FURTHER RESOLVED, that the President of the Board is authorized to execute the attached formal agreement which incorporates the terms of employment wherein the responsibilities of Principal are substantially the same as Assistant to the Superintendent. Therefore, Dr. King's current probationary period (July 18, 2011 and terminating on July 17, 2014) in the tenure area of "Administration" continues uninterrupted in her new title of Principal.

**Resolution # 87 Recommended:** WHEREAS, the Amagansett School Board is committed to complying with the State mandated Annual Professional Performance Review (APPR) process, therefore,

BE IT RESOLVED, that the Amagansett School Board hereby certifies that Superintendent of Schools Eleanor Tritt is certified as a Lead Evaluator of Teachers and Principals and has been trained in the following areas:

1. the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
2. evidence-based observation techniques that are grounded in research
3. application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
4. application and use of the State-approved teacher or principal rubric(2) selected by the district or BOCES for use in evaluations , including training on the effective application of such rubrics to observe a teacher or principal's practice
5. application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
6. application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
7. use of the Statewide Instructional Reporting System
8. the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
9. specific consideration in evaluating teachers and principals of English language learners and students with disabilities



**Resolution # 88** – Recommended: WHEREAS, the Amagansett School Board is committed to complying with State mandated Annual Professional Performance Review (APPR) process, therefore,

BE IT RESOLVED, that the Amagansett School Board hereby certifies that Principal Dr. Deborah A. King is a Lead Evaluator of Teachers and has been trained in the following areas:

1. the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
2. evidence-based observation techniques that are grounded in research
3. application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
4. application and use of the State-approved teacher rubric(2) selected by the district or BOCES for use in evaluations , including training on the effective application of such rubrics to observe a teacher
5. application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
6. application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers
7. use of the Statewide Instructional Reporting System
8. the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher’s overall rating and their subcomponent ratings
9. specific consideration in evaluating teachers of English language learners and students with disabilities

**Resolution #89** - Recommended: BE IT RESOLVED, that the Amagansett School Board of Education herewith approves and adopts the attached documents as the District’s Annual Professional Performance Review plan for classroom teachers and principals in compliance with the Education Law Section 3012-c, 8 N.Y.C.R.R. 3012 and 8 N.Y.C.R.R. 30-2 and N.Y.C.R.R. 100.2; and

BE IT FURTHER RESOLVED, that the Amagansett School Board of Education authorizes the Superintendent or her designee to submit the plan via the online portal, “Review Room”, and/or via any other means allowable by law, to the Commissioner of Education for review.

**Resolution #90 (2<sup>nd</sup> Reading)** – Recommended: BE IT RESOLVED that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby adopts the following policies/regulations/forms/deletions:

- Policy #1510 – Regular Board Meetings and Rules (Quorum and Parliamentary Procedure)
- Regulation #3110R – Media Access: Student Interviews, Photographs and Recordings
- Regulation Form #3110F – AUFSD Outside News Media Representatives Release Form: Student Interviews, Photographs and Recordings
- Regulation #3230R – Complaints Concerning School Personnel
- DELETE Regulation #3230R.1 – Anti-Discrimination Complaint Guidelines
- DELETE Regulation Form #3230F – AUFSD Anti-Discrimination Complaint Form
- DELETE Regulation #3231R – Employee Discrimination Grievance Guidelines



- DELETE Regulation #3232R – Student Discrimination Grievance Guidelines
- Policy #3310 – Public Access to Records
- Regulation #3310R – Public Access to Records
- Regulation #3310R.1 – Broadcasting and Recording Board Meetings
- Regulation Form #3310F – AUFSD Application for Public Access to Records
- Regulation #3420R – Non-Discrimination and Anti-Harassment Guidelines in the School District
- Regulation #3420R.1 – Reporting Complaints of Discrimination and Harassment
- Regulation Form #3420F – AUFSD Complaint Form
- Regulation Form #3420F.1 – AUFSD District Response Complaint Form
- Regulation Form #3420F.2 – AUFSD Appeal Form
- Regulation Procedures #3420P – Non-Discrimination and Anti-Harassment Complaint Procedures
- Regulation #3510R – Emergency School Closings
- Regulation #5324R – Reimbursement for Meals/Refreshments at Staff/Board Meetings and District Events
- Regulation #5410R – Purchasing: Vendor Business Guidelines
- Regulation #5410R.2 – Competitive Purchasing of Goods and Services
- Regulation #5410R.3 – Criteria for Awarding Contracts to the Lowest Responsible Bidder
- Regulation #5511R – Reserve Funds
- Regulation #5680R.1 – Building Security
- Regulation #6121R – Sexual Harassment
- DELETE Regulation Form #6121F – AUFSD Sexual Harassment Complaint Form
- Regulation #6180R – Safety of Students (Fingerprinting Clearance of New Hires)
- Regulation #7130R – Residency Guidelines
- Regulation #7240R – AUFSD Designation of Person in Parental Relation
- Regulation #7310R – Discipline
- Regulation #7313R – Guidelines for Student Suspensions
- Regulation #7314R – Student Use of Computerized Information Resources (Acceptable Use Guidelines)
- Regulation Form #7314F – AUFSD Student Agreement For User of Computerized Information Resources
- Regulation Form #7314F.1 – AUFSD Parent/Guardian Notification For Student Use of District Computerized Information Resources
- Regulation #7330R – Searches and Interrogations of Students By School Officials
- Regulation #7512R – AUFSD Health Screening Guidelines
- Regulation #7513R – Guidelines for Administering Medication in Schools
- Policy #7551 – Dignity For All Students Act
- Regulation #7550R – Notification of Sex Offenders
- Regulation #8271R – Internet Safety/Internet Content Filtering Guidelines

**9. Public Hearing (Audience will be limited to five minutes for their comments)**

- Proposed changes to the Code of Conduct
  - **Resolution #91**– Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby approves the revised Code of Conduct for the 2012/2013 school year.

**10. New Business**



**Resolution #92** – Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby reappoints the following instructional employees for the 2012/2013 school year:

Angel, Marcie	Column H, Step 19 (M+60)
Ball, Karen	Column A, Step 1 (75% of Bachelors)
Balnis, Janine	Column H, Step 11 (M+60)
Bass, Roberta	Column A, Step 1 (75% of Bachelors)
Bianchi, Marguerite	Column H, Step 19 (M+60)
Blackburn, Ashley	Column E, Step 10 (M+15)
Brunn, Kathleen	Column G, Step 10 (M+45)
Daniels, Donna	Column A, Step 1 (75% of Bachelors)
Galvin, Cynthia	Column G, Step 7 (M+45)
Greene, Marian	Column H, Step 19 (M+60)
Hancock, Jason	Column H, Step 10 (M+60)
McGovern, Jacqueline	Column G, Step 18 (M+45)
Mitchell, Shawn	Column G, Step 10 (M+45)
Mott, Robyn	Column A, Step 1 (75% of Bachelors)
Muthig, Moria	Column G, Step 10 (M+45)
Paris, Elizabeth	Column H, Step 10 (M+60)
Parsons, Nancy	Column H, Step 19 (M+60)
Peters, Encie	Column E, Step 19 (M+15)
Rodgers, Michael	Column H, Step 13 (M+60)
Solomon, Kathleen	Column H, Step 19 (M+60)
White, Kelly	Column H, Step 16 (M+60)

**Resolution # 93** – Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby reappoints the following non-instructional employees for the 2012/2013 school year:

Mary Jo Bennett (\$58,640) 10 month employee

- School Nurse

Cheryl E. Bloecker (\$84,234) 12 month employee

- Secretarial Assistant
- District Clerk
- Census Enumerator

Cassie Butts (\$40,722) 10 month employee, plus summer program

- Switchboard Operator/Receptionist

Roxanne Ecker (\$69,299) 12 month employee (P/T 75%)

- Treasurer

Kerry Griffiths (\$84,701) 12 month employee

- Custodial Worker III
- Bus Driver

Gary Grille (\$60,376) 12 month employee

- Custodial Worker I
- Bus Driver

Jennifer Miller (\$100,506) 12 month employee

- Network & Systems Administrator

Sandy Nuzzi (\$55,613) 12 month employee

- Principal Clerk

Shimone Piamente (\$22.25/hr.) 10 month employee



- Part-time Bus Driver  
Tina Quarty (\$59,098) 12 month employee
- School Secretary
- Assistant District Clerk  
Russell Schaefer (\$22.25/hr.) 10 month employee
- Full-Time Bus Driver  
William Sullivan (\$22.25/hr.) 10 month employee
- Part-time Bus Driver  
Andrew Vogeney (\$22.25/hr.) 10 month employee
- Full-Time Bus Driver

**Resolution #94** - Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby reappoints SUZANNE HEFFERNAN, to the part-time position of Speech Teacher (.5) commencing September 1, 2012 and terminating on or before June 30, 2013.

BE IT RESOLVED, that Mrs. Heffernan will be paid 50% of Column H (M+60), Step 19 of the current teachers' contract.

**Resolution #95** – Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby abolishes the part-time Spanish Teacher position (.9 FTE) and creates a part-time Spanish Teacher position (.8 FTE), and,

BE IT FURTHER RESOLVED, that SOPHIE LEWIN is hereby appointed to this part-time Spanish Teacher position (.8 FTE) for the period September 1, 2012 through on or before June 30, 2012.

BE IT FURTHER RESOLVED, that Ms. Lewin will be paid .8 of Column D (Masters), Step 2 of the current teacher's contract.

**Resolution #96** – Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby abolishes the part-time Special Education Teacher position (.8 FTE) and creates a part-time Special Education Teacher position (.9 FTE), and

BE IT FURTHER RESOLVED, that AUSTIN KEYES is hereby appointed to this part-time Special Education position (.9 FTE) for the period September 1, 2012 through on or before June 30, 2012.

BE IT FURTHER RESOLVED, that Ms. Keyes will be paid .9 FTE of Column C (B+30), Step 2 of the current teacher's contract.

**Resolution #97** - Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby abolishes the part-time Reading position (.375 FTE) and creates a part-time Reading position (.6 FTE), and

BE IT FURTHER RESOLVED, that the Amagansett School Board hereby appoints JENNIFER BRUSSELL to the part-time position of Reading Teacher (.6 FTE) for the period September 1, 2012 to on or before June 30, 2013.

BE IT FURTHER RESOLVED that Mrs. Brussell will be paid .6 FTE of Column E, Step 2 (Masters + 15) of the current teacher's contract.

**Resolution #98** - Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby reappoints NICK



FINAZZO, to the part-time (.9FTE) position of Teaching Assistant commencing September 1, 2012 and terminating on or before June 30, 2013.

BE IT FURTHER RESOLVED, that Mr. Finazzo will be paid 90% of 70% of Column A, Step 1 (Bachelor's) of the current teacher's contract.

**Resolution #99** – Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby grants Mrs. Janine Balnis paid and unpaid child-care leave for the period commencing on or about October 29, 2012 through on or before March 20, 2013 as per attached request. Mrs. Balnis will be using accumulated sick time for this leave. This leave will be listed under FMLA.

**Resolution #100** – Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby grants Mrs. Jennifer Brussell paid and unpaid child-care leave for the period commencing on or about September 20, 2012 through on or about November 1, 2012 as per attached request. Mrs. Brussell will be using accumulated sick time for this leave. This leave will be listed under FMLA.

**Resolution #101** – Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Tritt, the Amagansett School Board hereby authorizes the purchase of new Houghton Mifflin Fusion Science textbooks for 5<sup>th</sup> grade students, as per attached recommendation from Mrs. Kelly White.

**Resolution #102** - Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby authorizes a transfer from excess fund balance, if any, from the 2012/2013 school year to the following previously established reserve funds pursuant to General Municipal and Education Law:

- Retirement Contribution Reserve Fund (GML Section 6-r) in an amount not to exceed \$250,000
- Unemployment Reserve Fund (GML Section 6-m) in an amount not to exceed \$225,000

**Resolution #103** - Recommended: BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby awards the Building Maintenance/Cleaning Services contract for the 2012/2013 school year to Class Act\* as follows:

Monthly cost	\$3,627.64
TOTAL Annual Cost for the period September 1, 2012 – June 30, 2013 (10 months)	\$36,276.40
Hourly rate	\$16.81/hour

\* This is the third year of a three year contract. The "Urban Index" CPI of 1.75% was used to calculate the third year contract.

**11. Community Input**

**12. Executive Session**

- Personnel item

**13. Adjournment**



**MINUTES OF REGULAR MEETING HELD ON JUNE 12, 2012**

**Board members present:** John Hossenlopp, Mary Lownes, Victoria Smudzinski and Phelan Wolf

**Board members absent:** Patrick R. Bistrain

**Others present:** Superintendent Tritt, Dr. King (arrived 7:40 AM) and Clerk Bloecker (arrived 7:32 AM)

President Hossenlopp called the meeting to order at 7:30 AM

**MEETING CALLED TO ORDER**

Pledge of allegiance.

**PLEDGE OF ALLEGIANCE**

Accolades to... Ms. Liz Paris and art students for the wonderful Art Gallery display at Amagansett School; Mrs. Peters, Mrs. Angel and Grade 2 students for their informative zoo projects; Mrs. Solomon and Grade 3 students "Heroes in History Time Machine" presentation; Grade 3 Second Story Bookshop; Officer Kim Notel, Mrs. Kelly White and Grade 5 D.A.R.E. graduates; Ms. Cindy Galvin and all music students for performing many musical treats for parents and community members.

**ACCOLADES TO...**

Congratulations to...EHHS award and scholarship recipients; and all Amagansett students that received awards at the June 7<sup>th</sup> Wake Up Amagansett.

A Special Thanks to...Mrs. Mary Lownes for her 10 years of devoted service to the Amagansett School Community.

