



K-12
Student/Parent
Handbook
2025-2026

District Vision

Our vision is to create a K-12 school district that is recognized for academic excellence and strong partnerships - where shared pride and commitment to our community lead to meaningful opportunities and successful outcomes for every student.

District Mission Statement

In partnership with students, staff, families, and the community, our mission is to create an educational environment that inspires confidence, builds character, and fosters respect - empowering every student with the knowledge to become a productive, responsible citizen.

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Introduction

Welcome to the 2025-2026 school year! This K-12 handbook was compiled to provide you with important information to guide you and assist you throughout this year. These documents are always evolving and we strive to make them better and more useful for parents and students. Please let us know if there are any items that you would like us to consider adding in the future.

We look forward to a new beginning this year at New York Mills Union Free School District as we set our goals for learning and growing along with our students!

Parent's Bill of Rights for Data Privacy and Security

The New York Mills Union Free School District seeks to use current technology, including electronic storage, retrieval, and analysis of information about students' education experience in the district, to enhance the opportunities for learning and to increase the efficiency of our district and school operations.

The New York Mills Union Free School District seeks to ensure that parents have information about how the district stores, retrieves, and uses information about students, and to meet all legal requirements for maintaining the privacy and security of protected student data and protected principal and teacher data, including § 2-d of the New York State Education Law.

Education Law § 2-d mandates that each educational agency develop a Parent Bill of Rights for data privacy and security. The purpose of this document is to provide information to parents and students about certain legal requirements that protect personally identifiable information.

To further these goals, the New York Mills Union Free School District has posted this Parents' Bill of Rights for Data Privacy and Security.

1. A student's personally identifiable information cannot be sold or released for any commercial purposes.
2. Parents have the right to inspect and review the complete contents of their child's education record. The procedures for exercising this right can be found in Board Policies 5306 and 7500, 7501.0. You may access these Policies from the District's website.
3. State and federal laws protect the confidentiality of personally identifiable information, and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred.
4. A complete list of all student data elements collected by the State will be available at <http://www.p12.nysed.gov/irs/sirs/documentation/NYSEDstudentData.xlsx> and a copy may be obtained by writing to the Office of Information & Reporting Services, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, NY 12234.
5. Parents have the right to have complaints about possible breaches of student data addressed. Complaints should be directed in writing to the K-12 Executive Principal, New York Mills Union Free School District, 1 Marauder Blvd., New York Mills, NY 13417 OR to the Chief Privacy Officer, New York State Education Department, Room 863 EBA, 89 Washington Avenue, Albany, NY 12234.

ALMA MATER



New York Mills we praise you and the
Orange and Blue we'll ne'er forget you
or the golden days gone by, and so we
sing to your glory to the beauty fair and
for Alma Mater we'll ever do our
share.



Let us all sing praises and
rejoice anon let memories
linger and never fade or
wan, New York Mills we'll raise our
voices and proclaim afar, days that
we spent with you our golden
guiding star.



When we leave your portals each a
separate lane and start life's journey on
the rocky road to fame we'll ever sing
to your memory with our hearts so true
loyal to
our colors the ORANGE and the BLUE.



2025-2026

BOARD OF EDUCATION

Kristin Hubley, *President*
Robert Mahardy Jr., *Vice President*
Sandra Dare
Sara DeFazio
Jacqueline Edwards
Jeremy Fennell
Abbie Taylor

DISTRICT CLERK

Mandy Mroz

SUPERINTENDENT OF SCHOOLS

Michele D. LaGase

ADMINISTRATION

Mary Facci - K-12 Executive Principal
Denise DiSpirito - Interim K-12 Principal

OFFICE PERSONNEL

Mandy Mroz - Secretary, District Office
Christine Hurlbut - Secretary, Elementary Office
Kaylyn Clark - Secretary, HS Office

GUIDANCE

Amanda Woodward - Gr. K-6 Guidance Counselor
Madison Hale - Gr. 7-12 Guidance Counselor
TBD - Secretary/Guidance/CSE

K-12 Communications

WHO DO I CONTACT?

We encourage any and all questions you may have regarding your child's education.

