

Dear Parents/Guardians:

September 4, 2024

We hope you had a safe and happy summer with your families.

During the summer administrators, guidance counselors and school staff have been busy working collaboratively to prepare for the 2024-2025 school year. This year's *Student Handbook and Agenda Planner* contains valuable information including schedules, contact information and policies. We believe the agenda will be an excellent resource for you and your child.

During the school year your child will use the agenda daily. This is an excellent tool for helping students develop organizational skills and it serves as a form of communication between parent and teacher.

Information and documents in this agenda that require your review and signature are located in the front of the planner. After reviewing the 2024-2025 Student Handbook and Agenda Planner with your child please sign below. Your child should **return these signature pages** to his or her homeroom teacher **no later than September 18, 2024**.

On behalf of the Kingston City School District, we look forward to working together with you and your child. We wish you a successful school year.

1. We acknowledge that we have received, read and understand the Kingston City School District Student Handbook & Agenda Planner which contains the CODE OF CONDUCT.
2. We have reviewed the Acceptable Use and Internet Safety Policy 4526 (pages 41-42). We understand that if my child violates any of the provisions of the Kingston City School District Acceptable Use Policy, his or her Internet access rights may be suspended or revoked.

Student Name

Student Signature

Parent/Guardian Signature

3. Pesticide Notification: If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to the Kingston City School District IPM representative at: **918 Ulster Avenue, Kingston, NY 12401, or fax it to 331-1180**. If you have questions, please call 943-3000.

Parent/Guardian Signature

Address: _____

Day Phone: _____

Evening Phone: _____

Child's Name: _____

School Name: _____

Dear Parent/Guardian:

Your child participates in many wonderful activities during the school year. Many of these activities are held at times when you are unable to attend. It is our intent to photograph or videotape these regularly scheduled activities, including but not limited to classroom activities and extra-curricular activities. Information about your child's involvement in these activities may be placed on the school's website and/or social media (ex. Facebook). This will provide you, the parent/guardian, with an opportunity to view your child at "work" while providing other viewers with an opportunity to see activities at J. Watson Bailey and/or M. Clifford Miller Middle Schools. These photos or videos may be broadcast and televised on television, including but not limited to Time Warner Cable, Channel 3 and the Public Access Channel, on a non-paid basis. Your child's name may or may not be mentioned and his/her voice, likeness, statements, actions or other information may be used in the recording.

IF YOU DO NOT WANT YOUR CHILD INCLUDED IN PHOTOS (WHICH INCLUDES YEARBOOK PHOTOS) OR VIDEOS, YOU MUST COMPLETE THE BOTTOM PORTION AND RETURN IT TO YOUR CHILD'S HOMEROOM TEACHER.

IF YOU DO NOT RETURN THE BOTTOM PORTION OR SUBMIT ANOTHER WRITING INDICATING THAT YOU DO NOT GIVE PERMISSION FOR YOUR CHILD TO BE IN PHOTOS (WHICH INCLUDES YEARBOOK PHOTOS) OR VIDEOTAPES, YOUR CHILD'S IMAGE, LIKENESS, VOICE, OR OTHER INFORMATION MAY BE INCLUDED IN THE DISPLAY OF PHOTOS OR BROADCASTING OF VIDEO(S).

Sincerely,

Debra Fitzgerald, Principal
J. Watson Bailey

Andrew Sheber, Principal
M. Clifford Miller

Dear Principal,

**I DO NOT GIVE MY PERMISSION FOR MY CHILD, _____
GRADE _____, TO BE PHOTOGRAPHED OR RECORDED BY THE KINGSTON CITY SCHOOL DISTRICT AS DESCRIBED
IN THE LETTER ABOVE.**

Parent/Guardian Signature





We Inspire. We Educate. We Graduate.
All Students. All of the Time

KCSD 1:1 Chromebook Contract

- i. I will take diligent care of my assigned device.
- ii. I will keep food and beverages away from my device.
- iii. I will charge my device's battery as needed.
- iv. I will always carry it with two hands or in the provided case.
- v. I will not loan out my device to other individuals.
- vi. I will not disassemble any part of my device or attempt any repairs.
- vii. I will use my device in ways that are appropriate and educational, meeting the Kingston City School District's Acceptable Use Policy (BOE Policy 4526)

- I understand that my device is subject to inspection at any time without notice and remains the property of the Kingston City School District.
- I agree to return the school's device and power supply when requested by the school or if I transfer out of the Kingston City School District.
- I understand that all Internet traffic on the device passes through the district's content filter in school as well as off premises. All traffic can be reviewed for inappropriate use and students are responsible for websites visited as well as Internet searches performed.
- I understand the device is equipped with a camera and microphone. The District will not remotely activate the camera or microphone.
- Students/Person in Parental Relation who check out a Chromebook assume full responsibility for the security of the device on and off school premises.
- Students/Person in Parental Relation who check out a Chromebook assume full responsibility for reporting device problems, breakage, or damage immediately.
- Students/Person in Parental Relation who check out a Chromebook assume full responsibility for repair cost due to intentional damage or damage due to neglect.
- Kingston City Schools has purchased Accidental Damage Protection for the Chromebooks, KCSD will provide no cost repairs on covered accidents due to damage while in the care of the student, including loss of use due to: accidental dropping, fire, flood, lightning, or any other accidental cause.

I have read the Chromebook Procedures above and agree to comply with them as stated. I also understand that any violation of these procedures may constitute in my child not having future access to a Chromebook for use away from school facilities.

Student Name: _____ **Student School** _____

Student ID Number: _____ **Student Grade** _____

I accept full responsibility for the replacement cost of the Chromebook I have checked out in the event of any loss or non-covered damage to this equipment with a maximum cost of \$400.00.

Parent/ Person in Parental Relation Name (Print): _____

Parent/ Person in Parental Relation Signature: _____

Date: _____

**Kingston City School District Central Registration
Change of Information Form**
For assistance contact 845-943-3011
Fax 845-943-3217
registration@kingstoncityschools.org

Directions: Complete ALL parts of this section:

School where change was requested: _____ Date: _____

Family/Household name: _____

Name of child(ren) in school: _____

Parent/Guardian: _____

Form completed by: _____ Sign: _____

*Directions: Complete ONLY those sections where a change is requested.
Addresses will NOT be changed without proper proof of residency attached.*

Information	OLD information	NEW Information-Requested Change
Address Line 1		
Address Line 2		
Town/City/Zip		
Household Phone		Priority:
Parent/Guardian Work Phone (Name: _____)		Priority:
Parent/Guardian Work Phone (Name: _____)		Priority:
Emergency Contact:		
Other (specify):		
Other (specify):		



Kingston City School District
21 Wynkoop Pl, Kingston, NY 12401 (12/21)

Volunteer Application Form - Please read, fill out, and sign pages 1 & 2

Volunteer Work: _____ School/Program Location: _____

Name: _____ Email: _____
Last First MI

Address: _____ Telephone No. (____)____-_____
Street City State Zip

Personal references (minimum of two non-family member required) OR PRIOR APPROVAL BY _____ SCHOOL.

	<u>Name</u>	<u>Phone Number</u>	<u>Email Address</u>
1.	_____	_____	_____
2.	_____	_____	_____

- What days and times will you be available to volunteer? _____
- Do you have any physical, mental, or medical impairment or disability that would substantially limit your performance as a volunteer?
 ___yes (please explain) _____
 ___no _____
- Were you ever convicted of a felony? ___yes ___no (if yes, explain) _____
- Were you ever convicted of a misdemeanor? ___yes ___no (if yes, explain) _____

Previous volunteer work/experience:

1. Organization _____ supervisor _____ telephone # _____ duties _____
2. Organization _____ supervisor _____ telephone # _____ duties _____

To the best of my knowledge, all of the information on this form is true and correct. Signature _____ Date _____

Completed Application Form submitted to appropriate School/Program Supervising Administrator for review

_____(Supervising Administrator Initials upon initial approval)		<i>(shaded area for office use)</i>	
Completed by administrator:	Volunteer activity is: ___Tier 2 ___Tier 3		
All Volunteer files are maintained by the Supervising Administrator. Copies of all volunteer applications must be sent to the KCSD personnel office			
Year 2 RENEWAL: 20_	-20	Volunteer initials _____	Administrators initials _____
Year 3 RENEWAL: 20_	-20	Volunteer initials _____	Administrators initials _____
Year 4 RENEWAL: 20_	-20	Volunteer initials _____	Administrators initials _____
Year 5 RENEWAL: 20_	-20	Volunteer initials _____	Administrators initials _____

A volunteer is defined as one who voluntary offers service to the school district without compensation and has direct contact with students



Volunteer Agreement and Expectations

As a Kingston City School District volunteer, I agree to:

- perform the duties assigned to me in accordance with District policies and procedures;
- demonstrate conduct in a professional manner, to promote the education and interests of the students and the reputation of the Kingston City School District;
- not disclose any confidential information or materials that I may have access to as a result of my volunteer assignment;
- use discretion in appearance and dress appropriately;
- not use tobacco and alcohol when volunteering;
- review required annual board of education policy notifications to all staff (found on district website);
- avoid being alone with students;
- refrain from any physical interaction with students;
- not leave any children unsupervised;
- sign in and out of the building when volunteering;
- wear a volunteer badge when volunteering.
- comply with most current CDC and Department of Health guidelines for COVID-19

Print Name: _____

Signature: _____ **Date:** _____

Original Copy – Volunteer File (sent to personnel office)

Copy – Volunteer

Copy – Supervising Administrator

- **Tier 1**-Someone who volunteers occasionally and in a highly public setting with little or no contact with students and who are under constant supervision by KCSD personnel will not be required to complete a volunteer application. A volunteer fitting this example might be someone working at a school field day or fundraising event or someone working in the concession stand or making an occasional classroom visit.
- **Tier 2**-Regular volunteers during the typical school day/academic setting with student contact under constant supervision of KCSD personnel must complete the volunteer application and agreement & expectations for volunteers forms. A volunteer fitting this example might include a room parent, class readers, front office volunteers and single day field trip chaperones.
- **Tier 3**- Regular volunteers outside the typical school/academic setting with student contact under the direct supervision of KCSD personnel must complete the volunteer application and agreement & expectations for volunteers forms and have a background check performed by the district. A volunteer fitting this example might include assisting with extra, co-curricular clubs/activities and athletics on a regular basis and any overnight field trips.