Upon motion of Mrs. Smudzinski, seconded by Mr. Wolf and carried 4-0, the minutes of the May 22, 2012 were approved as written.

**CONSENT AGENDA APPROVED**

Superintendent Tritt gave an APPR update.

**APPR UPDATE**

Mr. Hossenlopp, Superintendent Tritt and tentatively Mr. Wolf will be attending The NYSSBA Summer Law Conference on July 19, 2012.

**SUMMER LAW CONFERENCE**

Upon motion of Mrs. Smudzinski, seconded by Mr. Wolf and carried 4-0,

**BE IT RESOLVED**, that upon the recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby appoints the following persons to teach/assist part-time in the Amagansett Summer Enrichment Program, for the period July 8 – August 3, 2012 (3 hours per day) and for an extended period August 6-17, 2012 (Monday – Thursday, 2 hours per day) contingent on sufficient enrollment:

**RESOLUTION #81  
SUMMER ENRICHMENT PROGRAM APPROVED**

Mary Jo Bennett	\$51.00/hour
Peggy Bianchi (Coordinator)	\$87.95/hour
Jennifer Brussell, substitute	\$51.00/hour
Deborah Coen, substitute PRN	\$51.00/hour
Maria DiScipio, substitute R.N.	\$51.00/hour
Cindy Galvin	\$51.00/hour
Kristen Graboski, substitute	\$51.00/hour
Marian Greene	\$51.00/hour
Austin Keyes	\$51.00/hour
Sophie Lewin	\$51.00/hour



**PUBLISHED**

**engage**<sup>ny</sup>

Our Students. Their Moment.

# ***New York State Growth Model for Educator Evaluation 2011-12***

June 18, 2012

Draft Discussion  
Board of Regents Meeting





# ***Today's Agenda***

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- **Context**
- **New York State Growth Model Description**
- **Using Growth Measures for Educator Evaluation**
- **What Data Will Be Available and When?**



# Our Challenge Graduating *All* Students College & Career Ready

New York's 4-year high school graduation rate is 74% for All Students. However, the gaps are disturbing.

## June 2011 Graduation Rate

Graduation under Current Requirements

	% Graduating
All Students	74.0
American Indian	59.6
Asian/Pacific Islander	82.4
Black	58.4
Hispanic	58.0
White	85.1
English Language Learners	38.2
Students with Disabilities	44.6

Calculated College and Career Ready\*

	% Graduating
All Students	34.7
American Indian	16.8
Asian/Pacific Islander	55.9
Black	11.5
Hispanic	14.5
White	48.1
English Language Learners	6.5
Students with Disabilities	4.4

\*Students graduating with at least a score of 75 on Regents English and 80 on a Math Regents, which correlates with success in first-year college courses.

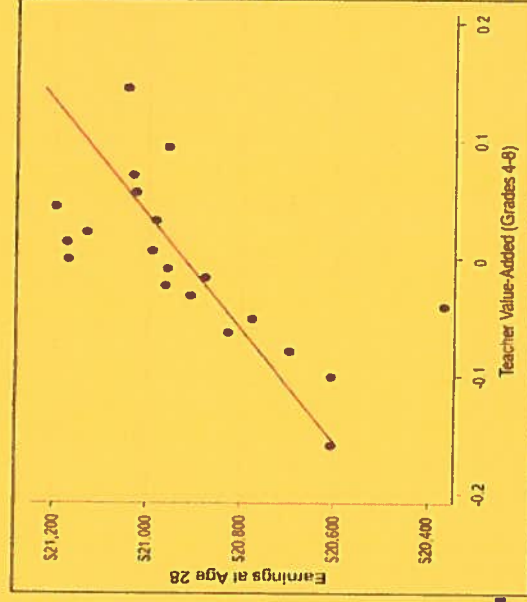
Source: NYSED Office of Information and Reporting Services



# Teacher Effectiveness Matters

Three new studies show that having an effective teacher in the classroom makes a difference in student outcomes in the classroom and beyond

- The Long-Term Impacts of Teachers: Teacher Value-added and Student Outcomes in Adulthood (Chetty, Friedman & Rockoff). [http://obs.rc.fas.harvard.edu/chetty/value\\_added.html](http://obs.rc.fas.harvard.edu/chetty/value_added.html)
- The MET Project: Multiple Measures of teaching
- Learning Denied: The Case for Equitable Access to Effective Teaching in California's Largest District. (The Education Trust-West)



Measure	Predictive power	Reliability	Potential for Diagnostic Insight
Value-added	<b>H</b>	<b>M</b>	<b>L</b>
Student survey	<b>M</b>	<b>H</b>	<b>M</b>
Observation	<b>L</b>	<b>M/H</b>	<b>H</b>



# Evaluating Educator Effectiveness

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## Growth

20%

- Student growth on state assessments (state-provided)
- Student learning objectives

## Locally Selected Measures

20%

- Student growth or achievement
- Options selected through collective bargaining

## Other Measures

60%

- Rubrics
  - Sources of evidence: observations, visits, surveys, etc.
-

## ***American Institutes for Research (AIR)—Our Growth & Value-Added Vendor***

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Large national non-profit research and service provider in educational assessment and policy areas, as well as health and other areas

- AIR has contributed over many years to the research and early implementation work of growth and value-added models
- Current or previous customers: Florida, Baltimore, MD; Wisconsin; Washington; Oregon; Washington, D.C.; and USDE



## ***Technical Advisory Committee—Growth & Value-Added Technical Experts***

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- **Dr. Dan Goldhaber**, University of Washington
    - Professor and Director of the Center for Education Data & Research
  - **Dr. Hamilton Lankford**, SUNY Albany
    - Professor and Research Fellow with the American Statistical Association
  - **Dr. Dan McCaffrey**, RAND Corporation
    - PNC Chair in Policy Analysis
  - **Dr. Jonah Rockoff**, Columbia Graduate School of Business
    - Associate Professor and Faculty Research Fellow at the National Bureau of Economic Research (NBER)
  - **Dr. Timothy Sass**, Georgia State University, Distinguished Professor
  - **Dr. Douglas Staiger**, Dartmouth College
    - Professor & Research Associate at NBER
  - **Dr. Martin West**, Harvard Graduate School of Education & Research
    - Assistant Professor and affiliate at Harvard’s Kennedy School and of the CESifo Research Network
  - **Dr. James Wyckoff**, University of Virginia
    - Professor and Director of the Center on Educational Policy and Workforce Competitiveness at University of Virginia
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## ***Key Points about NYS Growth Measures***

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- We are measuring student growth and not achievement
  - Allow teachers to achieve high ratings regardless of incoming levels of achievement of their students
- We are measuring growth compared to similar students
  - Similar students: Up to three years of the same prior achievement, three student-level characteristics (economic disadvantage, SWD, and ELL status)



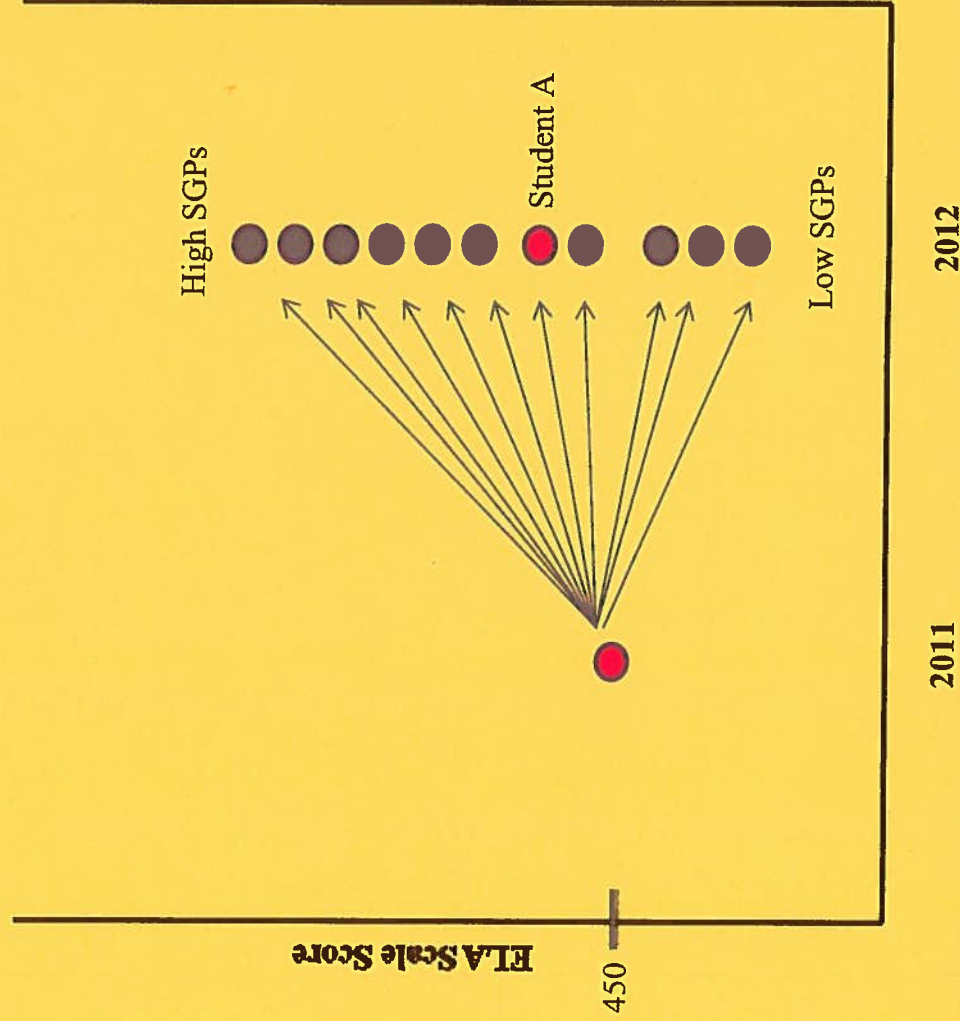
***Every educator has a fair chance to do well on these measures regardless of the composition of his/her class or school.***

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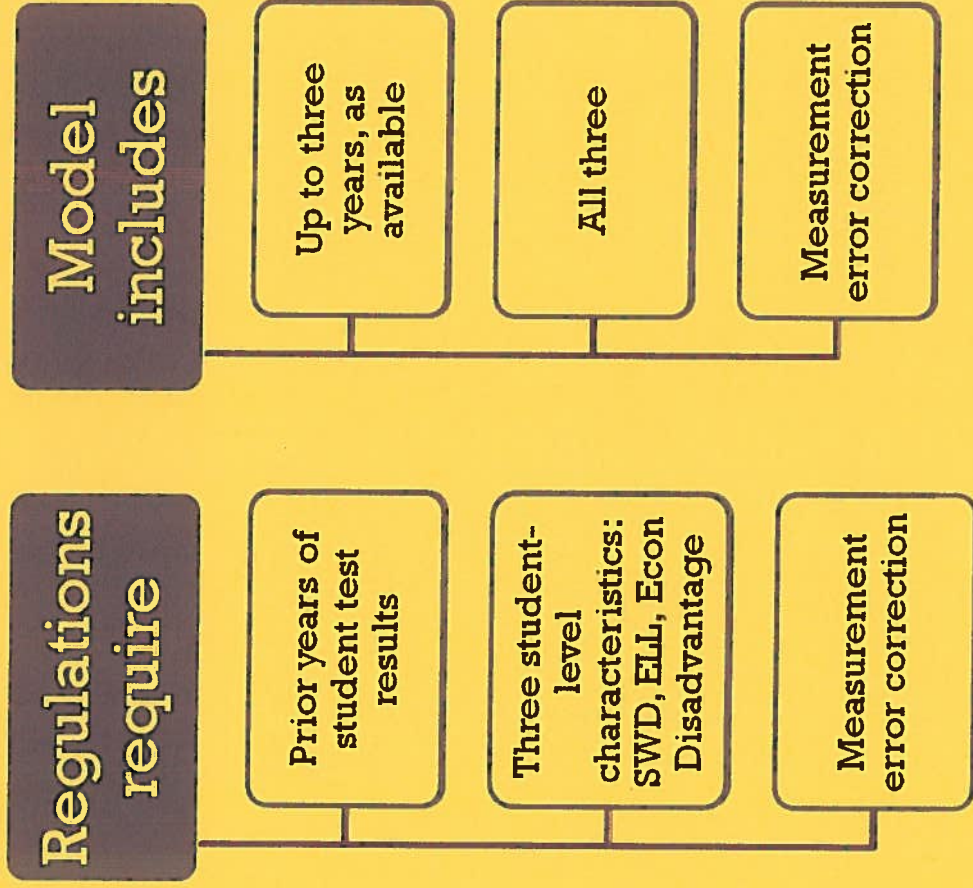
## Student A's Current Year Performance Compared to "Similar" Students

Student A's current score is compared to other students who had the same prior score (450). The result can be described as a "student growth percentile" (SGP). Student A's SGP is the result of a statistical model and in this example is 45, meaning she performed better in the current year than **45 percent of similar students.**



# State Growth Model Summary

Growth model for 2011-12 only for grades 4-8 ELA/Math for teachers and principals





## From Student Growth to Teachers and Principals

Ms. Smith's Class	
	SGP
Student A	45
Student B	40
Student C	70
Student D	60
Student E	40