When asking these questions it is important to be speaking to the person who has the most information about the specific concern. This list can help in making your selections and includes other contact steps if you feel the issue is not resolved to your satisfaction:

Attendance

Mrs. Boccardo (315) 768-3378

Transportation/Bus Concerns

Ms. Reed, Dispatcher (315) 768-7948

Medical Concerns

Ms. Verenich, School Nurse..... (315) 768-3391

Academic/Scheduling(Add/Drop course)/Curriculum Concerns

1st Step - Classroom Teacher- email or leave a message for them:

Gr. K-6 (315) 768-8129

Gr. 7-12 (315) 768-8124

2nd Step - Guidance Counselors

Gr. K-6: Mrs. Woodward..... (315) 768-3394

Gr. 7 - 12: Ms. Hale..... (315) 768-3395

Response to Intervention (RTI-FORMERLY AIS Services)

Mrs. DiSpirito, Interim K-12 Principal (315) 768-8129

Special Education Services & Section 504

TBD, K-12 CSE Chairperson (315) 768-8124

Student Disciplinary Concerns

Gr. K-6 - Mrs. DiSpirito, Interim K-12 Principal..... (315) 768-8129

Gr. 7-12 - Mrs. Facci, K-12 Executive Principal (315) 768-8124

Athletics and Participation Eligibility Appeals

1st Step - Contact the individual coach using given contact information

2nd Step - Contact Athletic Director:..... (315) 768-3378

(Attendance Secretary will get them a message ASAP)

3rd Step - Contact Mrs. Facci, K-12 Executive Principal..... (315) 768-8129

**Specific
Information for
Grades K-6**

ELEMENTARY FACULTY

Kindergarten - Mrs. Hickel, Mrs. Kohn

1st Grade - Mrs. Bara, Ms. Wagner

2nd Grade - Mrs. Goodfriend, Mrs. Zbytniewski

3rd Grade - Mr. Rehm, Mrs. Steffen

4th Grade - Mrs. Schmidt, Mrs. Sroka

5th Grade - Mrs. Galime, Mrs. Papaleo

6th Grade - Mrs. Babula, Mr. Kuhn, Ms. Stamboly

Art - Ms. Velletto

Library - Mrs. Howe

Music - Mr. Williams

Physical Education - Mr. Keating

RTI - Ms. Holdridge

RTI Math - Ms. Williams

RTI Reading - Mrs. Jarosz, Mrs. Sparacino

Special Education - Mrs. Moore, Mrs. Sullivan

SUPPORT STAFF

Occupational Therapist - Mrs. Jennings

Physical Therapist - Mrs. Conhey

Psychologist - Mr. Phelps

Counselor - Mrs. Woodward

Social Worker - Ms. Phillips

Speech Therapist - Mrs. Riolo

K-6 SCHOOL SCHEDULE

7:55 a.m.	Buses arrive, Breakfast Program, Cafeteria
8:15 a.m.	School Begins
11:20-12:00	Grade 6 Lunch & Recess
12:05-12:45	K-2 Lunch & Recess
12:45-1:25	3-5 Lunch & Recess
2:45 p.m.	Student Dismissal

SIX-DAY ELEMENTARY SCHEDULE

Kindergarten through six student schedules operate on a six-day cycle. This means that our students in grades kindergarten through six have (1-2-3-4-5-6) six-day cycles instead of five-day, Monday through Friday weeks. The benefits are:

- Continuity of programs in special area subjects, since no numbered day is ever lost or skipped due to holidays, snow days, Superintendent's Conference Days, etc.
- Building-wide continuity in all special area class periods.
- More efficient use of special area teachers and classrooms.
- Increased direct instructional time in daily academics.

Students may tell you they have a Library class every "Day 2," or that they need their sneakers for Physical Education on "Day 1" and "Day 4." It is important to realize the value of every child having an equal number of learning opportunities in all content and skill areas throughout the year. The first day of school is always a "Day 1" for all students in the elementary school. The next school day or half-day is "Day 2" and so on, if school is closed on "Day 3," we have "Day 3" when school reopens.

BUS TRANSPORTATION

A.M. PICK-UP

Please be sure that your child is waiting at his or her bus stop at least five minutes before the bus is due to arrive each morning. Due to time constraints the bus driver cannot wait for students to open the door and walk out to the bus at each stop.

On inclement weather days, the driver will stop and wait for a moment before pulling away, which will allow you to keep your child inside and send him or her out just as soon as you see the bus. However, the child must be ready with their coat and book bag on, waiting at the door.

Although we will allow extra time for heavy rain, extreme cold, or other bad weather, we cannot wait at each stop while your child gets ready to come out to the bus. In good weather, the driver will expect that your child will be outside waiting at the specified bus stop.

Please contact the bus garage at (315) 768-7948 if you have questions regarding pick-up times or bus stop locations. Thank you for your cooperation and understanding as we try to maintain safety and keep the buses running on time.