J. Watson Bailey Middle School
Principal: Debra Fitzgerald
Assistant Principal: Shellian Heredia
Assistant Principal: Mark Chiarieri

Student's Name



M. Clifford Miller Middle School
Principal: Andrew Sheber
Assistant Principal: Evettelise Ware
Assistant Principal: Salvatore Rosa

Kingston City Schools

Board of Education

Marie Anderson, President
Marc Rider, Trustee
Jennifer Fitzgerald, Trustee
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Assistant Superintendent for Business

Sharifa Carbon

Asst. Superintendent for Elementary Education

Dr. Stacia P. Felicello

Asst. Superintendent for Secondary Education

Dr. Lynette Williams

Asst. Superintendent for Human Resources and Public Relations

Mary Beth Bonville

THIS AGENDA BELONGS TO:

NAME: _____

SCHOOL: _____

Is It Bullying?

When someone says or does something UNINTENTIONALLY harmful and they do it once, that's

RUDE

When someone says or does something INTENTIONALLY hurtful and they do it once, OR you INTENTIONALLY do it back, That's

MEAN

When someone says or does something INTENTIONALLY hurtful and they KEEP DOING IT even when you tell them to stop or show them you're upset, that's

BULLYING



We Inspire. We Educate. We Graduate.
All Students. All of the Time

2024-2025 CALENDAR

SEPTEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- 2 Labor Day
- 3 Supt's Conf Day
- 4 First Day of School

OCTOBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

- 3 Rosh Hashannah
- 14 Columbus Day/ Indigenous Peoples' Day
- 24 PreK-4 Parent Conferences 4:30-7:30PM
- 25 Early Dismissal for PreK-4 at 11:15AM

NOVEMBER

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

- 5 Supt's Conf Day
- 7 * Emergency Evacuation Day (students dismissed 15 min early)
- 11 Veterans' Day
- 27-29 Thanksgiving Recess

DECEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

23-31 Winter Recess

JANUARY

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

- 1 Winter Recess
- 17 Early Dismissal for PreK-4 at 11:15AM; Grades 5-8 at 10:15AM Afternoon Parent Conferences PreK-8
- 20 Dr. Martin Luther King Jr. Day
- 21-24 Regents Exams
- 29 Lunar New Year

FEBRUARY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

17 Presidents' Day

MARCH

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

12 Supt's Conf Day

APRIL

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

14-21 Spring Recess

MAY

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

- 9 Supt's Conf Day
- 20 School Budget Vote
- 26 Memorial Day

JUNE

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- 4 Regents Exams
- 10 Regents Exams
- 19 Juneteenth
- 17-25 Regents Exams
- 24-25 Early Dismissal for PreK-4 at 12PM; Grades 5-8 at 11AM
- 25 Last Day of School for PreK-8 Students
- 27 Last Day of School for Teachers
- 27 KHS Graduation

- No School
- No School Supt. Conf. Day
- Early Dismissal

Emergency Closing Days - Potential Calendar Changes

KCSD has 6 allotted snow days for the year. If we use more or less than 6 days, the calendar will be adjusted as follows:

POSSIBLE CLOSURES	POSSIBLE ADDITIONAL DAYS
0 Snow Days: No School 4/22, 4/23, 4/24, 4/25, 5/22, 5/23	7 Snow Days: School on 4/21
1 Snow Day: No School 4/22, 4/23, 4/24, 4/25, 5/23	8 Snow Days: School on 4/14, 4/21
2 Snow Days: No School 4/22, 4/23, 4/24, 4/25	9 Snow Days: School on 4/14, 4/15, 4/21
3 Snow Days: No School 4/22, 4/23, 4/24	10 Snow Days: School on 4/14, 4/15, 4/16, 4/21
4 Snow Days: No School 4/22, 4/23	
5 Snow Days: No School 4/22	
6 Snow Days: Calendar Same	

MIDDLE LEVEL BELL SCHEDULE

2024-2025



PERIOD	START	END	2 HOUR DELAY START	2 HOUR DELAY END
Breakfast	7:30 AM	7:45 AM	9:30 AM	9:45 AM
Homeroom	7:50 AM	7:55 AM	9:50 AM	9:55 AM
1	7:55 AM	8:35 AM	9:55 AM	10:19 AM
2	8:38 AM	9:18 AM	10:22 AM	10:46 AM
3	9:21 AM	10:01 AM	10:49 AM	11:13 AM
4	10:04 AM	10:44 AM	11:16 AM	11:46 AM
5	10:47 AM	11:27 AM	11:49 AM	12:19 PM
6	11:30 AM	12:10 PM	12:22 PM	12:52 PM
7	12:13 PM	12:53 PM	12:55 PM	1:25 PM
8	12:56 PM	1:36 PM	1:28 PM	1:52 PM
9	1:39 PM	2:19 PM	1:55 PM	2:19 PM
10 (Activity)	2:22 PM	3:00 PM	2:22 PM	3:00 PM
Extended Activity	3:03PM	3:40 PM	3:03PM	3:40 PM

Regular Dismissal (Monday- Friday) 2:19 PM	Late Buses (Monday-Thursday) 3:40 PM * Except the second Thursday of the Month
The schedule may be adjusted in each building to accommodate student needs.	



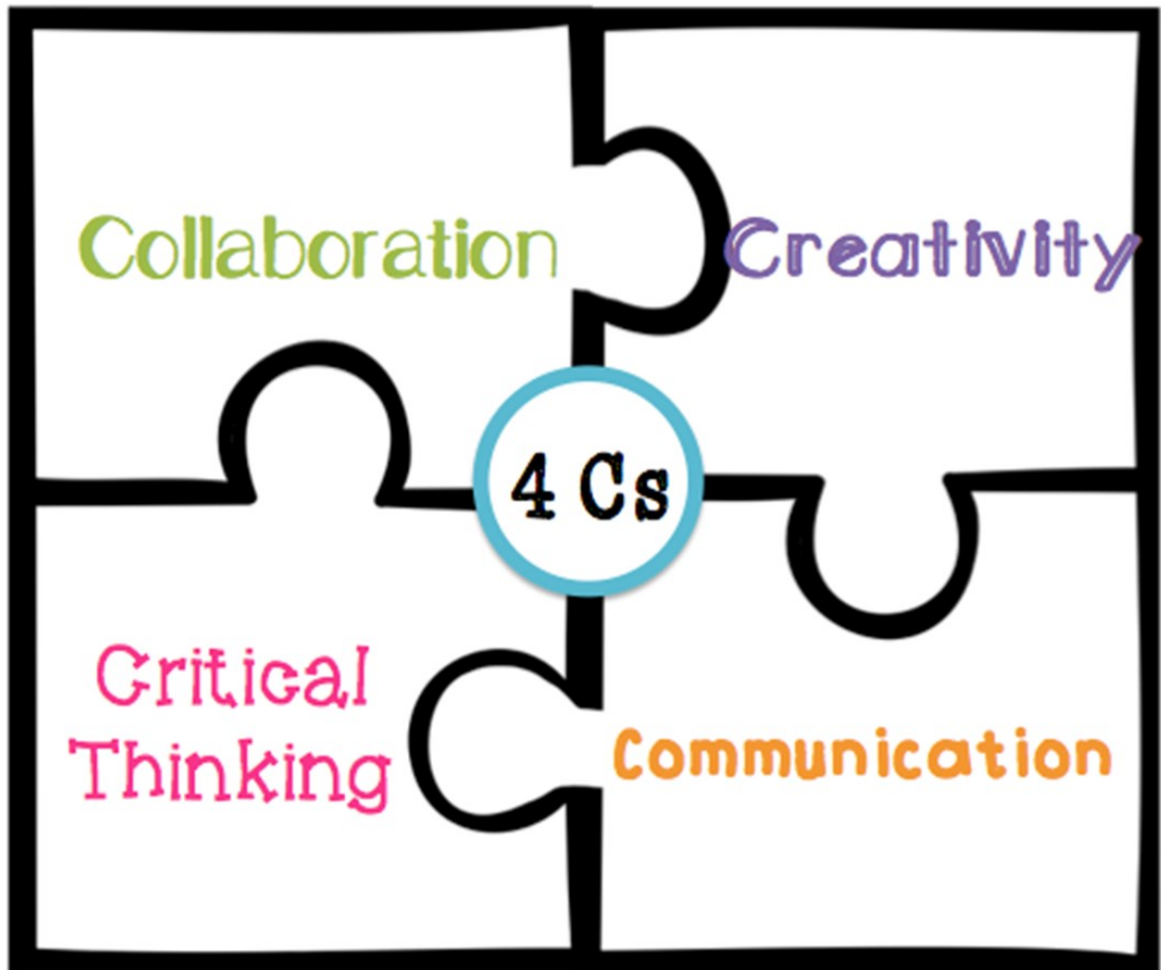
Middle Level Attendance Plan

TARDY 2024-2025

Attendance at school is vital to a student's academic progress and success. School personnel will ensure that appropriate outreach, intervention and support are provided for students who exhibit attendance problems that may manifest themselves as truancy or patterns of unexcused absence or educational neglect.