To measure teacher performance, we find the mean growth percentile (MGP) for her students. To find an educator's mean growth percentile, take the average of SGPs in the classroom. In this case:

$$\text{Step 1: } 45+40+70+60+40=255$$

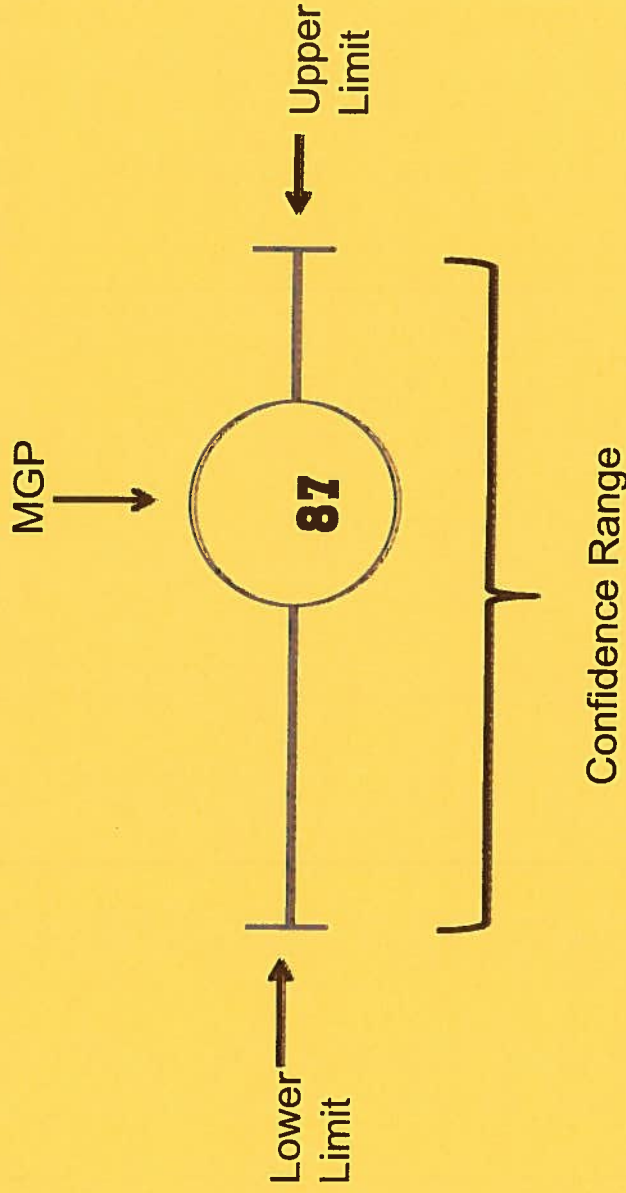
$$\text{Step 2. } 255/5=51$$

Ms. Smith's mean growth percentile (MGP) is 51, meaning on average her students performed better than 51 percent of similar students.

A principal's performance is measured by finding the mean growth percentile for all students in the school.

# MGPs and Statistical Confidence

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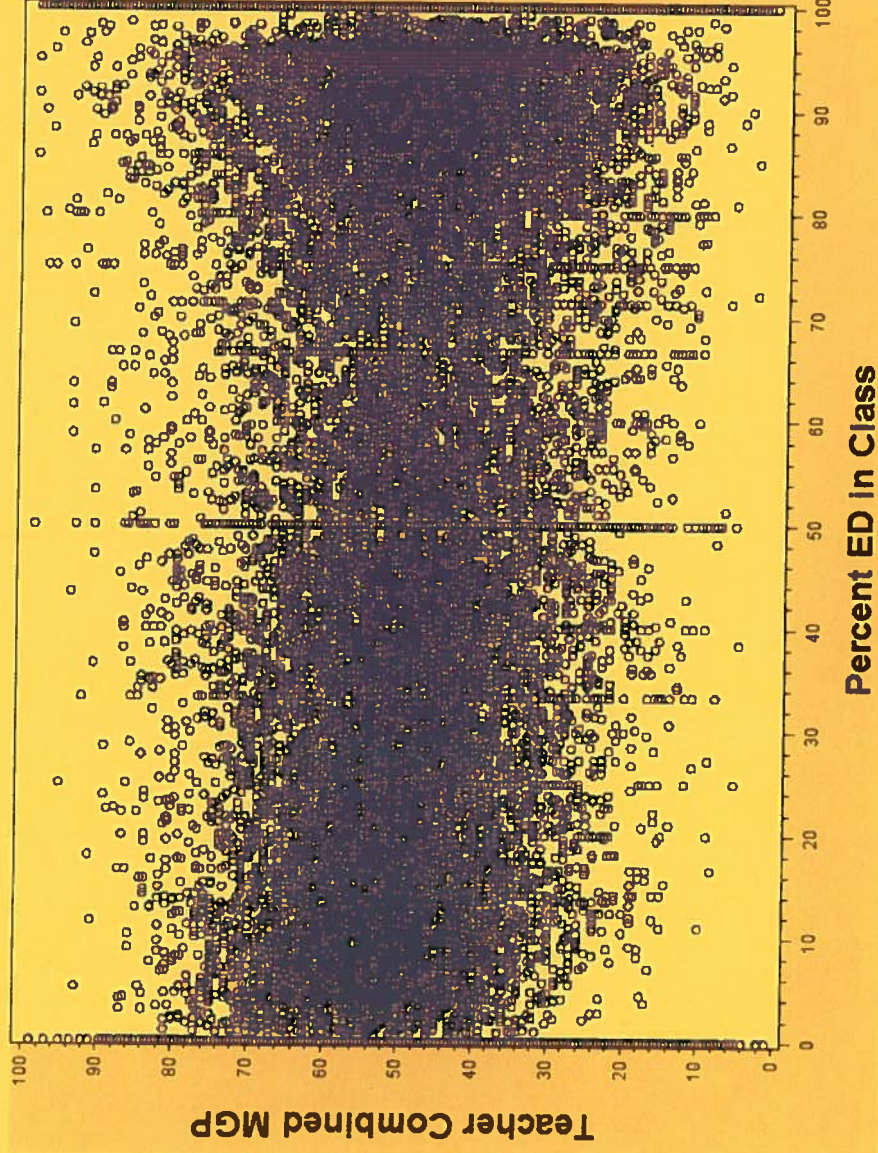
The most likely MGP for this educator is 87. However NYSED will provide the upper and lower limits of a 95 percent confidence range, meaning we can be 95 percent confident that an educator’s “true” MGP lies within that range.

An educator’s confidence range depends on a number of factors, including: number of student scores included in their MGP and the variability of student performance in their classroom.

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## ***Initial Results: Teacher MGPs accounting for Economic Disadvantage***



Taking student-level characteristics into account helps ensure educators with many students with those characteristics have a fair chance to achieve high or low MGPs.

NOTE: Results using available sample 2010-2011 data.

## Growth Model TAC Discussion Summary

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- The TAC concluded that the model was well constructed and suitable for implementation going forward.
- TAC members offered recommendations for improvement and AIR made changes to the analysis based on these recommendations.
- Recommendations:
  - Use the mean SGP rather than the median SGP when aggregating;
  - Modify the method used to calculate standard error in computing mean growth percentiles (MGPs) to account for the clustering of students in different classrooms for a teacher;
  - Modify how to best account for student scores at the tails of the test distribution to avoid statistical anomalies in teacher results caused by test scaling.



# ***Growth Ratings and Score Ranges***

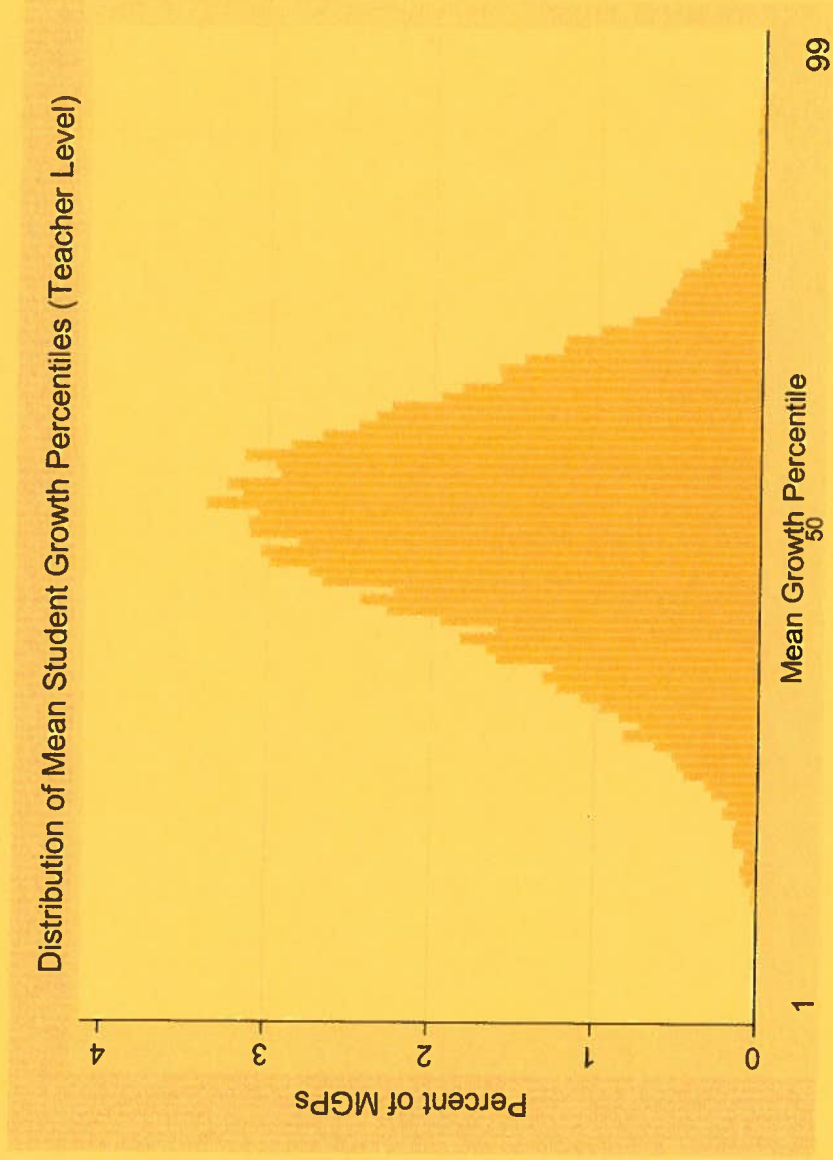
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<b>Growth Rating</b>	<b>Description</b>	<b>Growth Score Range (2011-12)</b>
<b>Highly Effective</b>	<b>Well-above state average for similar students</b>	<b>18-20</b>
<b>Effective</b>	<b>Results meet state average for similar students</b>	<b>9-17</b>
<b>Developing</b>	<b>Below state average for similar students</b>	<b>3-8</b>
<b>Ineffective</b>	<b>Well-below state average for similar students</b>	<b>0-2</b>

# Distribution of 10-11 Teacher Level MGPs

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For  
illustrative  
purposes  
only



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NOTE: Beta results using available 2010-2011 data.

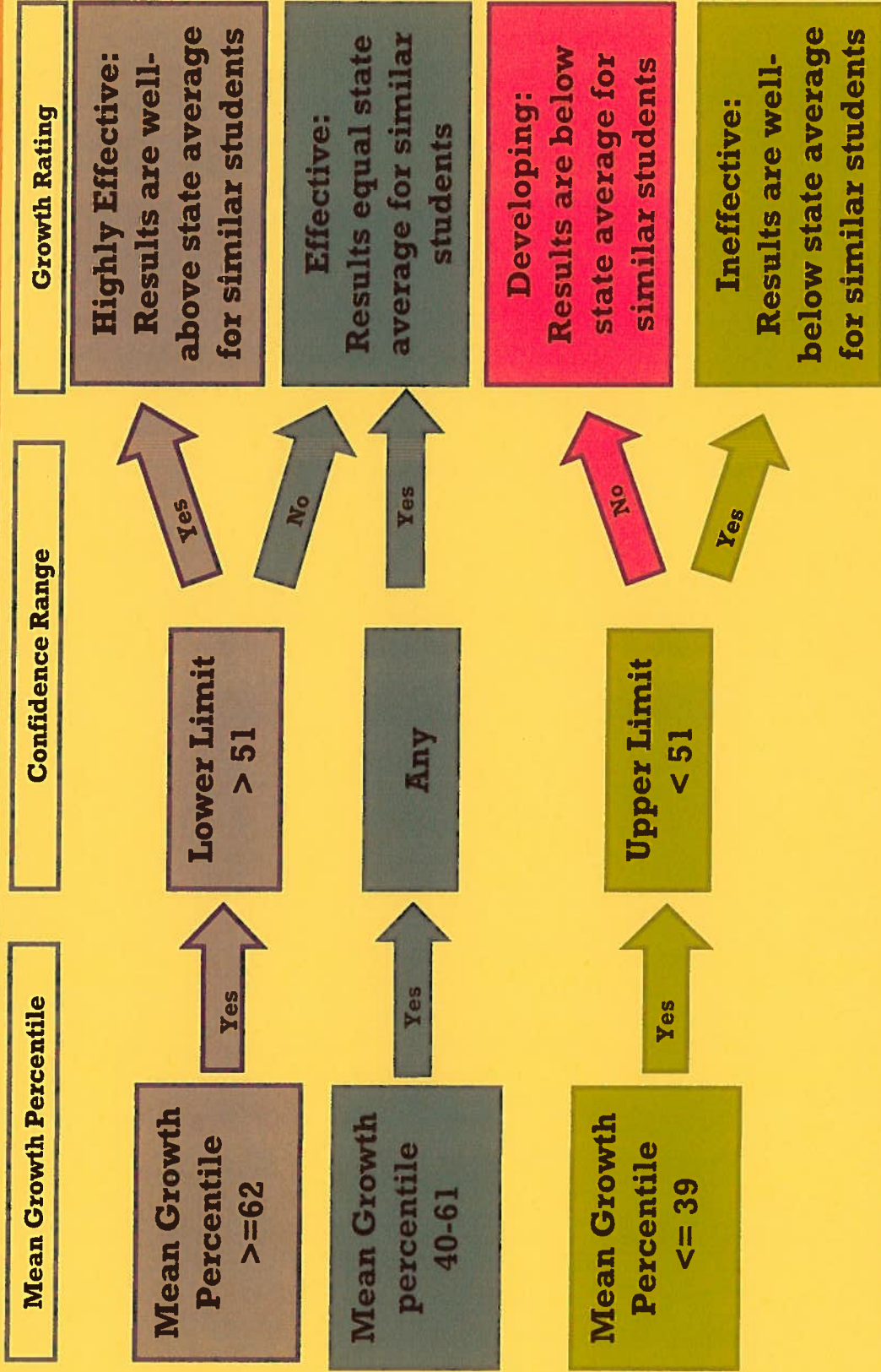


## ***HEDI classification approach for Teachers*** ***(using 10-11 sample data)***

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- **Effective** requires MGPs within 1 standard deviation of the average MGP of 51.
    - MGPs between 40 and 61 will earn Effective ratings.
  - **Well Above Average (Highly Effective)** requires:
    - MGP of 62 or higher
    - AND confidence range above 51. (If not, rating is Effective)
  - **Well Below Average (Ineffective)** requires
    - MGP of 39 or lower
    - And Confidence Range must be less than 51. (If not rating is Developing.)
-