P.M. DISMISSAL

As a school district, we are always concerned about children being dropped off by a school bus when no one is at home. Please help us to keep all students safe by taking note of the following procedures:

- For K-3 parents: In order to ensure your child's safety, please be visible at your door or window, outside on the porch or at the sidewalk when your child arrives at their designated stop on the bus each day. If no one is visible after a brief wait, your child will be returned to school and you will be contacted to pick him or her up at the office.
- Always send a note to school if you need to make any changes to your child's transportation arrangements. Include the child's first and last name, the classroom teacher's name, and the date the change is needed (in every note).
- Call the school at (315) 768-8129 or bus garage at (315) 768-7948 (immediately) if you will not be home to meet the bus due to an emergency situation.
- Make sure we have all of your current phone numbers, including home, work, and cell – just in case. Supply us with multiple numbers of relatives, friends and neighbors to call in an emergency. Make sure your emergency contacts know you have given us their name and number so they are prepared to assist you with your child.
- Review your emergency plans with your child on a regular basis.

What should he or she do if school closes early due to bad weather or an emergency situation? Where should he or she go if no one is home after school or on early release days?

- Please contact us with any new or changed information for your Emergency Contact Sheet or Emergency School Closing Plan.

As always, please feel free to call the bus garage at (315) 768-7948 if you have questions or comments about our school program or your child's transportation arrangement.

ARRIVAL AND DISMISSAL PROCEDURES

ARRIVAL WITH STUDENTS HAVING BREAKFAST:

Parent drop-off for students having breakfast will begin at 7:55 a.m. at the BOILER ROOM DOOR on the High School Side of the building. Please DO NOT drop your child off at the lobby since this is the bus loop. Students can be dropped off for breakfast until 8:10 a.m. All students eating breakfast will stay in the cafeteria until 8:15 a.m. then a monitor will escort them to class.

ARRIVAL FOR STUDENTS NOT HAVING BREAKFAST:

Parent drop-off will be in the parent loop between 8:05 and 8:15 a.m. A monitor and an SRO will be at the door to greet students and send them to their homeroom. Students will wait in the hallway by their classroom and monitored until 8:15 a.m. when their teachers will allow them to enter the classrooms.

LATE ARRIVAL:

When students arrive after 8:15 a.m., please enter school with your child(ren) at the Main Entrance. You will sign your child(ren) in at the attendance kiosk. Students will receive a tardy pass and then proceed to their classroom with a monitor.

DISMISSAL:

Students will be dismissed at 2:45 p.m. Buses will depart from school at approximately 2:55 p.m.

Parent Pick-Up: Dismissal for K-4 students will take place in the parent loop. Dismissal for 5-6 students will take place at the Boiler Room Door (they will dismiss with younger siblings.)

At dismissal time, there will be no entry allowed into the building. Students being picked up by their parents will be dismissed from the classroom to the parent loop doors. Parents may not pick up children directly from any classroom. There is a sign-out sheet at the attendance booth. Please send a note in ahead of time if you would like to transport your child home after school. There are too many visitors for our secretary to call into each classroom for last-minute pick-ups and we do not want to disrupt the education of our students. If you send a note to school that morning, the teacher and our office will already know about your plans. You will then sign out your child and wait for him or her to join you when buses are called.

If you would like to pick up your child by car, you may send in a note ahead of time stating who has permission to transport your child. If you pull up in the car loop, we will send your child out to your car. It is helpful to include a description of your vehicle in the note as well. Many parents who transport their child home each day prefer to send in a standing note for the year.

Students must have written permission from their parents to walk or ride their bicycles to and from school. NO SKATEBOARDS OR SCOOTERS, please. If riding a bike, please be sure your child brings a lock and instruct your child to use the bike rack. New York State Law requires that all children (14 years of age and younger) must wear a certified bicycle helmet.

You may send a standing note (My child has permission to walk or ride his/her bike to and from school when the weather permits...) or write a note each day he/she walks, rides to school or is picked up by a parent. If your child arrives at school on a bicycle without a note, he/she will be sent home in the usual manner (bus or car ride).

We understand that emergency situations arise unexpectedly. If you need to change your child's arrangements at the last minute, please try to call us before 2:00 p.m. This will allow us to contact your child's teacher and the bus garage before dismissal.

EMERGENCY CLOSING/DELAY PROCEDURES

If an emergency closing/delay is necessary, an announcement will be made whether to delay or close by 7:00 a.m. or when known. Announcements will be carried on all major local TV and radio stations. In the event of a snow day, the scheduled day will take place on the next day of school. (For example, if the snow day is a 'Day 1,' it will be 'Day 1' on the day students return.)

Delays will be 1 or 2 hours in length. Classes will begin at 9:15 a.m. or 10:15 a.m. when there is a delay in opening school.

If it is necessary to close school early, children will be bused home, unless we are otherwise notified on your Emergency Closing Form.