Number of Illegal Tardies Per Semester	Action
5	Tardy Letter Sent Home
	10 th Period with Core Teacher Served Within 48 Hours (Student will have to sign up for Extended Activity)
5 Failure to stay for 10 th period	Administrative Detention
6-9	10 th Period with Core Teacher Served Within 48 Hours (Student will have to sign up for Extended Activity)
10	Tardy Letter Sent Home
	10 th Period with Core Teacher Served Within 48 Hours (Student will have to sign up for Extended Activity)
	Parent/Teacher Conference
	Based on Students History Referral to: - School Attendance Social Worker
10 failure to stay for 10 th period	Administrative Detention(s)
11-14	10 th Period with Core Teacher Served Within 48 Hours (Student will have to sign up for Extended Activity)
15+	Tardy Letter Sent Home
	10 th Period with Core Teacher Served Within 48 Hours (Student will have to sign up for Extended Activity)
	Home Visit
	Additional Consequences
	Based on Student's History Referral to: -CPS -PINS

MIDDLE SCHOOL AND THE 4C's



COLLABORATION: SHARE RESPONSIBILITY AND VALUE THE CONTRIBUTIONS MADE BY EACH MEMBER OF THE TEAM.

CREATIVITY: ELABORATE, REFINE, ANALYZE, AND EVALUATE ORIGINAL IDEAS TO GIVE AN OLD IDEA A NEW TWIST.

CRITICAL THINKING: ALLOWS YOU TO HAVE INTELLECTUAL INDEPENDENCE TO HELP YOU PROBLEM SOLVE IN SCHOOL AND IN REAL LIFE.

COMMUNICATION: SELECTING AND USING THE PROPER TOOL TO COMMUNICATE THOUGHTS FOR THE PROPER AUDIENCE.



ACTIVITIES AND CLUBS

The middle school experience involves much more than academics. A well-rounded middle school student should take part in co-curricular and extra-curricular activities or clubs. A great variety of such activities are available during 10th activity block. Every student is strongly encouraged to participate in at least one activity each academic quarter (10 weeks). Students are encouraged to explore the possibility of starting new clubs or activities based upon their own interests. This would require finding a staff member to serve as advisor and receiving approval from the principal.

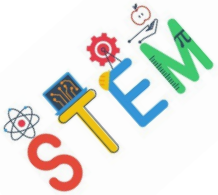
Please check the links below for the most updated list of Clubs and Activities at the Middle Level.

J. Watson Bailey Middle School:

<https://www.kingstoncityschools.org/domain/340>

M. Clifford Miller Middle School:

<https://www.kingstoncityschools.org/domain/410>



RIGHTS AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY
EXCERPT FROM THE CODE OF CONDUCT

Dignity for All Students

The Dignity for All Students Act (The Dignity Act) and Board Policy (Policy 5320) ensure that no student is subject to discrimination or harassment (including bullying and cyberbullying), based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity/gender expression, sex political, social, socio-economic and lifestyle differences by school employees, students or third parties on school property, on a school bus, at a school function, whether or not on school grounds, or that is initiated off school grounds and continued at school.

Harassment may include, among other things, the use, both on and off school property, of information technology, including, but not limited to email, instant messaging, blogs, chat rooms, pages, cell phone, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as "cyber-bullying."

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

1. Expect a school environment that is conducive to learning
2. Be treated respectfully by those in the school community
3. Take part in all District activities on an equal basis regardless of race, color, creed, national origin, religion, gender, sexual orientation, disability or other discriminatory classifications (consistent with the District's Anti-Bullying Prevention and Intervention Policy 5320)
4. Be provided with school rules, and when necessary, receive an explanation of those rules from school personnel
5. Present their version of the relevant events to school personnel authorized to impose a disciplinary consequence, in connection with the imposition of the consequence

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to:

1. attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from age 5 to 21, as provided by law.
2. expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly.
3. be respected as an individual and treated courteously, fairly and respectfully by other students and school staff.
4. express one's opinions verbally or in writing.
5. dress in such a way as to express one's personality in accordance with the Educational Community Standard of Dress Policy 5340.
6. be afforded equal and appropriate educational opportunities.
7. take part in all school activities on an equal basis regardless of race, color, creed, weight, religion, religious practices, sex, sexual orientation, gender, including gender identity and gender expression, national origin, ethnic group, political affiliation, age, marital status, disability, social, socio-economic and lifestyle differences.
8. have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.

9. be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity and expression, sexual orientation, disability, political, social, socio-economic and lifestyle differences by employees or students on school property or at a school sponsored event, function or activity, whether on or off of school property.

Students have the responsibility to:

1. attend school daily, regularly and on time, perform assignments, strive to do the highest quality work possible, be prepared to learn, and be granted the opportunity to receive a good education.
2. accept responsibility for his/her actions.
3. be aware of all rules and expectations regulating student's behavior and conduct themselves in accordance with these guidelines.
4. respect everyone in the school community and to treat others in the manner that one would want to be treated.
5. express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the rights and privileges of others.
6. obey school rules and regulations made by school authorities.
7. respect school property and help keep it free from damage.
8. recognize that teachers and administrators assume the role of a surrogate parent in matters of behavior and discipline when at school, as well as during any school-sponsored activities.
9. dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
10. be aware of available educational programs in order to use and develop one's capabilities to their maximum.
11. work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others.
12. be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
13. 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 fosters an environment that is free from intimidation, harassment, or discrimination. To report and encourage others, to report any incidents of intimidation, harassment or discrimination.
14. use their own ideas, works, creations and knowledge in completing examinations, projects and reports. Students who cheat and/or plagiarize (use the ideas or words of another without full acknowledgment or attribution) will receive an academic sanction, which may include a reduced grade or a grade of zero on the examination or assignment, requiring the completion of a replacement examination or assignment or not permitting the making up of the examination or assignment).

PARENT AND GUARDIAN RIGHTS AND RESPONSIBILITIES

Parents and guardians have the right to:

1. be actively involved in their children's education.
2. be treated courteously, fairly and respectfully by all school staff and principals.
3. receive information about the policies of the Kingston City School District Board of Education and procedures that relate to their children's education.
4. receive regular reports, written or oral, from school staff regarding their children's academic progress or behavior, including but not limited to report cards, behavior progress reports and conferences.
5. receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary actions taken by principals or school staff.
9. receive communication through provided translators.

6. receive information about due process procedures for disciplinary matters concerning their children, including information on conferences and appeals.
7. receive information from school staff about ways to improve their children's academic or behavioral progress, including but not limited to counseling, tutoring, after school programs, academic programs, and mental health services within the Kingston City School District and the community.
8. receive information about services for students with disabilities and English language learners, when applicable.

Parents and guardians have the responsibility to:

1. make sure their children attend school regularly and on time and, when children are absent, let schools know why.
2. tell school officials about any concerns or complaints in a respectful and timely manner and to cooperate with them in jointly resolving any school-related problem.
3. work with principals and school staff to address any academic or behavioral problems their children may experience.
4. support Kingston City School District by being a role model for their children, talking with their children about school and expected behavior.
5. read and become familiar with the policies of the Board of Education.
6. give updated contact information to Kingston City School District and their children's individual school.
7. inform school officials about changes in the home situation that may affect student conduct or performance.
8. give their children a space to complete their homework or allow participation in after-school programs that permit the completion of homework.
9. be respectful and courteous to staff, other parents/guardians and students while on school premises and at school activities.
10. foster a feeling of pride in their child for their school.
11. teach their children respect and dignity for themselves and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity and expression, sex, political, social, socio-economic and lifestyle differences which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

PRINCIPAL AND SCHOOL STAFF RIGHTS AND RESPONSIBILITIES

Principals and school staff have the right to:

1. work in a safe and orderly environment.
2. be treated courteously, fairly and respectfully by students, parents and guardians and school staff.
3. communicate concerns, suggestions and complaints to Kingston City School District's central office.
4. receive supportive professional development and training.
5. receive the necessary resources to deliver quality instruction.
6. modify instruction, if consistent with the policies of the Kingston City School District's Board of Education and with system regulations.