# From MGPs to Growth Ratings





## ***Illustrative results: Teachers*** ***(10-11 Sample Data)***

<b>Rating &amp; 11-12 Points</b>	<b>Number of Teacher MGPs</b>	<b>Percent of Teacher MGPs</b>
Highly Effective 18-20	1618	7%
Effective 9-17	16,681	76%
Developing 3-8	2015	10%
Ineffective 0-2	1419	7%

Points available within each HEDI category will be assigned based on educator MGP

## ***HEDI classification approach for Principals***

***(using 10-11 sample data)***

---

Same methodology as for Teachers. Slightly different cut scores

- **Effective** requires MGPs within 1 standard deviation of the average MGP of 50.
    - MGPs between 43 and 57 will earn Effective ratings.
  - **Well Above Average (Highly Effective)** requires:
    - MGP of 58 or higher
    - AND confidence range above 50. (If not, rating is Effective)
  - **Well Below Average (Ineffective)** requires
    - MGP of 42 or lower
    - And Confidence Range must be less than 50. (If not rating is Developing.)
-



## ***Illustrative results: Principals*** ***(10-11 Sample Data)***

<b>Rating &amp; Points (2011-12)</b>	<b>Number of Principal MGPs</b>	<b>Percent of Principal MGPs</b>
Highly Effective 18-20	345	10%
Effective 9-17	2696	75%
Developing 3-8	318	9%
Ineffective 0-2	241	7%

Points available within each HEDI category will be assigned based on educator MGP

# Data – What to Expect When

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## ***Data – What to Expect in August***

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### **Data Elements (for teachers and schools)**

- Unadjusted mean growth percentiles (Unadjusted MGPs)
- Adjusted mean growth percentiles (Adjusted MGPs and upper and lower limits based on confidence range for these adjusted MGPs)
- Percent of students above the median
- Number of student scores included
- Growth rating (HEDI)
- Growth score (0-20)

### **Breakdowns (by teacher and school)**

- MGPs by subject, grade (not HEDI)
- Overall MGPs for subgroups – ELL, SWD, Economic Disadvantage, High- and Low-Achieving (levels 1 and 4)

Shawn Mitchell  
Moira Muthig  
Nancy Parsons  
Encie Peters

\$51.00/hour  
\$51.00/hour  
\$51.00/hour  
\$51.00/hour

Upon motion of Mrs. Smudzinski, seconded by Mr. Wolf and carried 4-0,  
BE IT RESOLVED, that upon recommendation of Superintendent Eleanor  
Tritt, the Amagansett School Board hereby appoints/reappoints the following  
substitute teachers/teaching assistants/teacher aides/office assistants for the  
2012/2013 school year:

**RESOLUTION #82  
SUBSTITUTES  
REAPPOINTED  
FOR THE  
2012/2013 SCHOOL**

Abrams-Dyer, Carolyn TA  
Albanese, Erin TA  
Beck, Kristine C  
Bell, Lauren  
Bianchi, Stephanie C  
Bloeker, Fallon  
Brown, Mary RN  
Brussell, Jennifer C  
Burriesci, Elisa C  
Carlock, Brittany C  
Ceccarelli, Eileen  
Christensen, Amy C  
Coen, Debbie PRN  
Connolly, Michele C  
Cooper, Maureen  
Craft, Dana C  
Dellapolla, Ashley C  
Diamond, Marjorie C  
DiScipio, Maria RN  
English, Terry C  
Fallon, Sue C  
Graboski, Kristen C  
Grazina, Jen C  
Grillo, Debbie  
Grosso, Jacqueline C  
Guessferd, Sarah C  
Havlik, Kimberly C  
Hoffman, Victoria C  
Hogg, Sara C  
Lesnick, Doreen C  
Lownes, Jessica

Luffman, Danielle C  
Mackall, Joan  
Marsden, Lori C  
Maruzzella, Laura C-Music  
Mauer-Kramer, Stacey C  
McCabe, Eileen C  
McClure, Elizabeth C  
McGann, Aisa C ESL  
McGarvey, Jacqueline C  
McGregor, Catherine C  
McMahon, Julie TA  
McMahon, Marith  
Ortmann, Kristie C  
Ovanessian, Jessica C  
Palasek, Kristin C  
Peters, Kalie C PE  
Petykowski, Sue RN  
Pinto, Vanessa ESL  
Ramsey, Kendall C  
Reich, Jennifer  
Ruffner, Shannon C  
Schroeder, Amy C  
Semkus, Michael C  
Shea, Kari RN  
Stavola, Jaime C  
Stefanik, Irene C  
Stonemetz, Colleen  
Talmage, Marilee C  
Tocci, Patti C  
Van Dyke, Andrea  
Youngs, Jack C

Upon motion of Mr. Wolf, seconded by Mrs. Lownes and carried 4-0,  
WHEREIN, under the provisions of the Education Law, Section 912, the  
School district in which a nonpublic school is located is required to furnish health  
services for pupils attending those schools, and

WHEREIN, under the same law, the district whose children attend such  
schools are required to pay the costs,

BE IT RESOLVED, that upon recommendation of Superintendent  
Eleanor Tritt, the Amagansett School Board hereby authorizes the Board  
President and District Clerk to sign a contract with the Bridgehampton Union

**RESOLUTION #83  
HEALTH  
SERVICES  
CONTRACT  
APPROVED**



Free School District for health services for students attending the Hayground School and Ross School (Lower) during the 2011/2012 school year. The cost per student for the 2011/2012 school year is \$1,130.62.

Upon motion of Mrs. Lownes, seconded by Mrs. Smudzinski and carried 4-0, BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby awards the printing services contract to Montauk Printing, 771 Montauk Highway, Montauk, NY 11954 for the period July 1, 2012 and terminating on or before June 30, 2013.

**RESOLUTION #84  
PRINTING  
SERVICES  
CONTRACT  
AWARDED**

- 250 Full color calendars
  - 2800 Budget newsletters (6 pages), collated & folded
  - 200 Postcards, two-sided
  - 2600 Newsletters (8 pages), collated & folded (2 times/yr.)
  - 2600 Newsletters (10 pages), collated & folded (2 times/yr.)
  - 20 Vehicle Inspection Books (bound in oak tag)
- Offset Printing Pricing  
\$7,700.00

Upon motion of Mrs. Lownes, seconded by Mrs. Smudzinski and carried 4-0, BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby approves the following stipends for the 2012/2013 school year:

**RESOLUTION #85  
STIPENDS  
APPROVED  
FOR 2012/2013**

<u>Employee</u>	<u>Position</u>	<u>Stipend</u>
Nancy Parsons	Homework Club	\$51.00/hour
Encie Peters	Homework Club	\$51.00/hour
Moira Muthig	Homework Club (1 <sup>st</sup> Grade)	\$51.00/hour
Karen Ball	Homework Club (1 <sup>st</sup> Grade – as needed)	\$51.00/hour
Marian Greene	Homework Club (as needed)	\$51.00/hour
Peggy Bianchi	Homework Club	\$51.00/hour
Robyn Mott	Afterschool News Cast	\$51.00/hour
Shawn Mitchell	Afterschool News Cast	\$51.00/hour
Michael Rodgers	Afterschool Recreation	\$51.00/hour
Jason Hancock	Afterschool Recreation	\$51.00/hour
Robyn Mott	Ed. Tech. Professional Development	\$51.00/hour
Marian Greene	Ed. Tech. Professional Development	\$51.00/hour
Cindy Galvin	Musical Director	\$1322.00/annum
Robyn Mott	Musical Director Assistant	\$1028.00/annum
Liz Paris	Musical Director Assistant	\$1028.00/annum
Cindy Galvin	Beginning Band, Orchestra, Chorus, Concert Band, Spring Theatre and Mixed Instrumental Ensemble	\$51.00/hour
Liz Paris	Multi-Media Arts	\$51.00/hour
Shawn Mitchell	Multi-Media Arts Asst. (as needed)	\$51.00/hour
Kammy Ball	Multi-Media Arts Asst. (as needed)	\$51.00/hour
Liz Paris	Ceramics Club	\$51.00/hour
Karen Ball	Ceramics Club (as needed)	\$51.00/hour
Mary Jo Bennett	Afterschool Enrichment Program Nurse	\$51.00/hour
Nick Finazzo	Afterschool Enrichment Program (as needed)	\$51.00/hour
Kathleen Solomon	New Teacher Mentoring	\$51.00/hour
Liz Paris	School Calendar	\$37.00/hour
Tina Quarty	School Newsletter Assistant	\$734.00/annum
Janine Balnis	Student Council	\$1102.00/annum
Jackie McGovern	Student Council	\$1102.00/annum



Liz Paris	Yearbook	\$1102.00/annum
Cheryl Bloecker	Substitute Services	\$29.86/employee/annum
Sophie Lewin	Spanish for Educators	\$51.00/hour
Peggy Bianchi	Test prep (as needed)	\$51.00/hour
Kelly White	Test prep (as needed)	\$51.00/hour
Nancy Parsons	Test prep (as needed)	\$51.00/hour
Marian Greene	Test prep (as needed)	\$51.00/hour
Austin Keyes	Test prep (as needed)	\$51.00/hour
Shawn Mitchell	Test prep (as needed)	\$51.00/hour
Sophie Lewin	Test prep (as needed)	\$51.00/hour
Jackie McGovern	Test prep (as needed)	\$51.00/hour
Kathy Solomon	Test prep (as needed)	\$51.00/hour
Janine Balnis	CPSE Chairperson (max 20 days)	\$405.98/day
Nick Finazzo	Videographer for 6 <sup>th</sup> Grade (max 14 hrs.)	\$37.00/hour
Michael Rodgers	Data Team	\$1500/year
Jennifer Miller	Data Team	\$1000/year
Sandra Nuzzi	Data Team	\$1000/year
Cassie Butts	Data Team	\$1000/year
Tina Quarty	Data Team	\$1000/year
Cheryl E. Bloecker	Data Team	\$1000/year
Michael Rodgers	Assistance w/Implementing New Data Systems (not to exceed 140 hours for the period 7/2-8/31/2012)	\$37.00/hour

## FIRST READING

- Policy #1510 – Regular Board Meetings and Rules (Quorum and Parliamentary Procedure)
- Regulation #3110R – Media Access: Student Interviews, Photographs and Recordings
- Regulation Form #3110F – AUFSD Outside News Media Representatives Release Form. Student Interviews, Photographs and Recordings
- Regulation #3230R – Complaints Concerning School Personnel
- DELETE Regulation #3230R.1 – Anti-Discrimination Complaint Guidelines
- DELETE Regulation Form #3230F – AUFSD Anti-Discrimination Complaint Form
- DELETE Regulation #3231R – Employee Discrimination Grievance Guidelines
- DELETE Regulation #3232R – Student Discrimination Grievance Guidelines
- Policy #3310 – Public Access to Records
- Regulation #3310R – Public Access to Records
- Regulation #3310R.1 – Broadcasting and Recording Board Meetings
- Regulation Form #3310F – AUFSD Application for Public Access to Records
- Regulation #3420R – Non-Discrimination and Anti-Harassment Guidelines in the School District
- Regulation #3420R.1 – Reporting Complaints of Discrimination and Harassment
- Regulation Form #3420F – AUFSD Complaint Form
- Regulation Form #3420F.1 – AUFSD District Response Complaint Form
- Regulation Form #3420F.2 – AUFSD Appeal Form
- Regulation Procedures #3420P – Non-Discrimination and Anti-Harassment Complaint Procedures
- Regulation #3510R – Emergency School Closings
- Regulation #5324R – Reimbursement for Meals/Refreshments at Staff/Board Meetings and District Events
- Regulation #5410R – Purchasing: Vendor Business Guidelines



- Regulation #5410R.2 – Competitive Purchasing of Goods and Services
- Regulation #5410R.3 – Criteria for Awarding Contracts to the Lowest Responsible Bidder
- Regulation #5511R – Reserve Funds
- Regulation #5680R.1 – Building Security
- Regulation #6121R – Sexual Harassment
- DELETE Regulation Form #6121F – AUFSD Sexual Harassment Complaint Form
- Regulation #6180R – Safety of Students (Fingerprinting Clearance of New Hires)
- Regulation #7130R – Residency Guidelines
- Regulation #7240R – AUFSD Designation of Person in Parental Relation
- Regulation #7310R – Discipline
- Regulation #7313R – Guidelines for Student Suspensions
- Regulation #7314R – Student Use of Computerized Information Resources (Acceptable Use Guidelines)
- Regulation Form #7314F – AUFSD Student Agreement For User of Computerized Information Resources
- Regulation Form #7314F.1 – AUFSD Parent/Guardian Notification For Student Use of District Computerized Information Resources
- Regulation #7330R – Searches and Interrogations of Students By School Officials
- Regulation #7512R – AUFSD Health Screening Guidelines
- Regulation #7513R – Guidelines for Administering Medication in Schools
- Policy #7551 – Dignity For All Students Act
- Regulation #7550R – Notification of Sex Offenders
- Regulation #8271R – Internet Safety/Internet Content Filtering Guidelines

Upon motion of Mrs. Smudzinski, seconded by Mr. Wolf and carried 4-0, the board went into executive session at 8:30 AM to discuss a personnel item.