FIRE DRILLS

Fire drills are a serious matter. Order is necessary to insure safety in case of a real fire. There are exiting directions posted in all rooms and the following rules must be observed.

1. Leave the room when instructed to do so by the teacher in charge.
2. Move in a single file line without running or crowding.
3. Avoid unnecessary talking or noise. Reasonable quiet is essential to hear instructions in case a group is rerouted to another exit.
4. Students will not reenter the building until called.

LOCKDOWN PROCEDURE

When the school is in lockdown, the emergency blue light system will be activated. If you see the blue lights activated, please return to your car immediately and leave the campus. NO ONE, except emergency personnel, will be allowed in or out of the building until the lockdown is over.

If students and staff need to be evacuated, instructions will be sent out via the school's automated system. For pertinent information, it is important that the offices have updated phone/cell phone numbers of all parents/guardians.

ATTENDANCE PROCEDURES

Students must report to homeroom by 8:15 a.m. Please notify the attendance office by 9:00 a.m. at (315) 768-3378 if your child is absent or late for any reason. Otherwise our school computerized program will attempt to reach you by 10:00 a.m. A written excuse must be provided upon return after any absence. Please notify the school about any extended absences (i.e. surgery, vacations). If you would like your child's homework gathered for pick-up by a family member or friend, please request this when you call to report your child's absence. It will be available after. Vacations are unexcused absences, homework will not be provided.

Dental, medical and other appointments should be scheduled after school hours. However, if scheduled during school, a note must be sent to the homeroom teacher in advance and the parent will report to the attendance booth to sign-out the child. The student will be called from class.

Tardiness is lateness in arriving. Students arriving after 8:15 a.m. must report directly to the attendance kiosk and sign in. Students will then report to the classroom. Truancy is an absence without knowledge of the parent or school. It is a violation of school law requiring the school's attention.

VISITORS TO SCHOOL

Visitors are welcome to the school as long as permission is received by the building principal, a prior appointment has been made or there is a family emergency. Visitors are to sign in at the attendance booth and present identification. At this time, a visitor's pass will be issued. Visitors will wear the pass while in the building and, upon leaving the building, they will sign out at the attendance booth.

We are always happy to see parents at school, but we ask that you follow our visitors procedures each time you enter the building. These procedures were implemented to keep our students safe and focused on learning throughout the school day. Even though we may recognize you as a parent or relative of a student, it is our responsibility to treat every visitor, whether a parent or stranger, in the same fair and consistent manner.

CAFETERIA

The school maintains a cafeteria, which offers a light breakfast and balanced hot lunches daily. A menu is sent home each month with the students. The cost of the lunches is set at the beginning of school year. Students are also free to bring in lunch from home and purchase supplemental items from the cafeteria. If you would like to pre-pay for lunches, checks can be made out to School Food Services. Free and reduced lunches are available under the Community Eligibility Program (CEP.) Income eligibility forms should still be completed. Forms will be mailed out at the beginning of the school year. If you have any questions about our cafeteria, please contact Mrs. Pavlus, Cafeteria Manager at (315) 768-8129 or email her at cpavlus@newyorkmills.org.

Please do not send in or deliver fast food meals for your child's lunch. Food delivery services such as Door Dash, Grub Hub, etc. are also not permitted to deliver food to students. Our New York Mills cafeteria staff serves two main choices, as well as peanut butter and jelly each day, with vegetables, fruit and milk. All students are eligible to receive breakfast and lunch free of charge. If you prefer to prepare your child's lunch at home, please send it to school with him or her. Not only are fast food meals high in fat, cholesterol and calories, but it is usually upsetting and disruptive to the rest of the children when a parent arrives with one "Happy Meal" for his or her child.

The New York Mills cafeteria uses a SNAP cafeteria PIN number system. Parents can send in money or a check made out to School Food Services in an envelope, and that money will be placed in their child's account. You can also create a direct withdrawal account through EZSchoolPay. Start your account today by logging on to www.ezschoollpay.com. Children whose accounts are not paid in full will not be allowed to purchase snacks with cash from home. They will still receive a full lunch on credit, but cannot buy chips, ice cream or other snacks until their account is paid in full.

Parents also may restrict the use of their child's account money for snacks. In other words, if a parent prefers that his/her child be allowed to use the account balance for meals (breakfast/lunch) only, simply send in a note stating "NO SNACKS, PLEASE" and the cafeteria staff will block the student from buying snacks on that account.

Please contact the school cafeteria if you have questions about the amount owed for your child. If your financial situation changes, free/reduced lunch applications are available through the office and may be submitted at any time during the school year. Thank you for your assistance in keeping your child's cafeteria account in good standing.