Principals and school staff have the responsibility to:

1. attend work daily, be punctual and use well-planned, creative and engaging instructional plans every day.
2. maintain safe and orderly schools by using prevention and intervention strategies, and by following the Kingston City School District's policies and Code of Conduct.
3. be respectful and courteous to students and parents and guardians, serving as role models for students.
4. be knowledgeable about the policies of the Board of Education and administrative regulations and rules and enforce them fairly and consistently.
5. be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities.
6. communicate policies, expectations and concerns, and respond to complaints or concerns from students and parents and guardians in a timely manner and in a language they understand.
7. make sure that students are referred to the appropriate committees, departments, offices, divisions, agencies or organizations when outside support is necessary.
8. keep parents and guardians informed of student academic progress and behavior, create meaningful opportunities for their participation, and provide regular communication in a language they understand.
9. provide make-up work for students with lawful absences, including those students who are absent for disciplinary reasons.
10. participate in required professional development opportunities.
11. 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 and expression, sex, political, social, socio-economic and lifestyle differences with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
12. confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
13. address personal biases that may prevent equal treatment of all students and staff in the school or classroom setting.
14. report incidents of discrimination and harassment that are witnessed or otherwise brought to the attention of the teacher, school counselor, student support services personnel, or other staff, to the building administrator and/or DASA Coordinator (DAC), in a timely manner.
15. principals: 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 DASA Coordinator (DAC). Names and contact information for the DACs in each school building can be found on the district website _____ and posted in each school building.
16. maintain confidentiality in accordance with State and Federal laws.
17. comply with state laws and regulations regarding corporal punishment, mandated reporting of suspected child abuse in the domestic setting and in the educational setting.

J. Watson Bailey DASA Coordinators:

Kristen Diedhiou (kdiedhiou@kingstoncityschools.org)

M. Clifford Miller DASA Coordinators:

Linda Canavan (lcavanaugh@kingstoncityschools.org)

Kristy Nissen (knissen@kingstoncityschools.org)

***Please see p. 6 of this manual for operational definitions of rude, mean, and bullying.**

SCHOOL SERVICES, EXPECTATIONS AND STANDARDS

Student Course Offerings:

GRADE 5	GRADE 6	GRADE 7	GRADE 8
ELA	ELA	ELA	ELA
Social Studies	Social Studies	Social Studies	Social Studies
Math	Math	Math	Math
Science	Science	Science	Science
Reading Extension	Reading Extension	LOTE (Spanish)	LOTE (Spanish)
Math Extension	Math Extension	Art	Technology
Art	Self/Culture Exploration	Health	P.E.*
FACS	Career Exploration	P.E.*	Accelerated Courses+
Health	Art	Music	High School Keyboarding
Keyboarding	P.E.*	Band/Chorus/ Orchestra	Band/Chorus/Orchestra
P.E.*	Music	ENL	ENL
Library	Band/Chorus/Orchestra	Resource/Reteach	Resource/Reteach
Band/Chorus/Orchestra	ENL	QUEST	QUEST
ENL	Resource/Reteach		
Resource/Reteach	QUEST		
QUEST**			

* P.E. classes meet every other day.

**QUEST – Quiet Uninterrupted Educational Study Time

+ In eighth grade, students are offered many opportunities to accelerate their course of study and earn high school credit. Students may accelerate in Math (Algebra), Science (Earth Science), Music (Voice I), Band, Orchestra, Mixed Chorus, Art (Studio Art), and Food and Nutrition (Previously known as CSL). Credit will be awarded to students enrolled in these courses that successfully meet all criteria. Acceleration is based on a multitude of factors. Information about acceleration is available from the guidance staff and on the KCS website under the Teaching and Learning Department.

<https://www.kingstoncityschools.org/Page/158>

A student who receives a "U" in courses graded Satisfactory/Unsatisfactory or an "I" (incomplete) in other subjects will not be eligible for academic honors.

Academic Probation:

Any student who earns a report card grade below 70% for any class must stay for extra help at least one activity period during each twelve-day cycle until the average is above 70%. Students who fail more than one subject will be placed on **academic probation** for the following quarter. A letter is sent to parents/guardians notifying them when a child is placed on academic probation and suggesting that they monitor test grades and homework assignments. **Academic probationers are strongly encouraged to attend 10th period remediation.** Students on academic probation may be prohibited from attending school sponsored events.

Attendance:

New York State law requires regular school attendance. The STUDENT ATTENDANCE Policy 5100 starts on page 29 in this handbook. The staff feels strongly that parent efforts to ensure student attendance should be supported. Parents experiencing difficulty in this regard should contact the guidance staff and/or the school social worker.

Absences:

On any day that a student is absent from school, the parent/guardian should call and report the absence as early as possible. **Students must bring an excuse note to the attendance office upon returning after an absence.** In accordance with New York State Department of Education regulations, an absence will be considered unexcused unless a valid excuse note is received.

The following are considered valid reasons for absence or tardiness: personal illness*, death in the family, school-approved educational trips, religious observance, impassible roads or weather, quarantine, court appearance, music lessons, approved college visitation, prior approval by administration for family vacation, military service, emergency doctor or dental appointments, *Take Your Child to Work Day*, and events outside the control of family or child (e.g. late school bus). Absence excuse notes must be submitted to the attendance secretary within 48 hours of the student's return to school.

*Absences due to illness of more than one week in duration are considered serious enough for medical attention and require a doctor's note diagnosing the condition and estimating the date of return to school.

The following **are invalid excuses** for absence or tardiness:

Oversleeping	Suspended Bus Privileges
Missing the bus	No Alarm
Walking to school too slowly	Baby-sitting

Periods of vacation during the school year are not encouraged. Should such an absence be necessary, district policy requires parents to obtain prior administrative approval. The student should meet with each teacher to obtain assignments for the vacation period **at least one week prior to the absence.** In addition, students must notify the attendance secretary of their expected absence **prior to** the planned vacation.

School officials are obliged to pursue legal action in the case of excessive absences. In cases where the student is at fault, this may result in the filing of a Person in Need of Supervision (PINS) petition with the County Family Court. In cases where the parent is at fault, this may result in the filing of educational neglect charges with the state office of Child Protective Services.

Tardiness:

Students who come to school late must bring a note from home stating the reason for their tardiness. Students who enter the building after 7:55 a.m. must report to the attendance office to sign in. All students are obligated to see their first period teacher and make up all work missed due to tardiness.

Since absence from class will result in lack of learning, parents/guardians will be contacted if tardiness becomes chronic and a solution will be sought. Excessive illegal tardies will be brought to the attention of the administration. After TEN illegal tardies, the school social worker will contact parents/guardians. Ultimately, educational neglect charges or a PINS (Person In Need of Supervision) petition may result.

Late to Class:

If a student is late to class, the teacher of that class will assign teacher detention. Lateness to a student's first period class, however, is considered lateness to school and will elicit the consequences for tardiness defined on page 13. Repeated lateness to class will result in parent/guardian contact and disciplinary action.



Mid-Day Departures:

Students who have a valid note to be excused before the end of the regular school day should bring it to the attendance secretary **before first period**. The note must state the date, reason and time of departure. The student will be given a pass to be excused from class at the time requested. When it is time to depart, the student must go to the attendance office to be met by his or her parent or guardian. For safety reasons, parents/guardians are required to enter the building through the main entrance, sign into the visitor log, and sign the student out in the attendance office.

Parents must provide the student with a note if the student is leaving during the school day. Parents are encouraged to schedule appointments after the regular school day. Unnecessary interruptions to students and teaching staff during the school day are a disruption to the learning environment and will not be tolerated when excessive.

Bus Conduct:

Students must comply with all instructions given by the driver.

- Smoking is prohibited.
- Fighting and horseplay are prohibited.
- Loud and boisterous conduct is prohibited.
- Teasing and the use of offensive or vulgar language are prohibited.
- Students must enter and exit the bus in an orderly fashion.
- Students may not bring on to the bus balloons, large musical instruments or any other items that could obstruct the driver's vision.

Students who wish to ride a bus home with a friend must bring written parental approval from both parents to the Attendance Office **before homeroom** on the day they wish to do so (or before). The student will then receive a bus permission slip to give to the driver of the bus (s) he will be riding. Drivers will not allow unfamiliar children entry to the bus without a permission slip. We are only able to extend this service (switching buses) to students who are bus riders (as opposed to "walkers").

Requests to ride a bus other than the student's assigned bus will be honored for childcare reasons only (including half days and/or test days).

Students are not to put their hands, arms, or legs out of the windows or throw objects from the bus. Bus misbehavior may result in loss of bus privileges. Students who lose their bus privileges must arrange their own transportation to and from school. Students are expected to be in school on time.

Cafeterias:

Cafeteria rules are displayed in both cafeterias. All students will be assigned to a cafeteria table. Changes can be made with the approval of the principal or vice principal. The students sitting at a table are responsible for seeing that the table and immediate area are clean before they leave the cafeteria. It is expected that good manners and appropriate student behavior will be displayed at all times.

Contraband:

The following items may **not** be brought to school:

CIGARETTES, MATCHES, LIGHTERS, VAPES AND ALL OTHER ELECTRONIC DELIVERY SYSTEMS, GLASS BOTTLES, ALL CARDS, ALL TOYS, SKATEBOARDS, HEELIES, DICE, BEEPERS, CAMERAS, CELL PHONES, PAGERS, RADIOS, TAPE RECORDERS, "WALKMANS", HEADPHONES, I-PODS, LASER LIGHTS, or other such ELECTRONIC DEVICES. These will be confiscated and returned to the student's parent/guardian. If a student has a legitimate need to bring one of these items to school (e.g., for an after-school activity), he/she must deliver it to the main office immediately upon entering the building. The student may then pick the item up at the end of the day. Students who bring sports equipment to school for use after school should bring that equipment to be stored in the gym locker room prior to first period.