The board came out of executive session at 9:00 AM.

With there being no further business, the meeting was adjourned at 9:01 AM.

Dated: June 12, 2012

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Cheryl E. Bloecker, District Clerk

**RESOLUTION #86  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

WHEREAS, the Amagansett School Board is committed to aligning administrative responsibilities in order to conform with the State mandated Annual Professional Performance Review (APPR) process,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby abolishes the full-time Assistant to the Superintendent position effective June 30, 2012 and creates a full-time Principal position effective July 1, 2012,

BE IT FURTHER RESOLVED, that the Amagansett School Board hereby appoints Dr. Deborah King to the full-time position of Principal effective July 1, 2012. Dr. King holds valid New York State certifications in the following areas:

- School District Administrator (Permanent)
- School Administrator/Supervisor (Permanent)
- Learning Disabilities (Permanent)
- Nursery, Kindergarten & Grades 1-6 (Permanent)
- Psychologist (Permanent)

BE IT FURTHER RESOLVED, that the President of the Board is authorized to execute the attached formal agreement which incorporates the terms of employment wherein the responsibilities of Principal are substantially the same as Assistant to the Superintendent. Therefore, Dr. King's current probationary period (July 18, 2011 and terminating on July 17, 2014) in the tenure area of "Administration" continues uninterrupted in her new title of Principal.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**



**BOARD OF EDUCATION**

**AMAGANSETT UNION FREE SCHOOL DISTRICT**

AGREEMENT made this \_\_\_ day of June, 2012, by and between DEBORAH A. KING, PRINCIPAL, residing at *56 Locust Lane, Say Harbor, NY 11963* and the BOARD OF EDUCATION of the AMAGANSETT UNION FREE SCHOOL DISTRICT (hereinafter referred to as the "BOARD") with offices for the transaction of business located at 320 Main Street, Amagansett, New York 11930.

WHEREAS, the salary and fringe benefits of the PRINCIPAL (hereinafter referred to as "PRINCIPAL") are not currently set forth in any resolutions of the BOARD, and

WHEREAS, it is the desire of the BOARD and the PRINCIPAL to memorialize the salary and benefits in one agreement, and

WHEREAS, the Superintendent recommends and endorses such a written agreement, and

WHEREAS, the BOARD has been advised that it is legally permissible for the BOARD to contractually obligate itself to provide the terms and conditions of employment herein more particularly described, and

WHEREAS, both parties acknowledge that the termination of the probationary employment of the PRINCIPAL, her employment status as a probationary employee, and whether she will be granted tenure at the conclusion of her probationary period, are subject solely to the procedures set forth at length in various provisions of the Education Law of the State of New York and nothing herein contained shall be deemed to have modified the foregoing in any respect.

**NOW, THEREFORE**, based upon the mutual covenants and understanding between the parties, it is understood and agreed:

1. **GENERAL PROVISIONS:**

Changes in compensation and fringe benefits for the PRINCIPAL shall be determined as follows:

- a. On or about April 1<sup>st</sup> of each year beginning with April, 2013, the BOARD shall meet to discuss the Superintendent's recommendation, if any, as to what appropriate salary changes and/or benefit modification(s) shall be made to the salary and benefits provided in this Agreement. The decision

of the BOARD shall be communicated to the PRINCIPAL prior to May 1<sup>st</sup> of each year.

- b. The PRINCIPAL shall be paid in equal installments bi-weekly.
- c. Any changes in the PRINCIPAL's salary or benefits shall be in the form of an amendment to this Agreement; and it shall not be considered that the BOARD and the PRINCIPAL have entered into a new agreement, unless expressly stated in writing signed by both parties hereto.

2. **SALARY:**

- a. Effective July 1, 2012, the PRINCIPAL's annual salary shall be \$157,500, as recommended by the Superintendent and approved by the BOARD.

3. **WORK SCHEDULE:**

The PRINCIPAL's work year shall be twelve (12) months; the PRINCIPAL shall work all school recess periods except for approved vacation leave or BOARD approved holidays for all support staff.

4. **THE WORK DAY:**

The nature of the PRINCIPAL's role requires a flexible commitment of time and energy above and beyond that which is required in general of other employees in the District. Accordingly, the PRINCIPAL is subject to performing all her duties and obligations, including those which are required by the District in order to meet responsibilities to the BOARD, the Superintendent, other staff members, parents and children. Flexibility for the PRINCIPAL to alter the work day shall be arranged after consultation with the Superintendent.

5. **SICK LEAVE:**

The PRINCIPAL shall earn fifteen (15) sick leave days annually, and if not used, may accumulate up to a maximum of one-hundred eighty (180) days.

6. **BEREAVEMENT:**

The PRINCIPAL shall be entitled to five (5) bereavement leave days for death in the immediate family i.e., spouse, child, parent, sibling and grandchild.



7. **PERSONAL LEAVE:**

The PRINCIPAL shall be granted three (3) personal leave days annually, to conduct business that cannot be conducted except during the PRINCIPAL's regular work day. Except for emergencies, personal leave must be pre-approved by the Superintendent. Unused personal days are converted to sick days at the end of the year, and shall be added to the PRINCIPAL's sick leave bank.

8. **HOLIDAYS:**

The PRINCIPAL shall be entitled to the following holidays subject to their inclusion on the District calendar:

Independence Day	Veterans' Day
Columbus Day	Day after Thanksgiving
Thanksgiving Day	Christmas Day
Christmas Eve Day	Day after Christmas
New Year's Eve Day	New Year's Day
Martin Luther King's Birthday	President's Day
Memorial Day	Good Friday
Labor Day	

Any day that falls on a weekend or when school is in session will be scheduled on an alternate date by the Superintendent. Should Rosh Hashana or Yom Kippur fall during the work week and the Superintendent closes the District Office, the PRINCIPAL shall not be required to work these days.

9. **VACATION DAYS:**

The PRINCIPAL shall be granted twenty-two (22) vacation days annually. Utilization and scheduling of vacation leave must be pre-approved by the Superintendent.

In lieu of using vacation days, the PRINCIPAL shall be permitted to elect to receive the cash value of up to five (5) unused vacation days annually at the per diem rate of 1/220. Request for such pay-out shall be made to the Superintendent in June of the year in which the days are earned.

The PRINCIPAL may accumulate up to a total of sixty (60) vacation days in her vacation leave bank, at the annual rate of no more than twelve (12) vacation days.

Upon her retirement from the District, the PRINCIPAL shall be paid for any unused vacation days in her vacation leave bank at the per diem rate of 1/220.

10. **EMERGENCY SCHOOL CLOSING:**

Unless weather conditions do not permit or unless the Superintendent directs otherwise, the PRINCIPAL shall report to work when school is closed due to inclement weather.

11. **HEALTH INSURANCE:**

The PRINCIPAL shall be permitted to participate in the District's health insurance plan (NYSHIP) upon the contribution of five (5%) percent of the applicable premium costs for the PRINCIPAL's coverage (family or individual) plan.

Upon her retirement from the District, the PRINCIPAL shall be permitted to receive health insurance as a retiree provided she has met the District's vesting requirement with NYSHIP (five years of service). If vested, the PRINCIPAL's contribution as a retiree shall be five (5%) percent of the premium costs for the PRINCIPAL's applicable coverage plan. Health insurance into retirement shall be pursuant to NYSHIP rules and regulations.

12. **DENTAL INSURANCE:**

The PRINCIPAL shall be permitted to participate in the District's family dental plan (GE Financial Assurance) administered by a third party administrator, at no cost.

13. **LIFE INSURANCE:**

The PRINCIPAL shall be provided with term life insurance in the face amount of One Hundred Thousand (\$100,000) Dollars.

14. **DISABILITY INSURANCE:**

The PRINCIPAL shall be covered by the District's long term disability insurance (Unum).

15. **DEFERRED COMPENSATION PLANS:**

The PRINCIPAL shall be permitted to participate in the District's voluntary IRC 403(b) and 457 Plans, as permitted by law.



16. **PROFESSIONAL MEMBERSHIP, CONFERENCES/WORKSHOPS:**

Upon the pre-approval of the Superintendent, the PRINCIPAL may attend professional conferences/workshops and shall be reimbursed for reasonable expenses within pre-approved budgetary allotment. The District shall pay for the PRINCIPAL's membership in one (1) professional organization of her choosing.

17. **TECHNOLOGY:**

The District shall provide the PRINCIPAL with a cell phone and a laptop computer at no cost to the PRINCIPAL.

18. **MILEAGE ALLOWANCE:**

The PRINCIPAL shall be paid the IRS rate for mileage related to attendance at evening and District related activities and meeting which are out-of-district. Logs of mileage must be submitted to the Superintendent for payment.

19. **LEGAL DEFENSE:**

a. It is recognized that the law of the State of New York requires the District to provide an attorney at its own expense to defend the PRINCIPAL in any civil or criminal action where the PRINCIPAL has acted within the scope of her duties and employment, and the District hereby agrees to provide such defense provided that the notification with copy of summons, complaints, or other documents be files with the Superintendent or her designee within ten (10) days of the time of service upon the PRINCIPAL.

b. Should the PRINCIPAL desire to be defended by a lawyer of her own choice, and such defense would not affect the District in any way whatsoever, the PRINCIPAL may do so at her own cost and expense, and the District shall be under no obligation with respect to such cost and expense.

20. **WRITTEN AGREEMENT:**

This Agreement shall continue in full force and effect during the term of employment of the PRINCIPAL unless otherwise terminated, modified or extended in accordance with the provisions of Paragraph "1" hereof, or by an agreement in writing between the parties.

21. **SEVERABILITY:**

If any provision of this Agreement is determined to be contrary to law, its is understood and agreed that such provision shall be deemed deleted and the balance of this Agreement without such deleted provision, if otherwise lawful, shall remain in full force and effect.

22. **EFFECTIVE DATE:**

This Agreement shall be effective on the 1<sup>st</sup> day of July, 2012.

**BOARD OF EDUCATION  
AMAGANSETT UNION FREE  
SCHOOL DISTRICT**

Dated: \_\_\_\_\_

By: \_\_\_\_\_  
JOHN HOSSENLOPP, President

Dated: \_\_\_\_\_

By: \_\_\_\_\_  
DEBORAH A. KING



**RESOLUTION #87  
2012/2013 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

WHEREAS, the Amagansett School Board is committed to complying with the State mandated Annual Professional Performance Review (APPR) process, therefore,

BE IT RESOLVED, that the Amagansett School Board hereby certifies that Superintendent of Schools Eleanor Tritt is certified as a Lead Evaluator of Teachers and Principals and has been trained in the following areas:

1. the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
2. evidence-based observation techniques that are grounded in research
3. application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
4. application and use of the State-approved teacher or principal rubric(2) selected by the district or BOCES for use in evaluations , including training on the effective application of such rubrics to observe a teacher or principal's practice
5. application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers or building principals, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
6. application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers or principals
7. use of the Statewide Instructional Reporting System
8. the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher or principal under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their subcomponent ratings
9. specific consideration in evaluating teachers and principals of English language learners and students with disabilities

**PUBLISHED**

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**RESOLUTION #88  
2012/2013 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

WHEREAS, the Amagansett School Board is committed to complying with State mandated Annual Professional Performance Review (APPR) process, therefore,

BE IT RESOLVED, that the Amagansett School Board hereby certifies that Principal Dr. Deborah A. King is a Lead Evaluator of Teachers and has been trained in the following areas:

1. the New York State Teaching Standards, and their related elements and performance indicators and the Leadership Standards and their related functions, as applicable
2. evidence-based observation techniques that are grounded in research
3. application and use of the student growth percentile model and the value-added growth model as defined in section 30-2.2 of this Subpart
4. application and use of the State-approved teacher rubric(2) selected by the district or BOCES for use in evaluations , including training on the effective application of such rubrics to observe a teacher
5. application and use of any assessment tools that the school district or BOCES utilizes to evaluate its classroom teachers, including but not limited to, structured portfolio reviews; student, parent, teacher and/or community surveys; professional growth goals and school improvement goals, etc.
6. application and use of any State-approved locally selected measures of student achievement used by the school district or BOCES to evaluate its teachers
7. use of the Statewide Instructional Reporting System
8. the scoring methodology utilized by the Department and/or the district or BOCES to evaluate a teacher under this Subpart, including how scores are generated for each subcomponent and the composite effectiveness score and application and use of the scoring ranges prescribed by the Commissioner for the four designated rating categories used for the teacher's overall rating and their subcomponent ratings
9. specific consideration in evaluating teachers of English language learners and students with disabilities