EMERGENCY/FAMILY INFORMATION AUTHORIZATION FORM

At the beginning of each school year, parents are requested to complete an Emergency Information Form. When an emergency arises, it is necessary that we have parents' business and home telephone numbers as well as the address. Telephone numbers of a relative or neighbor who can take care of the student until the parents are available should be included.

The school is required to give FIRST AID or EMERGENCY CARE that will protect the life and comfort of the child until authorized treatment is secured. This is limited to first treatment ONLY. Following this treatment, the child is to be placed under the care of his/her parents upon whom rests the responsibility for further treatment or care.

Please keep us aware of name and phone number changes during the school year.

HEALTH SERVICES

School health services exist to help assure that each student is able to receive the maximum benefit from his/her educational experience.

During the student's school career the following screening procedures will take place:

1. Annual heights and weights (K-6)
2. Annual vision tests (K-6)
3. Annual hearing tests (K-6)
4. Physical examinations by school doctor (grades K, 2, 4, new entrants and Special Education students as required).
If you wish to have your child's pediatrician conduct the physical, please contact our school nurse.
5. Dental certification (grade K)
6. Scoliosis checks (grades K, 1, 3)

It should be understood that health services are not intended to render diagnosis or treatment. For professional diagnosis and treatment you should consult your family physician.

ILLNESSES OR INJURIES

Students who become sick or injured during the school day are to be sent to the Nurse's Office. Not all Nurse's Office visits require a phone call home. If the nurse determines that the student should be sent home because of illness or injury, the following procedures will be followed:

1. The nurse will contact the parents/guardians by phone.
2. The parents/guardians or adult designated on the child's emergency form will go to the attendance booth to sign the child out before going home.
3. If the parents/guardians cannot be reached, it will be up to the nurse to keep the student or return him/her to class.

Students who are unable to attend school for an extended period of time due to injury, surgery or illness, may be eligible for home-bound instruction. Please contact the school office concerning this matter.

Note: All students are to provide a written excuse signed by a parent for each absence. For prolonged absences, a doctor's note may be required.

IMMUNIZATIONS

The State Education Department mandates that every child entering school must be immunized. Children must have one Mumps, Measles and Rubella Immunization, four to five (4-5) DTP and Polio immunizations, three (3) doses of Hepatitis B Vaccine, two (2) doses Varicella (Chickenpox) vaccination. Children enrolling in 6th grade also need one (1) dose Tdap vaccine. Public Health Law further states that "No principal, teacher, owner or person in charge of a school shall permit any child to be admitted to school without proof of immunization." Exclusion from school will occur after the first 14 days of school without this proof.

An annual screening of the student body is also mandated by law.

MEDICATIONS AND PRESCRIPTIONS

New York State Law requires certain procedures to be followed on the issuance of medications in school. Any child who is to receive ANY FORM (even over the counter) of medication during school hours must have:

1. A note from the physician with permission for school personnel to administer medication.
2. A note from the parent containing the following information:
 - a. Name of the child
 - b. Names of the medications to be given
 - c. Amount to be given
 - d. Times to be dispensed
3. A container with the name of the child and the medication (preferably the prescription bottle).
4. All medication is to be brought to the school and picked up from school by the responsible parent/guardian of said child.

NOTE: Please do not send any aspirin, cold pills, cough drops, inhalers, etc. to school with your child. Medication will be dispensed only under the described conditions.

- If a medication regimen is changed or discontinued, and/or at the end of each school year, the medication must be returned to the parent/guardian or be disposed.
- School nursing personnel may receive a request from a parent and physician to permit a student to carry and self-administer his/her own medication. Under certain conditions it may be necessary to do so. Such decisions should be made by the physician on an individual basis, only after certain criteria are met.
- All medication orders must be renewed annually or when there is a change in medication or dosage.

STUDENT ACCIDENT INSURANCE

The Board of Education provides accident insurance for students in grades K-12. All students will automatically be partially covered for accident/injuries arising from any school-sponsored activity.

Parents should be aware that the coverage is excessive in nature. That is, an accident claim is first processed under family and/or employer policies. If the claim is not covered under family and/or employer policies, exceeds the limit of such policies, or if a parent does not carry accident insurance for his or her children, the claim will be processed under the school district's coverage and benefits will be paid consistent with the indemnity schedules of the policy.

Further information regarding the district's accident insurance program may be obtained by contacting the district business office at (315) 768-8127.

DISCIPLINARY GUIDELINES

If Elementary students are going to be safe, happy and achieve, there are certain rules and responsibilities of which everyone should be aware:

Rules do three things:

- They tell people what they can do.
- They tell people what they cannot do.
- They make it possible for people to live and work together in an orderly fashion.