Students should not bring expensive jewelry or more than \$5.00 in cash with them to school; to do so invites trouble unnecessarily.

Contact Information:

Information such as change of address, phone number, and other pertinent information should be communicated to the attendance office at 943-3647 for M. Clifford Miller and 943-3573 for J. Watson Bailey.

Drop-Off Areas

The area utilized for student drop off and pick up at Miller Middle School is **Entrance A (Flag Pole)**. Follow the one-way traffic signs across from the Police Station. At J. W. Bailey Middle School the drop off area is at **Entrance G (rear of the building) or in designated spots as identified by Staff**. Due to traffic safety considerations, cars are not permitted in the front entrance driveways.

Electronic Devices:

The use of electronic devices including, but not limited to I-Pods, MP3 players, PSPs, cellular phones, headsets, and radios is disruptive to the learning environment and prohibited by Board of Education policy. Kingston Middle Schools will be utilizing Yondr pouches upon entry to the building to ensure that phones in the building are not accessible for use except for medical or emergency situations. All electronic devices will be subject to confiscation. The return of confiscated devices will be to a parent or guardian from an administrator. Additional disregard of this rule will warrant more serious disciplinary action and possibly require a parent meeting.

Emergency Closings:

The Superintendent of Schools may close the schools or dismiss students/staff early when hazardous weather or other emergencies threaten health or safety.

School closing and delayed starting times will be announced over local radio stations. Emergency closing and delayed opening messages will also be posted on www.kingstoncityschools.org. You can sign up for text/email notifications by visiting <https://kingstoncityschools.parentlink.net/main/login/new-account-sign-up>. Please avoid calling the main office for this information.

Fire and Emergency Preparedness Drills:

Fire and emergency preparedness drills are required to provide students and staff practice in exiting their classrooms and/or the building promptly and in a safe and orderly fashion. The following points are **extremely important** during drills:

- All students must *immediately* prepare to leave for the assigned area when the teacher/staff member instructs them to do so.
- In the case of fire drills, all persons are to follow the exit routes posted throughout the building
- Talking is not permitted while the drill is in progress.
- Students should move quickly through the halls but avoid pushing or shoving.
- Students should use handrails to prevent accidents when descending the stairs.

Free Breakfast/Lunch:

Proper nutrition is an important factor in a student's education. J. Watson Bailey and M. Clifford Miller Middle Schools participate in a federally funded program by which all students receive free breakfast and lunch. More information about this program is available from the Food Service Office, directed by **Mr. Joseph Baganz** Food Service Director, telephone number **943-3663**.

Guidance Department:

Each student is assigned a guidance counselor as follows:

JWB: 943-3572

MCM: 943-3638

<p>5th – Andrea Tresaloni 6th – Lisa Colucci 7th– Cherelyn Volpert 8th – Christina Dearing Guidance Secretary : Yesenia Gutierrez</p>	<p>5th – Danielle DeFraia 6th – Kellie Darling 7th – Arthur Nelson 8th – Andrea Wilson Guidance Secretary : Crystal Riquelme</p>
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Guidance counselors help students to adjust to middle school life, become aware of their interests and aptitudes, and develop a healthy self-concept. They are also a link between the home, school and community services. Academic placement and all student records are kept by the guidance department.

Health Services: STUDENT HEALTH SERVICES POLICY #5420 at kingstoncityschools.org

New York Public Health Law 2164 requires that parents vaccinate their children against serious diseases. Students who have not complied with the requirement to have updated vaccinations may be denied admission to school.

The school nurse is available throughout the school day. A student who becomes ill must obtain a pass from his or her teacher to visit the nurse's office.

Seventh graders and all new entrants to the district will be scheduled for a physical exam by the school doctor. Anyone who would prefer to have the physical performed by his or her family doctor should notify the nurse at the beginning of the school year. However, students who wish to participate in an interscholastic sport must have a physical exam conducted by the school physician.

Spinal screening to detect scoliosis and related spinal disorders is performed on all students in grades 5 through 9. The screening can be performed at the time of the physical examination. If the screening is not completed at that time, the school nurse will examine the spine for abnormalities.

Students with a cold or a fever should remain at home. A day in bed may forestall a much longer absence and the spreading of illness to other students. In the case of suspected communicable disease or illness, parents should call their doctor and notify the school nurse. Students who have an illness or injury that prevents them from participating in physical education classes for more than a day must obtain a doctor's note explaining the reason and noting when the student may resume physical education classes. Students must **bring this note to the school nurse** upon arrival at school.

The nurse **may not** dispense medication, including over-the-counter medication, **without a doctor's note and written parental permission. All medications must be brought to the nurse in their original containers.**

Homework: See the full HOMEWORK POLICY #4730 at KingstonCitySchools.org

Any homework important enough to be assigned by the teacher is important enough to be completed by the student. It is expected that all homework will be graded and returned to students in a reasonable amount of time.

If a student is absent for a single day, we ask that he/she obtain the homework assignment from a classmate or from the teacher upon the student's return to school. If a student is absent for more than one day the attendance staff will, upon request, obtain the homework assignments to be picked up in the attendance office at the end of the day at 3:00. To request homework assignments please call the attendance secretary **by 9:00 a.m.** Homework requests made after 9:00 a.m. will not be available for pickup until the following school day. At Miller, call 943-3647 by 9 a.m. to request homework assignments if the student has been absent for more than one day. At Bailey call 943-3573 for homework assignments.

Library:

The library is available for student use throughout the school day. Students are encouraged to access the library during 10th period and during their QUEST period (with a pass). If library materials are lost or damaged, the student responsible will be required to pay for them. If a book is overdue, a fine of two cents per day will be assessed. Misbehavior in the library may result in the loss of library privileges for a specific period of time.

Lockers, Gym Lockers and Bags:

- Each student is assigned a locker and lock for use during the school year. There is a \$5.00 charge for lost damaged lock.
- Lockers may not be shared with other students.
- Backpacks may be stored in lockers during the day; students may carry string bags with them in school.
- **Students should plan ahead and bring the materials they need for their morning classes to their first period class. After (or just before) lunch, students should obtain the books they will need for their afternoon classes.**
- Students will not be permitted to go to their lockers during class, except for unusual circumstances and when prior permission is obtained. Our goal is to encourage students to plan ahead and to reduce the congestion in the halls caused by overuse of lockers.
- Students should keep their locker combination strictly confidential. This will safeguard personal and school property for which the student is responsible.
- All lockers have been thoroughly cleaned prior to being assigned to a student. Students will be expected to clean any writing found on the lockers issued to them.
- Only school-issued locks may be used. All other locks will be removed.

Lost and Found:

Students who find items that do not belong to them should bring the items to the Main Office. Students who have lost personal or school property should check the with the main office or the guidance office at a time that does not interfere with their academic schedule.

National Junior Honor Society:

Each year a group of students is selected by the faculty for membership in this nationally recognized organization. Selection is based on scholastic achievement, leadership, character, community/school service, and citizenship. Each February students are given the opportunity to be considered for membership. Throughout the year students work on community and school service projects, such as raising money for Unicef, recording books on tape for the blind, reading to younger students, meeting with senior citizens in recreational activities, and similar projects.

Parent Portal:

If you are a parent or legal guardian and currently receive correspondence relating to your child via the USPS, take a moment to sign-up for the KCSD Parent Portal. You can do this by contacting the school contact listed below. The parent portal gives you immediate access to: student schedule, quarterly progress reports, NYS Assessment Scores (grades 5-8), Regents Scores (if applicable), bus information, and more.

J. Watson Bailey Middle School:

Guidance Secretary: 845-943-3572

M. Clifford Miller Middle School:

Guidance Secretary: 845-943-3638

Passes:

Students **must** obtain a pass to be outside their classroom during class periods. To move around the school, student must use the Hallway Passport contained in the Agenda Planner. All bus students who remain for the extended day activity period are required to obtain a late bus pass (provided by and signed by the teacher with whom they stayed) before boarding the bus.

Psychological Services:

School psychologists are available for services including psycho-educational assessment, crisis assessment/ intervention, and counseling.

Report Cards:

Report cards will be distributed every ten weeks (four times each year). Interim reports will be distributed at five-week intervals between report cards. In addition, a Guidance Communication Form will be mailed home as needed, either by the classroom teacher or the guidance counselor. The student's attendance record will be included in this report. Parents are contacted by phone or by written report more frequently, if necessary, to meet individual student needs.

School Day:

We have an 9-period academic school day. Students will be dismissed after 9th period (2:19 p.m.) only if they have no academic obligations or discipline concerns.

In order to ensure that students receive the required amount of instructional time in all subjects our schedule rotates on a six-day cycle. Each day has a letter designation (A through F) noted on the home page of the district website. A student's particular schedule on a given day will vary depending on the day's letter (A, B, C, D, E, and F). Some after-school activities are governed by the letter day.

Social Worker:

School social workers provide counseling services and serve as liaisons to community social service agencies including Mental Health, Coordinated Children's Services, Child Protective Services and Family Court.