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**



**RESOLUTION #89  
2012/2013 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_

BE IT RESOLVED, that the Amagansett School Board of Education herewith approves and adopts the attached documents as the District's Annual Professional Performance Review plan for classroom teachers and principals in compliance with the Education Law Section 3012-c, 8 N.Y.C.R.R. 3012 and 8 N.Y.C.R.R. 30-2 and N.Y.C.R.R. 100.2; and

BE IT FURTHER RESOLVED, that the Amagansett School Board of Education authorizes the Superintendent or her designee to submit the plan via the online portal, "Review Room", and/or via any other means allowable by law, to the Commissioner of Education for review.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**

6/26/2012  
We will post the approved APPR Plan once the State has approved in their end.  
EB

MEMORANDUM  
TO: Board of Education  
FROM: Eleanor Tritt  
DATE: June 26, 2012  
RE: Annual Professional Performance Review Plan for 2012-13

Attached for your review and approval is the complete set of documents comprising the proposed Annual Professional Performance Review Plan for the 2012-13 school year. This complete document will be submitted electronically to the New York State Department of Education for its approval. Once approved by the State the plan will be posted on our website. If revisions are required a revised plan will need to be developed. The final approval and implemented plan must occur prior to January 13, 2013. The plan consists of the following documents:

1. School district information
2. Growth on State Assessments or Comparable Measures (Teachers)
3. Local measures (Teachers)
4. Other Measures of Effectiveness (Teachers)
5. Composite Scoring (Teachers)
6. Additional Requirements – Teachers
7. Growth on State Assessments or Comparable Measures (Principals)
8. Local Measures (Principals)
9. Other measures of Effectiveness (Principals)
10. Composite Scoring (Principals)
11. Additional Requirements – Principals
12. Joint Certification of APPR Plan

Attachments:

1. District Certification Form
2. APPR Teacher Evaluation Form (8 pages)
3. APPR Principal Evaluation Form (60 Points) MPPR model and point distribution
4. APPR Principal Evaluation Form (40 Points) Charts 2A,2B,2C,3A,3B,3C,3D,4A
5. Teacher Improvement Plan (TIP)
6. Principal Improvement Plan (PIP)
7. Teacher Memorandum of Agreement (Signed)
8. Teacher Appeals Process (Signed)
9. Teacher Agreement (Signed)
10. Principal Appeals Process (Signed)
11. Teacher Ratification (Signed)



**RESOLUTION #90  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School board hereby adopts the following policies/regulations/forms/deletions:

- Policy #1510 – Regular Board Meetings and Rules (Quorum and Parliamentary Procedure)
- Regulation #3110R – Media Access: Student Interviews, Photographs and Recordings
- Regulation Form #3110F – AUFSD Outside News Media Representatives Release Form: Student Interviews, Photographs and Recordings
- Regulation #3230R – Complaints Concerning School Personnel
- DELETE Regulation #3230R.1 – Anti-Discrimination Complaint Guidelines
- DELETE Regulation Form #3230F – AUFSD Anti-Discrimination Complaint Form
- DELETE Regulation #3231R – Employee Discrimination Grievance Guidelines
- DELETE Regulation #3232R – Student Discrimination Grievance Guidelines
- Policy #3310 – Public Access to Records
- Regulation #3310R – Public Access to Records
- Regulation #3310R.1 – Broadcasting and Recording Board Meetings
- Regulation Form #3310F – AUFSD Application for Public Access to Records
- Regulation #3420R – Non-Discrimination and Anti-Harassment Guidelines in the School District
- Regulation #3420R.1 – Reporting Complaints of Discrimination and Harassment
- Regulation Form #3420F – AUFSD Complaint Form
- Regulation Form #3420F.1 – AUFSD District Response Complaint Form
- Regulation Form #3420F.2 – AUFSD Appeal Form
- Regulation Procedures #3420P – Non-Discrimination and Anti-Harassment Complaint Procedures
- Regulation #3510R – Emergency School Closings
- Regulation #5324R – Reimbursement for Meals/Refreshments at Staff/Board Meetings and District Events
- Regulation #5410R – Purchasing: Vendor Business Guidelines
- Regulation #5410R.2 – Competitive Purchasing of Goods and Services
- Regulation #5410R.3 – Criteria for Awarding Contracts to the Lowest Responsible Bidder
- Regulation #5511R – Reserve Funds
- Regulation #5680R.1 – Building Security
- Regulation #6121R – Sexual Harassment
- DELETE Regulation Form #6121F – AUFSD Sexual Harassment Complaint Form
- Regulation #6180R – Safety of Students (Fingerprinting Clearance of New Hires)
- Regulation #7130R – Residency Guidelines
- Regulation #7240R – AUFSD Designation of Person in Parental Relation

- Regulation #7310R – Discipline
- Regulation #7313R – Guidelines for Student Suspensions
- Regulation #7314R – Student Use of Computerized Information Resources (Acceptable Use Guidelines)
- Regulation Form #7314F – AUFSD Student Agreement For User of Computerized Information Resources
- Regulation Form #7314F.1 – AUFSD Parent/Guardian Notification For Student Use of District Computerized Information Resources
- Regulation #7330R – Searches and Interrogations of Students By School Officials
- Regulation #7512R – AUFSD Health Screening Guidelines
- Regulation #7513R – Guidelines for Administering Medication in Schools
- Policy #7551 – Dignity For All Students Act
- Regulation #7550R – Notification of Sex Offenders
- Regulation #8271R – Internet Safety/Internet Content Filtering Guidelines

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk



**RESOLUTION #91  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby approves the revised Code of Conduct for the 2012/2013 school year.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**

# Code of Conduct

## I. Introduction

The Amagansett Board of Education is committed to providing a safe and orderly school environment free from discrimination and harassment where students and/or employees may receive and district personnel may deliver quality educational services without disruption or interference which fosters civility in public schools. Responsible behavior by students, teachers, other district personnel, parents, employees and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this code of conduct ("Code").

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

## II. Definitions

For purposes of this Code, the following definitions apply.

**"Color"** means the term refers to the apparent pigmentation of the skin, especially as an indication or possible indication of race.

**"Commissioner"** shall mean Commissioner of Education

**"Disability"** means any restriction or lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

**"Disruptive Student"** means an elementary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

**"Electronic Communications Device"** includes, but is not limited to, any radio, walkman, beeper, CD player, cellular phone, telephone, recorder, laptop, computer, and any assistive or augmentative device which assists in communications. Some of these devices are used in the education process, but only if and when provided by the school as specified in the student's educational program.

**"Employee"** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine B of article five of the Social Services Law, and consistent with provisions of such title for the provision of services performed by such person involve direct student contact (Education Law Section s11[4] and 1125[3]).

**"Ethnic Group"** means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.

**"Formal Removal by Teacher"** means the action by a certified teacher to have a disruptive student removed from the classroom. Time-honored classroom management techniques for controlling student behavior, defusing a situation and/or preventing a crisis which may involve brief periods or time outside of the classroom, are not considered "formal removal by a teacher" for purposes of this Code.



**“Gender”** means 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 wellbeing; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex (Education Law Section 11 [7]).

**“Illegal Substances”** means, but is not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as “designer drugs”.

**“Individualized Education Program (IEP)”** means a written statement developed, reviewed and revised in accordance with section 200.4 of the Regulations of the Commissioner that includes the components specified in section 200.4(d)(2) of the Regulations to be provided to meet the unique educational needs of a student with a disability.

**“Individuals with Disabilities Education Act (IDEA)”** means the Federal laws related to the education of students with disabilities.

**“Long-term Suspension”** means a suspension of five consecutive school days or more.

**“Manifest Determination”** means a review of the relationship between the student’s disability and the behavior subject to disciplinary action that is conducted by the committee on Special Education (CSE) of this school district.

**“National Origin”** means a person’s country of birth or ancestor’s country of birth.

**“Non-Violent Crisis Intervention”** means those techniques that enable staff to maintain control in an unlimited number or crisis situations through calm, confident actions that help the staff diffuse the disruptive student and reduce the chance for physical injury to all who are present. In non-violent crisis intervention, the emphasis is always on the staff’s primary responsibility: the care, welfare safety, and security of our students and staff. Physical restraint is only used when all verbal and para verbal techniques have been exhausted and the individual’s actions are escalating toward physical aggression. Even when physical control is used, it is used in such a way to control and protect students.

**“Other Privileges”** means major co-curricular activities that may occur during or after regular school hours, on or off school property such as major field trips, etc.

**“Other School Staff”** means non-instructional staff such as clerical, custodial, and other service personnel who are located within the school building and provide operational support to the school program.

**“Para Educators”** means teacher aides or teaching assistants who work under the supervision of a teacher to support the instruction of students.

**“Parent and Guardian”** means parent, guardian or person in parental relation to a student.

**“Positive School Climate”** means a setting where all students and staff experience a safe, healthy and caring environment that fosters respect and high expectations, maximizes potential, and motivates interest and enthusiasm.



**“Race”** means a group of persons related by a common descent or heredity. For purposes of enumeration the U.S. Census Bureau uses terms such as: “White/Caucasian”, “Black/African American/African-descent”, “Asian”, “Bi-racial”, “Hispanics/Latinos” etc. to describe and classify the inhabitants of the United States.

**“Religious”** means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.

**“Religion Practice”** means a term including practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing, etc.

**“School Bus”** means every motor vehicle owned and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law section 11[1] and Vehicle and Traffic Law Section 142).

**“School Function”** means any school-sponsored extra-curricular event or activity (Education Law Section 11[2]).

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

**“Sex”** means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote “sex.”)

**“Sexual Orientation”** means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with a strong or viable attraction to both genders is characterized as bisexual or pansexual.

**“Short Term Suspension”** means a suspension of four consecutive days or less.

**“Student Support Service Personnel (Related Service Personnel)”** means any staff member who provides direct educationally related services that assist students in coping with peer pressure and emerging personal, social, emotional and physical problems. These services are provided by psychologists, social workers, counselors, guidance counselors, ESL teachers, hearing teachers, vision teachers, mobility teachers, speech teachers, occupational or physical therapists. Social workers, psychologists and speech, ESL, vision and hearing specialists are also considered licensed teachers under SED certification.

**“Violent Student”** means a student under the age of 21 who:

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

**“Weapon”** means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane



sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death.

“**Weight**” means aside from the obvious meaning in the physical sciences, the word is used in reference to a person’s “size”.

### III. Student Rights and Responsibilities

#### A. Student Rights

The district is committed to safeguarding the rights given to all students under state and federal law and to providing provisions for responding to acts or discrimination and harassment against students by students and/or school employees on school property or at a school function. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

#### B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct and to protect the students and uphold New York State’s commitment to provide safety and orderly schools for its students.
3. Attend school every day unless legally excused; be in class on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Utilize resources to control their anger. Examples: anger management groups or seeing the school social worker.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
12. To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment, or discrimination.

### IV. Essential Partners

#### A. Parents and Guardians

All parents and guardians are expected to:

1. Recognize that the education of their children is a joint responsibility which they share with the school community.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.



4. Ensure absences are excused.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them
8. Promote positive behavior in their children by helping them to accept the consequences of their actions and by becoming involved in the behavior management/disciplinary process.
9. Convey to their children a supportive attitude toward education and the district.
10. Build good relationships with teachers, other parents and their children's friends.
11. Help their children deal effectively with peer pressure.
12. Inform school officials of changes in the home situation that may affect student conduct or performance.
13. Provide a place for study and ensure homework assignments are completed.
14. Respond promptly to school personnel when requested to do so; work with our schools to maintain open and respectful communication.
15. Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, natural origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

## **B. Teachers**

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, natural origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex which will strengthen students' respect for themselves.
2. Be prepared to teach.
3. Demonstrate interest in teaching, concern for student well-being, achievement and educational progress, and respond appropriately to the individual needs of each student.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents that which is important to the student's emotional, social, behavioral and academic progress, including but not limited to:
  - a. Course objectives and requirements
  - b. Marking/grading procedures
  - c. Assignment deadlines
  - d. Expectations for students
  - e. Classroom discipline plan
  - f. Building-wide behavior management plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Adhere to the Code.
8. Be knowledgeable of effective classroom/building behavior management techniques and the non-violent crisis intervention philosophy and techniques.
9. Maintain confidentiality about all personal information and educational records concerning students and their families.
10. Demonstrate dependability, integrity, and other standards of ethical conduct.
11. Follow the chain of command for various administrative procedures.
12. Report violent students to the Principal.
13. Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.



14. Address personal biases that may prevent equal treatment for all students in the school or classroom setting.
15. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinators (DAC) in a timely manner.

**Note:** Training of teachers, staff, and para professionals will reinforce the reporting of incidents of discrimination, harassment, and bullying (including incident logs and student behavior guide).

### **C. Para educators** (see definition)

All Para educators are expected to:

1. Work under the direct supervision of a certified teacher utilizing the teacher's lesson plan and classroom/building behavior management plan.
2. Utilize non-violent crisis intervention techniques.
3. Maintain a climate of mutual respect and dignity which will strengthen students' self-concept and promote confidence to learn.
4. Demonstrate interest and concern for student achievement in the educational process.
5. Know school policies and rules and enforce them in a fair and consistent manner.
6. Maintain confidentiality about all personal information and educational records concerning students and their families.
7. Demonstrate dependability, integrity and other standards of ethical conduct.
8. Follow the chain of command for various administrative procedures.

### **D. Student Support Service Personnel** (see definition)

All Student Support Service Personnel are expected to:

1. Provide educationally related service(s) to support students in their educational program.
2. Support educational and academic goals.
3. Assist students in coping with peer pressure and emerging personal, social, emotional and physical problems.
4. Encourage students to benefit from the curriculum and co-curricular activities.
5. Know school policies and rules and enforce them in a fair and consistent manner in accordance with the Code.
6. Communicate regularly with students, parents and other staff.
7. Adhere to the Code.
8. Be knowledgeable of effective classroom behavior/building management techniques and the non-violent crisis intervention philosophy and techniques.
9. Maintain confidentiality about all personal information and educational records concerning students and their families.
10. Demonstrate dependability, integrity and other standards of ethical conduct.
11. Follow the chain of command for various administrative procedures.
12. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
13. Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinators (DAC) in a timely manner.