Rules must be fair and they must be the same for everyone. We feel every child is entitled to the very best education. In an attempt to accomplish this goal, it is necessary to establish rules for everyone to follow, along with consequences if a student chooses to disobey them.

Specific reminders for maintaining order in special areas of the school:

The Marauder Way	Hallways	Cafeteria	Recess	Bus	Bathroom
<p>Be Respectful</p> <p>“Treat others as you would like to be treated”.</p>	<p>Level 0 Voice</p> <p>Straight Lines</p> <p>Stay on the right side of the hall</p>	<p>Level 2 voice</p> <p>Stay in your place in line</p> <p>Use manners</p> <p>Listen to the adults in charge</p> <p>Use kind, polite words</p>	<p>Listen to the adults in charge</p> <p>Play on and use the equipment properly</p> <p>Include others</p> <p>Use kind words</p> <p>Keep hands, feet, and other objects to yourself</p>	<p>Listen to the bus driver</p> <p>Level 2 voice</p> <p>Use kind, polite words</p> <p>Keep hands and feet, and other objects to yourself</p>	<p>Take care of yourself</p> <p>Stay in your stall</p> <p>Keep the bathroom clean</p>
<p>Be Responsible</p> <p>“Do what you are supposed to be doing”.</p>	<p>Go where you need to go quickly and quietly</p> <p>Keep your hands to yourself</p> <p>Walk</p>	<p>Eat first, then talk</p> <p>Clean up after yourself</p> <p>Throw trash into the correct bins</p> <p>Pick up all of your belongings</p> <p>When lights are off, Level 0 Voice</p>	<p>Line up when the whistle is blown</p> <p>Pick up and put away any equipment you used</p> <p>Gather all of your belongings</p> <p>Play on and use the equipment safely</p>	<p>Stay seated in your assigned seat</p> <p>Gather all of your belongings</p> <p>Keep the bus clean</p>	<p>Only “go” in the toilet or urinal</p> <p>Use sink for washing hands</p> <p>Use appropriate amount of paper products</p> <p>Throw trash into correct bins</p>
<p>Be Trustworthy</p> <p>“Make good choices”.</p>	<p>Go only where given permission to go</p> <p>Follow rules and directions even when adults aren’t looking</p> <p>Stay in your line</p>	<p>Buy and eat what you ordered</p> <p>Eat what you brought- no “food swapping”</p> <p>Ask permission to leave the cafeteria</p> <p>Go only where given permission to go</p>	<p>Be honest and tell the truth</p> <p>Follow the rules of the game</p> <p>Ask permission before you go somewhere</p> <p>Go only where given permission to go</p>	<p>Follow the bus rules</p> <p>Only get off at your stop</p> <p>Wait until you get home to eat or drink</p>	<p>Respect other people’s privacy</p> <p>Ask permission to use the bathroom</p> <p>Return to class quickly and quietly</p>

Possible Consequences for not following School Rules on the bus:

- The student receives a verbal reprimand.
- The student is given an assigned seat.
- The adult in charge submits a conduct report to the office.
- The student sees the Principal, and the parent is notified.
- There is a loss of bus privileges for a specified time.

Possible Consequences for not following School Rules in the Cafeteria:

- The student receives a verbal reprimand.

Possible Consequences for not following School Rules on the bus:

- The student is given an assigned seat.
- The responsible adult submits a misconduct report.
- Loss of recess privileges from one (1) to five (5) days.
- The student sees the Principal, and the parent is notified.
- Eating arrangements may be changed.

Possible Consequences for not following School Rules during Recess:

- The student receives a verbal reprimand.
- The student is sent to a 'time-away' area on the playground.
- The responsible adult submits a Conduct Report to the office.
- Loss of recess privileges.
- The student sees the Principal, the parent is notified, and additional loss of privileges is possible.

Possible Consequences for not following School Rules in the Classroom

- The student receives a verbal reprimand.
- The student is given a more appropriate seat.
- The student loses privileges.
- The student's parents are contacted.
- The school principal becomes involved.

Below are reasons for which a teacher may have to remove a student from the classroom to see the school principal, and complete a Conduct Report describing the behavioral incident.

1. Behavior affecting the safety of any individual.
2. Profanity or obscenity.
3. Deliberate defiance of authority.
4. Continual disruptions of learning.