Student Behavior:

Whenever an adult raises his or her hand(s), students are to refrain from talking immediately and return to their seats. This procedure assists staff and students in promoting overall school safety. All members of our school community are expected to refrain from being excessively noisy while on school grounds, including corridors, the cafeteria and outside the building. Running, horseplay, yelling, and the use of offensive or vulgar language are prohibited.

Student Restrooms:

Lavatories are not a place for students to congregate. Students in the habit of congregating will find their lavatory privileges restricted. Per NYS Department of Education guidance, gender-neutral bathrooms are available in each building.

Student Standard of Dress:

Students are expected to comply with the "Educational Community Standard of Dress" which appears on page 51 in this handbook. Failure to do so may result in disciplinary consequences.

Telephones:

A phone is available in each classroom for students to use in the event of an emergency or for school-related business. Students miss valuable class time while using the phone; we urge that phone calls be kept to a minimum. Students are not permitted to use cell phones during school hours.

Parents are strongly urged to be conscious of the fact that there are nearly one thousand students in the school and that staffing ratios do not enable us to provide personal messages to students. Messages from parents to students will be accepted only for truly exceptional and urgent situations which will be communicated through the attendance office/secretary and delivered prior to the end of the day. Class time will not be interrupted to deliver messages.

Visitors:

The staff believes strongly in providing a “parent-friendly” environment. Parents/Guardians are encouraged to visit the school periodically during the course of the school year. Any parent wishing to meet with a staff member is requested to make an appointment before visiting. This will enable the staff member to be prepared to provide quality assistance.

Student visitors from other schools, school-age children unescorted by parents and young adults who are not parents of students are not permitted to enter the building unless they have prior approval from a school administrator. Middle school students who wish to visit teachers outside of class time may do so during the 10th period activity block.

In order to ensure the safety of our students, visitors must comply with the following rules:

- All visitors must have photo identification to enter the building.
- All visitors will have their photo identification run through the Raptor system to log in and create a visitor ID that must be visibly displayed at all times while in the building.
- School administration may suspend the use of the Rapture system for certain large-scale school events that are open to the public.
- The visitor’s pass must be returned to the front desk when the visitor signs out at the conclusion of his or her visit. At that time, their photo ID will be returned.

Contact Info:

Please visit _____ and hover over “Schools” at the top. Choose your Middle School, then hover over “Teachers” at the top and click on “Team Contact Info” for teacher, teaching assistant, guidance counselor, and administrator contact information.

Visit <https://www.kingstoncityschools.org/directory> for a district staff directory.



We Inspire. We Educate. We Graduate.
All Students, All of the Time

Excerpts from the

CODE OF CONDUCT

Please see the District Website for the complete code.

<https://www.kingstoncityschools.org/domain/42>

The Kingston City School District is committed to ensuring that our schools are safe and orderly environments in which teaching, and learning takes place each day.

Restorative Approaches

Restorative approaches are an integral component of progressive discipline and the direction in which the Kingston City School District is committed to proceed. Restorative approaches originate from common practices that reflect our shared humanity. Used proactively, they build positive vibrant culture. In the context of justice, restorative approaches use the foundations of relationships and interconnectedness to repair harm and reestablish harmony.

A restorative approach can be used as both a prevention and intervention measure. Restorative processes can help schools build relationships and empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; build resiliency; address underlying factors that lead youth to engage in inappropriate behavior; increase the skills of those who have harmed others so that the conduct does not recur; and provide wrongdoers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible.

When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can people behave differently in the future?

All parties are encouraged to take responsibility for their part in the occurrence that led to intervention.

TYPES OF RESTORATIVE PRACTICES

Circle Process: Circles are effective as both a prevention and intervention strategy. Circles may be used as a regular practice in which a group of students (or faculty, or students and faculty) participates. A circle can also be used in response to a particular issue that affects the school. The circle process enables a group to build relationships and establish understanding and trust, create a sense of community, learn how to make decisions together, develop agreements for the mutual good and resolve difficult issues.

Collaborative Negotiation: Using the collaborative negotiation process enables an individual to talk through an issue or conflict directly with the person with whom he/she disagrees to arrive at a mutually satisfactory resolution. Training in collaborative negotiation includes learning active listening and other conflict resolution communication skills.

Peer Mediation: An impartial, third party mediator (a student who has been trained to serve as a peer mediator) facilitates the negotiation process between conflicting parties so they can come to a mutually satisfactory resolution. Mediation recognizes that there is validity to conflicting points of view that disputants bring to the table and helps disputants work out a solution that meets both sets of needs. Disputants must choose to use mediation and must come to the process willingly. **Mediation is not used where one individual has been victimized (for example, in cases of harassment or bullying) by another.**

Formal Restorative Conference: A conference is facilitated by an individual who has received specific training in bringing together individuals who have acknowledged causing harm with those who have been harmed. Regardless of the circumstances, the emotional health, physical health, safety, and welfare of the individual who was harmed is of paramount importance when considering this option in a school setting.

Both sides may bring supporters to the conference that have also been affected by the incident. The purpose of the conference is for the harm doer and the harmed to understand each other's perspectives and come to a mutual agreement that will repair the harm as much as it can be repaired.

Promoting Positive Student Behavior

Each school is expected to promote a positive school climate and culture that provides students with a supportive environment in which to grow both academically and socially. Schools are expected to take a proactive role in nurturing students' positive social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including recognizing and managing emotions; developing caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. Such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards.

Prevention and Intervention

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience. They are also responsible for addressing behaviors which disrupt learning. Administrators, teachers, school counselors, social workers, psychologists and other school staff are expected to engage students, including students with disabilities, in intervention and prevention strategies that address a student's behavioral issues and discuss these strategies with the student and his/her parent. Intervention and prevention approaches may include guidance support and services to address personal and family circumstances; social and emotional learning (SEL), such as conflict resolution/peer mediation/negotiation, anger management, and/or communication skills acquisition; implementation of Response to Intervention (RtI) behavior strategies, the use of alternative instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavior assessments and behavior intervention plans which should be developed and/or reviewed as an early intervention strategy. If, at any time, school officials suspect that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the Committee on Special Education. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

Progressive Consequences

Consequences are most effective with a student when they deal directly with the problem, in a way that the student views as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when warranted and to place emphasis on the students' ability to grow in self-discipline.

When choosing interventions and consequences for a student's behavior, teachers, administrators, and staff must balance the District's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:

1. Age, health, and disability or special education status of the student
2. Appropriateness of student's academic placement
3. Student's prior conduct and record of behavior
4. Student's understanding of the impact of their behavior attitude
5. Student's willingness to repair the harm caused by their behavior
6. Seriousness of the behavior offense and the degree of harm caused

7. Impact of the incident on overall school community
8. Whether the student's violation threatened the safety of any student or staff member
9. The likelihood that a lesser intervention would adequately address the violation

Where appropriate, discipline will be progressive. This means that a student's first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. However, in instances where a student's conduct is dangerous or threatens the safety of others, a more severe form of disciplinary action may be warranted, even if it is the student's first offense.

Understanding consequences as "teachable moments" is fundamental to a positive approach to discipline. Progressive consequences use incremental interventions to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Progressive consequences do not seek punishment. Instead, progressive consequences seek concurrent accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused
- Understand what they could have done differently in the same situation
- Take responsibility for their action
- Be given the opportunity to learn pro-social strategies and skills to use in the future
- Understand the progression of more stringent consequences if the behavior reoccurs

Every reasonable effort should be made to correct student misbehavior through interventions and other school-based resources and the least severe disciplinary responses. Interventions are essential because inappropriate behavior may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

Reporting Student Violations

All District staff authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff that 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 and if appropriate, or refer the matter to a staff member who is authorized to impose an appropriate sanction if appropriate.

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

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, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee should only notify law enforcement when there is a violation of the Code of Conduct that requires referral to the police.

The building principal or his or her designee must notify appropriate law enforcement of those violations which constitute or may constitute a crime, and which, in his or her judgment, substantially affect the order or security of a school, its students and/or its staff, as soon as practicable. The notification may be made by telephone or direct report and may be followed by a letter. The notification must identify the student and explain the conduct which violated the Code of Conduct and which constitutes or may constitute a crime.

JWB/MCM JEFFERSON STUDENT CODE OF CONDUCT * revised 06/20/18 Policy No.