### **E. School Social Worker**

The School Social Worker is expected to:

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.



2. Initiate teacher/student/school social worker conferences and parent/teacher/student/school social worker conferences, as necessary, as a way to resolve problems.
3. Assist teachers in preparing and implementing behavior plans for classroom and or individual students.
4. Work with students one-on-one or in groups to resolve conflicts and improve problem solving.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Maintain confidentiality about all personal information and educational records concerning students and their families.
7. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
8. Assure that a classroom/building discipline plan is created and supported when required to meet the needs of students enrolled in the building.

### **F. Principal/ Superintendent**

The Principal is expected to:

1. Promote a safe, orderly, respectful, and stimulating school environment, free from intimidation, discrimination, and harassment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the Superintendent for redress of grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Maintain open communication with all receiving districts.
6. Be responsible for enforcing the Code and ensuring that all cases are resolved promptly and fairly.
7. Be knowledgeable of effective classroom behavior/building management techniques, and the non-violent crisis intervention philosophy and techniques and assure their utilization in the building.
8. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting which will strengthen students' self-image and promote confidence to learn.
9. Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinators (DAC).
10. Assure that a classroom/building discipline plan is created and supported when required to meet the needs of students enrolled in the building.
11. Establish and follow a chain of command for various administrative procedures.
12. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
13. Inform the Board about educational trends, including to student discipline.
14. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
15. Work with district personnel in enforcing the Code and ensuring that all cases are resolved promptly and fairly.
16. Maintain confidentiality about all personal information and educational records concerning students and their families.
17. Demonstrate dependability, integrity and other standards of ethical conduct.
18. Address all areas of school-related safety concerns.

### **G. Other School Staff**

All other school staff are expected to:



1. Perform specialized non-instructional duties that support the operational functioning of the school.
2. Know school policies and rules and support the implementation of the Code.
3. Maintain confidentiality about all personal information and educational records concerning students and their families.
4. Demonstrate dependability, integrity and other standards of ethical conduct.
5. Follow the chain of command for various administrative procedures.
6. Maintain and encourage 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/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.

## H. Board of Education

1. Collaborate with students, teachers, administrators, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's Code to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
4. Appoint a Dignity Act Coordinators in each school building. The dignity Act Coordinators will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinators will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.

## V. Student Dress Code

Pursuant to Policy #7312, the responsibility for the dress and appearance of students shall rest with individual students and parents. They have the right to determine how the student shall dress, provided that such attire is not destructive to school property, complies with requirements for health and safety, does not interfere with the educational process or impinge upon the rights of others or violate the Code. All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions.

Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. The administration is authorized to take action in instances where the individual dress code does not meet these stated requirements and they shall be responsible for informing all students and their parents of the dress code at the beginning of the school year and any changes to the dress code during the school year. Additional details about dress code may be addressed in the school calendar/student handbook.

The following are administrative guidelines and have been developed by the Superintendent and apply to students' dress, grooming and appearance. These include hair style/color, jewelry, makeup and nails, during the school day and for special school functions.

A student's dress, grooming and appearance shall:

1. Be safe, appropriate and not create a distraction that interferes with the educational program.
2. Recognize that extremely brief garments and see through garments are not appropriate. Examples may be included in the school calendar/student handbook.
3. Ensure that underwear is completely covered with outer clothing.
4. Include reasonable and secure footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats/headwear in the school building except for medical or religious purposes.



6. Not include items that are in poor taste, vulgar, obscene and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who fails to comply with the dress code shall be subject to disciplinary action up to and including suspension or exclusion from a program.

## VI. Prohibited Student Conduct

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

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

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct as described in the Behavior Management Plan. Students may be subject to disciplinary action, up to and including suspension from school, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, endangers the safety, morals, health or welfare of others, engage in misconduct on the school bus, or engage in academic misconduct as illustrated below. They will be presented with the Student Guide and consequences will be worked out jointly.

### Examples of Expected Student Conduct

#### 1. General

- Follow directions
- Keep the noise level low
- Keep hands, feet, objects to yourself
- Respect the rights and feeling of others (no teasing, fighting, cursing, bullying, harassment, discrimination, foul language)
- Raise hand to be recognized
- Be on time to school and classes
- Complete homework assignments

#### 2. Hallway

- Walk at all times
- Do not disturb classes

#### 3. Possession/Use of electronic devices

- Evading the District's content file
- Using an outside wireless network
- Using personal electronic devices/ equipment (i.e. cell phones, MP3 devices, cameras) and other personal electronic devices deemed inappropriate by the administration.
- Personal computers, laptops, tablets or e-readers and/ or other computerize information resourced through the District computer system.



#### 4. Assembly

- Sit quietly
- Pay attention

#### 5. Elevator

- Use of elevator restricted to handicapped and authorized use only.
- Children may never ride the elevator without adult supervision

#### 6. Playground

- Play within boundaries
- Play safely
- No food permitted
- No tree climbing
- No limb hanging
- No trading of toys

#### 7. Bus

- Be courteous
- No profanity
- No eating or drinking on bus
- No violence
- No smoking
- No alcohol
- No drugs
- Hands are kept to yourself
- Do not destroy property
- Do not distract the driver through misbehavior

Any other violations of the conduct code and/or DASA regulations will be dealt with as well.

#### Bicycles, Skateboards, Roller Blades and Heelies

Bicycles may not be ridden on school grounds and are to be parked and locked in the racks during the school day. As required by law, all students under the age of 14 **must** wear a helmet. Skateboards, roller blades and heelies are not allowed on school property at any time.

#### **A. Students Shall Not Engage in Conduct that is Disorderly**

Examples of disorderly conduct include:

- Engaging in any willful act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating or that incite others.
- Obstructing vehicular or pedestrian traffic.
- Misusing vehicular or pedestrian traffic.
- Misusing computer/electronic devices including any unauthorized or inappropriate use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the school's acceptable use policy.

#### **B. Students Shall Not Engage in Conduct that is Insubordinate**

Examples of insubordinate conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees or otherwise demonstrating disrespect.

- Missing or leaving school or class without permission.

### **C. Students Shall Not Engage In Conduct That Is Disruptive**

Examples of disruptive conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel.
- Endangering the health and safety of other students and/or staff or interfering with classes or school activities such as by means of observable clothing, personal appearance or any observable mannerism.

### **D. Students Shall Not Engage In Conduct That is Violent**

Examples of Violent Conduct Include:

- Committing or attempting an act of violence( such as hitting, kicking, punching, bullying, and/or scratching) upon a teacher, administrator or other school employee.
- Committing or attempting an act of violence (such as hitting, kicking, punching, bullying, and/or scratching) upon another student or any other person lawfully on school property.
- Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
- Displaying what appears to be a weapon.
- Threatening to use any weapon.
- Using a weapon.
- Engaging in harassing 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 wellbeing.
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other school personnel or any other person lawfully on school property, including but not limited to graffiti or arson.
- Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

### **E. Students Shall Not Engage In Any Conduct That Endangers The Safety, Morals, Health, Welfare of Others**

Examples of such conduct include:

- Lying deceiving or giving false information to school personnel.
- Stealing school property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include video, audio recordings, or pictures (written materials, cell phones, Internet, YouTube, etc).



- Discrimination, based on a person's actual or perceived race, age, sexual orientation, use of a recognized guide dog, hearing dog or service dog, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog or as a basis for treating another in a negative manner on school property or at a school function.
- Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort: for example, play fighting, extortion of money, overt teasing invading another's personal space, etc.
- Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the affect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical wellbeing based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender or sex.
- Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures, or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- Displaying overt signs of gang affiliation, or engaging in gang related behaviors, that increase the level of conflict or violent behavior in the schools or disrupt the educational process.
- Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club or team.
- Selling, using, possessing or distributing obscene material.
- Using vulgar or abusive language, cursing or swearing.
- Possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, tobacco products or illegal and/ or controlled substances, counterfeit and designer drugs, or paraphernalia for use of such drugs, or be under the influence of any such substances on school property or at a school function. "Illegal substances" include, but are not limited to; inhalants, marijuana, synthetic cannabinoids, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, drugs paraphernalia and any substances commonly referred to as "designer drugs".
- "Internet bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees.
- Using tobacco products such as cigarettes, cigars, and/or chewing or smokeless tobacco.
- Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either.
- Inappropriately using or sharing prescription or over the counter drugs.
- Gambling. and gaming
- Inappropriate touching and/or indecent exposure.



- Initiating or reporting warning of fire or other catastrophe without valid cause, misuse of 911, or inappropriately discharging a fire extinguisher.
- Violating gender privacy when using school restroom facilities.

### **F. Students Shall Not Engage in Misconduct While on a School Bus**

It is crucial for students to behave appropriately while riding on district buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with the Code and established standards for classroom behavior. Behaviors such as excessive noise, pushing, shoving, fighting, harassment, and discrimination will not be tolerated.

#### **Severe Clause for Bus**

The penalty will be at the discretion of the Superintendent depending on circumstances; this may include removal from the bus for 1 to 10 days or permanent removal from the bus by a formal hearing. Serious misbehavior on the bus may also be cause for punishment up to and including suspension or expulsion from school.

### **G. Students Shall Not Engage In Any Form Of Academic Misconduct**

Examples of academic misconduct include:

- Plagiarism
- Cheating
- Copying
- Altering Records
- Violation of district's Acceptable Use Policy for technology
- Accessing other users email accounts or network storage accounts and/ or attempting to read, deletes, copy, modify, and interfere with the transferring and receiving of electronic communications.

## **VII. Reporting Violations**

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

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

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The Principal, Superintendent or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal, the Superintendent, or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.



## VIII. Disciplinary Penalties, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

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

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

To make the plan work, all faculty members will use positive reinforcement such as praising students and informing parents of good conduct to support and encourage proper behavior.

All faculty members will use a step-by-step approach to provide consequences for those students who choose to violate the Code of Conduct. Such approach will be developed by the faculty and disseminated to all faculty members.

### **A. Penalties**

Students will be assigned to after school or recess detention at the teachers' discretion for a specified period of time. The assignment shall be for the same day when the incident occurred, with exceptions when necessary. Those students who are assigned to after school detention three or more times in ten consecutive school days shall be assigned to an in-school suspension by the Principal who will review the notes at the close of each week.

The Principal will notify or confer with parents in these cases. Those students who continue to violate rules following in-school suspension assignments shall be placed on behavior contracts. The behavior contract will be developed by the Instructional Support Team (IST), followed by a conference with the student's parents.

### **Students With Handicapping Conditions**

The Chairperson of the Committee on Special Education (CSE) shall be notified when a student with a handicapping condition is referred to the Principal or is assigned to in-school suspension.

### **Procedures for Faculty**

Faculty members shall submit the following information to the school office as soon as possible each school day when students are assigned detention:

- Name of student
- Reason and length of the detention assignment
- An appropriate assignment(s) set forth by the IST



Students who are found to have violated the district's Code of Conduct may be subject to the following penalties, either alone or in combination:

1. Warning and/or written warning.
2. Loss of recess/ student calls parent.
3. Development of individual plan.
4. Detention.
5. (Grades 4-6) Detention and loss of privileges for five(5) consecutive school days.

## **B. Procedures**

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

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

### 1. Detention

Teachers, school psychologist and the Principal may use after-school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate, after-school detention will be imposed as a penalty only after the student(s) parent has been notified to confirm that there is no parental objection to the penalty, and the student has appropriate transportation home following detention.

### 2. Suspension from transportation

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

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

### 3. Suspension from athletic participation, extra curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges, is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal imposing the suspension to discuss the conduct and the penalty involved.

### 4. In-school suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom, to establish an environment conducive to learning. As such, the Board authorizes the Principal to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal imposing the in-school suspension to discuss the conduct and the penalty involved.



##### 5. Teacher disciplinary removal of disruptive students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom; to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the Principal's office for the remainder of the class time only; or (4) sending a student to the school social worker or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

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

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

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24 hours.

The teacher/employee must complete the Amagansett Elementary School Incident Form and meet with the Principal or his/her designee as soon as possible, but no later than the end of the school day to explain the circumstances of the removal, and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the Principal or his/her designee must notify the student's parents in writing that the student has been removed from class and why. The notice must also inform the parent that he/she has the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

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

The Principal may require the teacher who ordered the removal to attend the informal conference

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

The Principal may overturn the removal of the student from class if the Principal finds any one of the following:



1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the Code of Conduct, and/or federal or state laws regarding the education of students with disabilities.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal may overturn a removal at any point between receiving the incident form issued by the teacher and the close of business on the day following the 48 hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he/she is permitted to return to the classroom.

Each teacher must keep a complete log for all cases of removal of students from his/her class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his/her class until he/she has verified with the Principal or the chairperson of the CSE that the removal will not violate the student's rights under state or federal law or regulation.

#### **6. Suspension from school**

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Principal.

Any staff member may recommend to the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

#### **a. Short-term (5 days or less) suspension from school**

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



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

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

After the conference, the Principal shall promptly advise the parents in writing of his/her decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

#### **b. Long-term (more than 5 days) suspension from school**

When the Superintendent determines that a suspension for more than five days may be warranted, he/she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him/her and the right to present witnesses and other evidence on his/her behalf.

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

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt, in whole or in part, the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

#### **c. Permanent suspension**

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel, or any other person lawfully on school property or attending a school function.