PERSONAL/VALUABLE ITEMS

Please be sure your child leaves valuable items (e.g. cell phones, ear buds/head phones, gaming devices, Pokémon cards, etc.) at home. It can be very upsetting if they are lost or misplaced. If a student brings a cell phone to school it must remain in their locker at all times. If a student needs to call home for a legitimate reason, our school secretary will assist him or her with the office phone. Party invitations - Please do not send party invitations to school with your child unless you are willing to invite the whole class (or all the girls or boys in the class). This will ensure that there will not be any hurt feelings.

DISCIPLINE FORMS

For minor infractions, the adult in charge may warn the student, provide 'time-away' or contact the classroom teacher. If the teacher or staff member feels that principal involvement is needed, an Incident Report will be forwarded to the office. For significant offenses, a Conduct Report will be completed.

**New York Mills Union Free School District
School Behavior Incident Record**

Student Name _____ Teacher _____

Date _____ Time _____

Area of Concern Cafeteria Recess Bus Class Other

Adult in Charge _____ Location _____

Explanation of Incident			
Actions Taken by Adult in Charge			
Warning	Time Away	Reported Incident to Teacher	Other

New York Mills Union Free School District
School Conduct Report

Student Name _____ Homeroom Teacher _____

Area of Concern Cafeteria Recess Bus Class Other

Grade _____ Date _____ Time _____

Name/Title of Adult in Charge _____

School Rule(s) Broken _____

Students will show respect for adults, other students, and school property.

Students will walk quietly through halls.

Hands, feet and other objects will be kept to oneself.

Students will come appropriately dressed for school.

There will be no abusive or discourteous language.

No bullying/harassment.

Other:

Explanation of Incident: _____

This Incident: Does/Does not require principal action:

Met with Student(s) Contacted Parent(s) | Set up Parent Conference

Student will serve _____ day(s) of Restricted Lunch/Recess

Student will serve _____ day(s) of After School Detention

Student will serve _____ day(s) of In-School Suspension/Out-of-School Suspension

Referred to Guidance Counselor/School Social Worker/ School Psychologist

Child Study Team Referral PPS Referral CSE Referral

Student will be: Suspended from Bus/Assigned Seat _____

Other:

Principal's Signature: _____ Date: _____

**New York Mills Union Free School District
Bus Conduct Report**

Student Name _____

Date _____ Time _____ Bus Number/Color _____

Driver Name _____

Bus Rule(s) Broken:

- | | |
|-----------------------------|-----------------|
| Obey the Bus Driver | Stay in Seat |
| Sticking Objects out Window | Eating/Drinking |
| Swearing/Yelling | Late for Bus |

Other:

Explanation of Incident:

This Incident: Does Require Does Not Require Principal's Attention

Principal's Action:

Met with Student(s) Contacted Parent(s) Set up Parent Conference

Student will serve _____ day(s) of: In-School Suspension/Out-of-School Suspension

Referred to: Guidance Counselor/School Social Worker/School Psychologist

Child Study Team Referral PPS Referral CSE Referral

Student will be: Suspended from Bus/Assigned Seat for _____

Other:

Principal's Signature _____ Date _____

SUPPORT SERVICES

There are many support services available to our students as regulated by two school committees, the Response to Intervention (RTI Team) and the Committee on Special Education.

The RTI Team is comprised of teachers, an administrator and other professionals. The RTI Team receives initial requests to evaluate student learning. Referrals may come from parents or teachers and include information (data) from observation and assessments.

COMMITTEE ON SPECIAL EDUCATION

This committee is comprised of teachers, the school psychologist, an administrator, and a CSE Chair and other professionals. The Committee on Special Education (CSE) determines the necessity for specific educational services on a case by case basis, based on a qualifying disability. Referrals may come from the RTI Team. The CSE will make every effort to recommend the Least Restrictive Environment (LRE) for our identified students with special needs. When a student's needs cannot be met in a New York Mills classroom, the student will be placed in an appropriate alternative educational setting (BOCES, another school district, etc.). If you have any questions about Special Education, please contact the school at (315) 768-8124.

GROUP AND INDIVIDUAL COUNSELING

Services available from a school counselor, school social worker and/or a school psychologist on an individual basis.

OCCUPATIONAL THERAPY

Specialized help for children in visual perception, fine motor and psychosocial among other developmental areas related to classroom functions.

PHYSICAL THERAPY

Specialized help for children in gross motor development and other physical behaviors related to learning.

SPEECH LANGUAGE THERAPY

Intervention and help for children with communication disorders in the areas of articulation development, oral and written language and auditory processing.

PROMOTION/RETENTION

Students are promoted given satisfactory effort and academic mastery. A student may be retained if minimal criteria are not achieved. If your child's teacher is considering retention, he or she will contact you prior to the end of the school year and refer your child to our RTI Team for their assistance.