Level	BEHAVIOR		HEARING APPEAL PROCESS	RANGE OF OUTCOMES PER LEVEL
1	<ol style="list-style-type: none"> 1. Unexcused tardiness to school/class 2. Lewd, foul or offensive language or gesture 3. Wearing attire or displaying symbols that encourage illegal activity or will cause a substantial disturbance or interfere with the educational process (wearing clothing that will insult a person or group or otherwise not be proper for school) (Refer: Educational Community Standard of Dress Policy #5340) 4. Inappropriate affectionate behavior in a public place 5. Using items in a manner which will cause a substantial disturbance or interfere with the core educational mission of the District (for example: blowing a loud horn in class). 6. Disruptive behavior on school property or at a school sponsored activity 	<ol style="list-style-type: none"> 7. Causing minor damage to school property 8. Littering 9. Loitering 10. Eating or drinking in prohibited areas 11. Failure to wear the district issued identification badge 12. The use of electronic devices that causes a minor disturbance (such as, but not limited to, audio, text, photo, etc.), will likely cause a disturbance, compromise safety, or interfere with the educational process during regular school hours 13. Failure to practice safe road crossing 	<p>Informal hearing before the person imposing the disciplinary outcomes and/or mediation</p>	<p>Establish relationships with students Parents and guardians accompany student to school Contact parent via telephone, e-mail or text message Daily progress sheet on behavior Verbal correction In-class time out Reminders and redirection (e.g. role play) Establish buddy teacher system Written reflection or apology Loss of classroom privileges Seat change Teacher or student conference Parent or guardian conference Detention</p> <p>**Confiscated items will be returned to parents and guardians</p>
2	<ol style="list-style-type: none"> 1. Insubordinate absence from class/school, provided that students will not be suspended out of school for truancy 2. Misrepresentation of a signature (forgery) 3. Being disrespectful to staff 4. Use and/or possession of tobacco, nicotine and/or paraphernalia (such as, but not limited to, electronic cigarettes, electronic vapor devices or other nicotine delivery systems) lighters, matches and incendiary devices on school premises or during school-sponsored activities (Public Health Law & District Policy) <p>corrective measures have been taken</p>	<ol style="list-style-type: none"> 5. Intentional misuse or unauthorized use of school district property 6. Possession, distribution, or use of unauthorized medicines (including over-the-counter medicines) 7. Unauthorized sale or vending on school property 8. Continuing or repeating Level 1 offenses after prior 	<p>Informal hearing before the assistant principal, vice principal or their principal or their designee and/or mediation</p>	<p>Restorative Justice Strategies Change in schedule or class Reprimand by appropriate administrator Parent or guardian notification Revision to IEP (for students with disabilities) Loss of privilege Restitution Assignment of work projects Academic Sanction (e.g. reduced grade, a grade of zero, inability to make-up the test or assignment) Detention of over 5 days possible Up to three days assignment to the in-school suspension program Out-of-School Suspension Mentoring Conflict Resolution Peer Court Potential PINS Petition</p>
3	<ol style="list-style-type: none"> 1. Action, verbal assault and/or abuse on differences (e.g. racial, ethnic, religious, political, social, life-style differences, or gender expression, etc.) 2. Foul or offensive language or gestures used in a confrontational manner 3. Insubordination (deliberate and/or defiant refusal to follow a reasonable rule and/or request) 4. Intentional plagiarism (using someone else's work and claiming it as your own, lack of attribution) (academic sanction only) 5. Giving, requesting or obtaining test information, cheating on tests not involving theft (academic sanction only). 6. Behavior, which interferes with the operation of a school bus 7. Confrontations involving physical contact 8. Stealing 9. Reckless or intentional conduct or unauthorized use of school district property, which causes significant damage 10. Gambling 11. Extortion (a threatening demand for goods or services) 12. Student-to-person threat, bullying and/or harassment 13. Giving false information concerning school-related offenses (lying) 14. Lewd or sexual behavior on school premises or during school-sponsored activities 15. Reckless or intentional conduct, which could cause physical injury 16. Intentional misuse of any school district computer hardware/software in any fraudulent or destructive manner, including but not limited to sending a harmful or threatening message, unauthorized entry into a file, altering software programs vandalizing hardware or software components. (Refer District Computer & Internet Use) 	<ol style="list-style-type: none"> 17. Forcing someone to commit a dangerous or de-meaning act (hazing including initiations) (District Code of Conduct) 18. Willful actions or language that substantially disrupts the normal operations of school 19. Aiding and/or abetting in any level three offenses 20. Defacement of ID badges which alters photo, student name, student number, and/or barcode 21. Vandalism 22. The use of electronic devices and/or social media that causes a substantial disturbance and/or compromises safety (such as, but not limited to, audio, video, text, photo, etc.) 23. Willful and deliberate attempt to leave or actually leaving the MCM campus during the school day without authority. 24. Use of and/or possession of tobacco, nicotine and/or paraphernalia (such as, but not limited to e-cigarettes, vaporizers in any shape or form, other smoking or delivery devices) on school premises or during school-sponsored activities (Public Health Law & District Policy) 25. Use of lighters, matches and incendiary devices on school premises or during school-sponsored activities 26. Continuing or repeating Level 2 offenses after prior corrective measures have been taken 	<p>Expanded informal administrative hearing and/or mediation Superintendent's hearing as provided by law where there is a potential for criminal charges</p>	<p>Parent and guardian notification Referral to Committee on Special Education (CSE) team or 504 committee (students with disabilities) In-school suspension Short-term suspension (one to five day) Develop Functional Behavioral Assessment and Behavior Improvement Plan</p> <p>Referral to Student Support Team (SST) for potential pre-referral interventions These interventions may involve the short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Staff should use these responses in a graduated fashion.</p> <p>Intervention Plan Referral to substance abuse counseling Referral to community organizations, including community mediation Referral to the Credit Recovery Program, conferencing and community mediation Restorative Justice strategies, including voluntary school and community service</p>
4	<ol style="list-style-type: none"> 1. Bringing and/or possessing unauthorized weapons or explosives to school or a school-sponsored activity 2. Making a bomb scare/false alarm 3. Burglary 4. The willful or reckless setting of a fire 5. Distribution, sale or manufacture of controlled substances, illegal substances, synthetic substances ("designer drugs"), or the inappropriate use of prescriptions and/or over-the-counter medicines on school property or at a school-sponsored activity 6. Falsification of official school documents (any document bearing the official school seal, such as, but not limited to, transcripts, diplomas, or attendance records) 7. Conduct which causes physical, emotional, or psychological injury 	<ol style="list-style-type: none"> 8. Upon investigation by school officials, there is a serious and validated student to staff threat 9. Possession, use, or being under the influence of a controlled substance, illegal substance, synthetic substance, whether or not illegal ("designer drugs") inappropriately used prescription and/or over-the-counter medicine, alcohol, or being in possession of drug paraphernalia on school property or at a school-sponsored event, whether on or off of school premises. 10. Aiding and/or abetting in any level four offense 11. Conduct so serious that it requires more than Level 3 consequences 	<p>Superintendent's hearing as provided by law</p>	<p>Parents and guardians notification Alternative education placement by the Central Administration Long Term Suspension Functional Behavioral Assessment Behavioral Intervention Plan Community conferencing Community mediation Referral to community organizations Referral to substance abuse counseling Expulsion (serious behavioral infractions) Referral to Committee on Special Education (CSE) team/504 team (students with disabilities) Restorative Justice strategies, including school and manifestation determination, community service</p>

Student Consequence Procedures

Imposition of Consequences:

Students who are found to have violated the District's Code of Conduct may be subject to the following consequences, either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process. The person selecting the consequence will give all consideration to age appropriateness.

1. Oral warning or admonition – any member of the District staff
2. Written warning – bus drivers, hall and lunch monitors, teacher aides, coaches, guidance counselors, teacher, assistant principal, vice principal, principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, teacher aides, coaches, guidance counselors, teachers, assistant principal, vice principal, principal, Superintendent
4. Detention – teachers, assistant principal, vice principal, principal, Superintendent
5. Suspension from transportation – principal, Superintendent
6. Suspension from athletic participation – coaches, principal, Superintendent, Athletic Director
7. Suspension from social or extracurricular activities – activity sponsor, assistant principal, vice principal, principal, Superintendent
8. Suspension of other privileges – principal, Superintendent
9. Academic sanction (for academic violations) - teacher, principal
10. In-school suspension – assistant principal, vice principal, principal, Superintendent
11. Removal from classroom – teachers, assistant principal, vice principal, principal, Superintendent
12. Short-term (five days or less) suspension from school – principal, acting principal, Superintendent, Board of Education
13. Long-term (more than five days) suspension from school – Superintendent, Board of Education

Procedures:

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases the school personnel, authorized to impose the consequence, must inform the student of the alleged misconduct and must reach a determination concerning the facts surrounding the alleged misconduct. All students will be afforded an opportunity, if requested, to present their version of the facts to the school personnel imposing the disciplinary consequence.

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

Detention: Teachers, principal, vice principal, assistant principal, and the Superintendent may use after school detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention must be served within one school day from the date of issuance. Exceptions can be made for illness or extenuating circumstances and the student and/or parent notifies the appropriate person, if circumstances allow. Detention takes precedence over extra-curricular activities, athletic practices or events and student employment. Detention will be imposed as a consequence only after the student's parent has been notified to confirm there is no parental objection to the consequence and that the student has appropriate transportation home following the detention. Failure to serve detention will result in another day of detention or in-school or out-of-school suspension unless an exception to extenuating circumstances applies.

Suspension From Transportation: If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students may have their riding privileges suspended by their principal, vice principal, assistant principal, or the Superintendent or their designees. In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely.

If suspension from transportation will result in the student not being able to attend school, the transportation suspension will be revoked, and another Intervention consequence will be used with the Level of offense.

A student subjected to a suspension from transportation is not entitled to a hearing pursuant to Education Law §3214 (unless the suspension from transportation will amount to a suspension from attendance). However, the parents shall be given notification of such action as soon as possible, and the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the consequence involved. Should the suspension from transportation amount to a suspension from attendance at school; the procedures of §3214 will be followed.