### **C. Minimum Periods of Suspension**

#### **1. Students who bring a weapon to school**

Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214.



The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

1. The student's age.
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The Superintendent's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing a weapon to school

Any student who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who repeatedly and substantially disrupt the educational process or repeatedly and substantially interfere with the teacher's authority over the classroom.

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

## **D. Referrals**

### **1. Counseling**

The School Social Worker shall handle all referrals of students to counseling.

### **2. PINS Petitions**

The district may file a Person in Need of Supervision (PINS) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by Part One of Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.



### 3. Juvenile Delinquents and Juvenile Offenders

The Superintendent and/or his/her designee is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

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

## **IX. Alternative Instruction**

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

## **X. Discipline of Students with Disabilities**

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

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

### **A. Authorized Suspensions or Removals of Students with Disabilities**

1. For purposes of this section of the Code of Conduct, the following definitions apply:
  - a. A "suspension" means a suspension pursuant to Education Law § 3214.
  - b. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself/herself or others.
  - c. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred; that enables the student to continue to progress in the general curriculum, although in another setting. To continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.
2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
  - a. The Board or the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
  - b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior. If the Superintendent determines that the student has engaged in behavior that warrants a suspension and



the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior, the Superintendent may order such suspension.

c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the committee on special education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon in school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury."

2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

## **B. Change of Placement Rule**

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

a. for more than 10 consecutive school days; or

b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

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

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

1. The district's Committee on Special Education shall:

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



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

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

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

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

a. The Superintendent, or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

- 1) conducted an individual evaluation and determined that the student is not a student with a disability, or
- 2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to a disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state law and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the district, which can include suspension.

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

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



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

#### **D. Expedited Due Process Hearings**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
  - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
  - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
    - 1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
    - 2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he/she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

#### **E. Referral to Law Enforcement and Judicial Authorities**

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

1. The district may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.



2. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with a disability are transmitted for consideration to the appropriate authorities to whom a crime is reported.

## XI. Corporal Punishment

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

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

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

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

## XII. Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent and/or his/her designee, the school nurse and district security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the Code.

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

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

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

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



### A. Student Lockers, Desks and other School Storage Places

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

### B. Documentation of Searches

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

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

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

### C. Police Involvement in Searches and Interrogations of Students

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

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

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

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

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



#### D. Child Protective Services Investigations

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

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

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

### **XIII. Visitors to the Schools**

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the receptionist upon arrival at the school. There they will be required to sign the visitor's register. Visitor may be asked to provide identification.
3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Visitors are expected to arrange appointments to discuss individual matters with teachers so as not to disrupt class time.
6. Any unauthorized person on school property will be reported to the Superintendent or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. Deliveries of materials and supplies will be accepted and signed for at the reception area. If the delivery is too large to be received at the reception area, the receptionist will notify the building and grounds personnel to accept and sign for delivery at the southeast rear entrance.
8. All visitors are expected to abide by the rules for public conduct on school property contained in this Code.

### **XIV. Public Conduct on School Property**

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



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

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

#### A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass, bully or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
11. Loiter on or about school property.
12. Gamble on school property or at school functions.
13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

#### B. Penalties

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

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



### C. Enforcement

The Superintendent or his/her designee shall be responsible for enforcing the conduct required by this Code.

When the Superintendent or his/her designee sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the Superintendent or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The Superintendent or his/her designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the Superintendent or his/her designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The district shall initiate disciplinary action against any student or staff member, as appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the Code.

## XV. Dissemination and Review

### A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this Code:

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

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the Code. The Superintendent and/or his/her designee may solicit the recommendations of the district staff, regarding in service programs pertaining to the management and discipline of students.

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

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

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

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

**RESOLUTION #92  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby reappoints the following instructional employees for the 2012/2013 school year:

Angel, Marcie	Column H, Step 19 (M+60)
Ball, Karen	Column A, Step 1 (75% of Bachelors)
Balnis, Janine	Column H, Step 11 (M+60)
Bass, Roberta	Column A, Step 1 (75% of Bachelors)
Bianchi, Marguerite	Column H, Step 19 (M+60)
Blackburn, Ashley	Column E, Step 10 (M+15)
Brunn, Kathleen	Column G, Step 10 (M+45)
Daniels, Donna	Column A, Step 1 (75% of Bachelors)
Galvin, Cynthia	Column G, Step 7 (M+45)
Greene, Marian	Column H, Step 19 (M+60)
Hancock, Jason	Column H, Step 10 (M+60)
McGovern, Jacqueline	Column G, Step 18 (M+45)
Mitchell, Shawn	Column G, Step 10 (M+45)
Mott, Robyn	Column A, Step 1 (75% of Bachelors)
Muthig, Moria	Column G, Step 10 (M+45)
Paris, Elizabeth	Column H, Step 10 (M+60)
Parsons, Nancy	Column H, Step 19 (M+60)
Peters, Encie	Column E, Step 19 (M+15)
Rodgers, Michael	Column H, Step 13 (M+60)
Solomon, Kathleen	Column H, Step 19 (M+60)
White, Kelly	Column H, Step 16 (M+60)

**PUBLISHED**

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk



**RESOLUTION #93  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby reappoints the following non-instructional employees for the 2012/2013 school year:

Mary Jo Bennett (\$58,640) 10 month employee

- School Nurse

Cheryl E. Bloecker (\$84,234) 12 month employee

- Secretarial Assistant
- District Clerk
- Census Enumerator

Cassie Butts (\$40,722) 10 month employee, plus summer program

- Switchboard Operator/Receptionist

Roxanne Ecker (\$69,299) 12 month employee (P/T 75%)

- Treasurer

Kerry Griffiths (\$84,701) 12 month employee

- Custodial Worker III
- Bus Driver

Gary Grille (\$60,376) 12 month employee

- Custodial Worker I
- Bus Driver

Jennifer Miller (\$100,506) 12 month employee

- Network & Systems Administrator

Sandy Nuzzi (\$55,613) 12 month employee

- Principal Clerk

Shimone Piamante (\$22.25/hr.) 10 month employee

- Part-time Bus Driver

Tina Quarty (\$59,098) 12 month employee

- School Secretary
- Assistant District Clerk

Russell Schaefer (\$22.25/hr.) 10 month employee

- Full-Time Bus Driver

William Sullivan (\$22.25/hr.) 10 month employee

- Part-time Bus Driver

Andrew Vogeney (\$22.25/hr.) 10 month employee

- Full-Time Bus Driver

**PUBLISHED**

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**RESOLUTION #94  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby reappoints SUZANNE HEFFERNAN, to the part-time position of Speech Teacher (.5) commencing September 1, 2012 and terminating on or before June 30, 2013.

BE IT RESOLVED, that Mrs. Heffernan will be paid 50% of Column H (M+60), Step 19 of the current teachers' contract.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**



**RESOLUTION #95  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby abolishes the part-time Spanish Teacher position (.9 FTE) and creates a part-time Spanish Teacher position (.8 FTE), and

BE IT FURTHER RESOLVED, that SOPHIE LEWIN is hereby appointed to this part-time Spanish Teacher position (.8 FTE) for the period September 1, 2012 through on or before June 30, 2012.

BE IT FURTHER RESOLVED, that Ms. Lewin will be paid .8 of Column D (Masters), Step 2 of the current teacher's contract.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**

**RESOLUTION #96  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby abolishes the part-time Special Education Teacher position (.8 FTE) and creates a part-time Special Education Teacher position (.9 FTE), and

BE IT FURTHER RESOLVED, that AUSTIN KEYES is hereby appointed to this part-time Special Education position (.9 FTE) for the period September 1, 2012 through on or before June 30, 2012.

BE IT FURTHER RESOLVED, that Ms. Keyes will be paid .9 FTE of Column C (B+30), Step 2 of the current teacher's contract.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**



**RESOLUTION #97  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby abolishes the part-time Reading position (.375 FTE) and creates a part-time Reading position (.6 FTE), and

BE IT FURTHER RESOLVED, that the Amagansett School Board hereby appoints JENNIFER BRUSSELL to the part-time position of Reading Teacher (.6 FTE) for the period September 1, 2012 to on or before June 30, 2013.

BE IT FURTHER RESOLVED that Mrs. Brussell will be paid .6 FTE of Column E, Step 2 (Masters + 15) of the current teacher's contract.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**RESOLUTION #98  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby reappoints NICK FINAZZO, to the part-time (.9FTE) position of Teaching Assistant commencing September 1, 2012 and terminating on or before June 30, 2013.

BE IT FURTHER RESOLVED, that Mr. Finazzo will be paid 90% of 70% of Column A, Step 1 (Bachelor's) of the current teacher's contract.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk



**RESOLUTION #99  
2010/2011 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby grants Mrs. Janine Balnis paid and unpaid child-care leave for the period commencing on or about October 29, 2012 through on or before March 20, 2013 as per attached request. Mrs. Balnis will be using accumulated sick time for this leave.

This leave will be listed under FMLA.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**

**RESOLUTION #100  
2010/2011 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby grants Mrs. Jennifer Brussell paid and unpaid child-care leave for the period commencing on or about September 20, 2012 through on or about November 1, 2012 as per attached request. Mrs. Brussell will be using accumulated sick time for this leave.

This leave will be listed under FMLA.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**



**RESOLUTION #101  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Tritt, the Amagansett School Board hereby authorizes the purchase of new Houghton Mifflin Fusion Science textbooks for 5<sup>th</sup> grade students, as per attached recommendation from Mrs. Kelly White.

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**

**RESOLUTION #102  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby authorizes a transfer from excess fund balance, if any, from the 2012/2013 school year to the following previously established reserve funds pursuant to General Municipal and Education Law:

- Retirement Contribution Reserve Fund (GML Section 6-r) in an amount not to exceed \$250,000
- Unemployment Reserve Fund (GML Section 6-m) in an amount not to exceed \$225,000

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

**PUBLISHED**



**RESOLUTION 103  
2011/2012 School Year**

June 26, 2012

Upon motion of \_\_\_\_\_, seconded by \_\_\_\_\_ and carried \_\_\_\_\_,

BE IT RESOLVED, that upon recommendation of Superintendent Eleanor Tritt, the Amagansett School Board hereby awards the Building Maintenance/Cleaning Services contract for the 2012/2013 school year to Class Act\* as follows:

Monthly cost	\$3,627.64
TOTAL Annual Cost for the period September 1, 2012 – June 30, 2013 (10 months)	\$36,276.40
Hourly rate	\$16.81/hour

Dated: June 26, 2012

\_\_\_\_\_  
Cheryl E. Bloecker, District Clerk

\* This is the third year of a three year contract. The "Urban Index" CPI of 1.75% was used to calculate the third year contract.

**PUBLISHED**

AGREEMENT made as of the      day of                      in the year of Two Thousand Twelve.

BETWEEN the School District:      Amagansett Union Free School District  
320 Main Street      *POB 7062-use for mailing*  
Amagansett, New York 11930

and the Bidder (Contractor):      Class Act Maintenance  
2363 Middle Country Road  
Centereach, New York 11720

**Building Maintenance/Cleaning Services  
for the Amagansett Union Free School District  
2012-2013 School Year**

**PUBLISHED**



**ARTICLE 1**  
**THE CONTRACT DOCUMENTS**

The Contract Documents consist of this Agreement, Notice to Bidders, Bid Documents, Bid Specifications, and Bid Proposal Form. These form the Contract, and are a part of the Contract as if attached to this Agreement or repeated herein. The Contract represents the entire and integrated agreement between the parties hereto and supersedes prior negotiations, representations or agreements, either written or oral.

**ARTICLE 2**  
**THE WORK OF THIS CONTRACT**

Class Act Maintenance shall execute the entire work described in the Contract Documents or reasonably inferable by Amagansett Union Free School District as necessary to produce the results intended by the Contract Documents, except to the extent specifically indicated in the Contract Documents to be the responsibility of others.

**ARTICLE 3**  
**TERM OF THIS AGREEMENT**

3.1 The term of the Agreement shall be from July 1, 2012 through June 30, 2013, unless otherwise terminated as set forth herein. In addition, the Agreement may be renewed in accordance with the terms and conditions of the Contract Documents.

3.2 Time is of the essence respecting Class Act Maintenance as obligations hereunder.

**ARTICLE 4**  
**CONTRACT SUM**

4.1 The School District shall pay Class Act Maintenance a total sum of \$3,627.64 per month for the term set forth herein in accordance with the terms of the Contract Documents.

**ARTICLE 5**  
**PAYMENTS**

5.1 The School District shall make payments on account of the Contract Sum to Class Act Maintenance as provided in the Bid Specifications.

**ARTICLE 6**  
**MISCELLANEOUS PROVISIONS**

6.1 Class Act Maintenance represents and warrants the following to the School District (in addition to any other representations and warranties contained in the Contract Documents) as an inducement to the School District to execute this Agreement, which representations and warranties shall survive the execution and delivery of this Agreement, any termination of this Agreement and the final completion of the work:


1. that it is financially solvent, able to pay all debts as they mature and possessed of sufficient working capital to complete the work and perform all obligations hereunder;
2. that it is able to furnish the plant, tools, materials, supplies, equipment and labor required to complete the work and perform its obligations hereunder;
3. that it is authorized to do business in the State of New York and the United States and properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and over the Contract; and
4. that its execution of this Agreement and its performance thereof is within its duly authorized powers.

**ARTICLE 7**  
**TERMINATION OR SUSPENSION**

7.1 The Contract may be terminated by the School District as provided in the Bid Specifications.

**This Agreement is entered into as of the day and year first written above.**

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President, Board of Education  
Amagansett Union Free School District

  
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Class Act Maintenance  
Authorized Representative