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 hearing pursuant to Education law §3214. However, the parents shall be given notification of such action, as soon as possible, and the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension, to discuss the conduct and the consequence involved.

Academic Sanctions: The consequences for academic violations such as for plagiarism, cheating, reusing one's own paper/project can affect the student's grade (lowering the grade or assigning a grade of zero), require the student to complete a replacement test or assignment or not permit the student to make-up a test or assignment.

In-School Suspension: The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the Superintendent to place students who would otherwise be suspended from school as the result of the Standards for Community-wide Conduct and Intervention Supports violation in an "in-school suspension."

A student subjected to an in-school suspension is not entitled to a hearing pursuant to Education Law §3214. However, the parents shall be given notification of such action as soon as possible, and the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension, to discuss the conduct and the consequence involved.

Teacher 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 sit in a designated area of the room or briefly leaving the classroom to give the student an opportunity to regain his or her composure/self-control under the supervision of an aide or other adult supervisor. Use of classroom management techniques such as these does not constitute disciplinary removal for purposes of these Standards, so long as the student is not sent to the care or custody of someone other than the classroom teacher.

On occasion, a student's behavior may become disruptive. For purposes of these Standards, 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, i.e., interrupts or interferes with a student's ability to learn or impedes or interferes with a teacher's ability to teach or to maintain order in the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent and/or vociferous unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules in a manner which interferes with the process of instruction in the class. Examples include repeated and/or severe instances of speaking loudly or disrespectfully to the teacher or others, speaking out of turn, leaving his or her seat without permission, physical contact with another or throwing items.

A classroom teacher may remove a disruptive student from class for up to four days (including the day on which the removal occurs) when other behavior management techniques have been used but have not been successful in eliminating the disruptive conduct, or the conduct is so severe that such techniques cannot feasibly be used. The removal from class, only applies to the class of the removing teacher. Removal of a student with a disability, under certain circumstances, may cause a change in the student's placement.

Accordingly, any special education student who has received nine previous days of suspension and/or removal, may be removed only with verification from the principal or Chairperson of the Committee on Special Education, such that removal will not violate the student's rights under state or federal law.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. However, if the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

The teacher must document the removal of the student in writing, and verbally notify the Principal immediately to explain the circumstances of the removal and to present the removal letter.

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

The principal may require the teacher who ordered the removal to attend the informal conference within working hours. If at the informal meeting the student denies the charges, the principal must explain why the student was removed and give the student and the student's parent 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 in violation of law, including the District's Standards for Community-wide Conduct and Intervention Supports.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

Where an informal conference has been requested, the principal is to issue his/her decision by the close of business on the day following the 48-hour period for the informal conference. 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 occurs first.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities, alternative means of instruction, until he/she is permitted to return to the classroom. The alternative instruction shall be provided by personnel in the school. The alternative instruction shall begin as soon as practicable, but in no event later than the second day of removal. Mechanisms for the provision of such services at each school shall be developed, and the principal shall be responsible for assuring that alternative instruction is provided to each eligible student. A day of removal shall not be counted as a day of absence for purposes of the District's attendance policy (unless the student fails to attend the alternative instruction which is provided).

Each teacher must keep a written log (on a District provided form) for all cases of removal of students from his or her class. The principal must keep a written building log (on a District provided form) of all removals of students from class.

The principal may designate another administrator to carry out his or her duties under this section, and the term "principal" as used in these removal procedures shall be deemed to include any such designee.

Suspension From School: Suspension from school is a significant consequence, which may be imposed upon students who violate the Code of Conduct and warrant a Level 3 or Level 4 response.

(a.) Are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others;

(b.) Engage in off-campus conduct (not at school or while not under the supervision of school authority or any employee or board member of the district), that adversely affects the educative process or endangers the health, safety or morals of students, or poses a threat of harm to him or herself, or to school property.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the building principals.

Any staff member may recommend to the Superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension, and in no event later than the end of the next school day.

These procedures are also applicable where the student is suspended by an administrator from only one (or more) classes rather than from his or her entire educational program.

Short Term Suspension Process:

Any suspension from school less than five school days shall be considered a short-term suspension.

Prior to a proposed suspension from school for between one and five days by a Building Principal or an acting Principal in the absence of the Building Principal, the student and his/her parent(s)/guardian(s) shall be notified, in writing, by personal delivery, express mail or overnight service, and by telephone, if possible, within 24 hours of the decision to propose suspension.

Such written notice shall include a description of the incident(s) resulting in the suspension and shall inform the parent(s)/guardian(s) of their right to request an immediate informal conference with the Principal at which the student and/or his/her parent may present the student's version of the event and ask questions of complaining witnesses. Upon such request, an informal conference with the Principal and other parties involved shall be convened as soon as possible, [at which time questions may be asked of complaining witnesses by the parent(s)/guardian(s).] The right to an informal conference with the Principal shall also extend to a student if 18 years of age or older. The notice and informal conference shall be in the dominant language or mode of communication used by the parent. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

The Long-Term Suspension Process: Suspension for More than Five School Days

Any suspension from school in excess of five school days shall be considered a long-term suspension. Unless there is an agreement between the person requesting the suspension and the parent, a long-term suspension may be done only after the Superintendent of Schools or the Board of Education has conducted a hearing.

When a student is subject to a long-term suspension, a hearing shall be conducted by the Superintendent if the Building Principal, acting Building Principal or the Superintendent has made the original suspension, or before the Board where that body has made the original suspension. The Superintendent of Schools or Board of Education may designate a Hearing Officer to make findings of fact with respect to the charges of infractions under this Code of Conduct, as well as consequence recommendation pursuant to the consequence parameters described herein.

Hearing Procedures:

Any appeal brought by the parent or student over the age of 18 of a Principal's suspension must be presented to the Board of Education prior to filing any further appeal.

In the event of the suspension of a student over the age of 18, the notice, as described above, shall be delivered or mailed to the student, as well as to the student's parent(s), if any. Emancipated minors shall be entitled to the same notice rights as a student beyond the age of 18 years.

Notice of Hearing. In the event of the suspension of a student under the age of 18 years, the notice of suspension will be mailed or delivered to the parent(s)/guardian(s), who shall have a minimum of 48 hours' notice of the time and place of the hearing, as well as the nature of the charge(s) and the facts, sufficiently stated so that a proper defense may be placed upon the record on behalf of the student. All notices of long-term suspension hearings shall contain provisions indicating that the student has the right to be represented by an attorney or lay counsel, that a transcript of the hearing will be which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Superintendent or Board, whichever designated the Hearing Officer, shall make its own findings of fact and consequence decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and consequence determinations. This process shall be concluded within the five-school day period from the time of the initial suspension if the student is to be continuously suspended. The decision may be communicated to the student's representative and/or student (where over the age of 18) beyond the five school day period in cases where the student has been reinstated to attendance in school pending the final determination on the charges and consequence by the Superintendent or the Board, in cases to be decided by them, respectively.

Alternate instruction. When a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take steps to provide continued educational programs and activities, by alternative means of instruction, for the student. The alternative instruction may be provided by personnel in the school, or at an alternative school, by home instruction, or by a school suspension instruction program. The alternative instruction shall begin as soon as practicable, but in no event later than the third day of suspension. Mechanisms for the provision of such services at each school shall be developed by the District, and the principal shall be responsible for assuring that alternative instruction is provided to each eligible student. When a student above compulsory attendance age is suspended from school, the District will consider providing alternative instruction on a case-by-case basis.

Minimum Period of Suspension:

Students Who Bring a Weapon to School:

Any student, including students with disabilities pursuant to Federal and State Laws and Commissioner's Regulations Part 200 and 201, found guilty of bringing a weapon, including, but not limited to, a knife, rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun (Commissioner's Decision No. 14,733, No. 15,041); onto school property will be subject to suspension from school for at least one calendar year. Any student found guilty of bringing an imitation gun onto school property may be subject to the same consequence. 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 consequence, the Superintendent may consider the following:

1. Age, health, and disability or special education status of the student
2. Appropriateness of student's academic placement
3. Student's prior conduct and record of behavior
4. Student's understanding of the impact of their behavior attitude
5. Student's willingness to repair the harm caused by their behavior
6. Seriousness of the behavior offense and the degree of harm caused
7. Impact of the incident on overall school community
8. Whether the student's violation threatened the safety of any student or staff member
9. The likelihood that a lesser intervention would adequately address the violation
10. The Superintendent may recommend that a threat assessment, special intervention, health examination, or mental health examination be completed by a certified District employee or designee in order to determine if a student suspended for bringing a weapon to school pursuant to the Code of Conduct is eligible for a return to school from a long-term suspension prior to the original date of return and/or to determine and promote the educational interests of the student.

Violent Students Who Commit An Act(s) Other Than Bringing a Weapon to School:

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

Students Who Are Repeatedly Substantially Disruptive of the Educational Process or Who Repeatedly Substantially Interfere With the Teacher's Authority Over The Classroom:

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of the 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 these Standards on four or more occasions during a semester. If the proposed consequence 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 student's subject to a short-term suspension. If the proposed consequence 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 student's subject to a long-term suspension. The suspending authority has the authority to modify the minimum five-day suspension on a case-by-case basis.

In deciding whether to modify the consequence, the suspending authority may consider the same factors considered in modifying a one-year suspension for possessing a weapon.