PROGRESS REPORTS

Reports may be issued for those children having difficulties four times during the year. Some children may also be recognized for superior work.

REPORT CARDS

Report cards are issued four times a year at 10, 20, 30 and 40 weeks.

PARENT CONFERENCES

Conferences are scheduled to coincide with the end of the first quarter. Conferences may be held at any time a parent requests, just contact your child's teacher.

COMPUTERS

Computer technology is an integral part of the elementary curriculum. Chromebooks are accessible to students in each classroom. Recently, the entire district has been able to achieve 1:1 initiative, allowing for each student to have access to their own device. Each classroom has been assigned its own cart, which remains in the classroom.

We are pleased to offer students of the New York Mills Schools access to the District computer network and the internet.

Access to these resources will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make this access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from this access, in the form of information and resources and opportunities for collaboration, exceed any disadvantages.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity, to ensure that users are using the system responsibly and to check their contents. Users should not expect that files stored on District servers will be private.

As outlined in Board policy and procedures on student rights and responsibilities, copies of which are available in school offices, the following are not permitted:

- Sending or displaying offensive messages or pictures.
- Using obscene language.
- Harassing, insulting or attacking others.
- Damaging computers, computer systems or computer networks.
- Violating copyright laws.
- Using another person's password.
- Trespassing in another's folders, work or files.
- Intentionally wasting limited resources.
- Employing the network for commercial purposes.

Violations may result in a loss of access as well as other disciplinary or legal action.

CELLPHONES

There is no allowable cellphone use in grades K-6 in school or on the buses. There are phones in the building that students can use to contact you. You will be notified in case of any school emergencies. See the "internet enabled device" policy at the back of this handbook for actions taken by administration for cell phone misuse.

LIBRARY/MEDIA

Library class meets once per six-day cycle for 40 minutes. Curriculum includes:

- Common Core inquiry and critical thinking.
- Drawing conclusions making informed decisions, applying knowledge and creating new knowledge.
- Share knowledge.
- Pursuing personal and aesthetic growth.

The library is open for selection and return of books, as well as for research from 8:30 a.m.-3:00 p.m. The checkout period is two weeks.

PHYSICAL EDUCATION

The Physical Education program is designed to promote physical fitness, develop perceptual and gross motor skills, and encourage sportsmanship and fair play. All elementary students are required to participate in physical education. Students are not allowed to be excused from physical education unless they have a written authorized note from a physician.

Students in kindergarten through grade 6 receive instruction for two 40-minute periods each six-day cycle.

Since K-6 students do not use the locker facilities, students should wear appropriate clothing and sneakers on physical education days.

SAFETY RULES FOR PHYSICAL EDUCATION

1. Students are encouraged to wear uniforms (shirts and shorts with school emblem).
2. Tie sneakers.
3. No gum, candy chewing and food.
4. For safety reasons, all jewelry must be removed, including pierced earrings. To keep earrings from being lost, it would be best to leave them home on PE days.
5. Remove barrettes and combs from hair. Students may use rubber bands.
6. If wearing glasses, student must wear a safety strap.
7. Orientation of rules for proper equipment and safety for a specific sport or activity will be covered at the beginning of each new activity.
8. All injuries must be reported to the physical education teacher immediately or within 24 hours of injury.
9. Anyone excused from PE class may not participate in any extra class activity that will involve excessive physical exertion, including recess and Olympic Day.

RECESS

Recess time is an extension of the Physical Education Program. Therefore, students go outside for recess unless the temperature including windchill is below 20°F. Since the students have recess unless the weather is extremely inclement, we ask that each student comes appropriately dressed for each day. In winter, a warm coat, mittens or gloves, hat, boots and snowpants are necessary for snow play.

TEACHER ASSIGNMENTS

We cannot honor requests for a particular teacher unless there is some compelling reason that a certain faculty member should not teach your child. Examples of compelling reasons are the teacher is a relative or neighbor, or relatives will be in the same grade and need to be separated. If there is a particular reason your child should not be in a certain class, you are asked to contact this year's teacher or the office with additional information in writing. That communication should take place by the end of April, since class lists are completed by the beginning of June. Please trust us to provide the best possible classroom assignment for your child in any section of his or her grade level.

HOMEWORK

Homework may be a reinforcement of skills taught in school, the completion of assignments, work missed due to illness, or research work that cannot be completed at school. The amount of homework necessary depends on the subject, type of class, and the individual child. All homework assignments should be done on time. If your child is absent, please contact the school to make arrangements for homework to be collected and picked up.

Parents can assist by:

- Showing an interest in the child's work.
- Providing a place for work that is free from distractions.
- Establishing a time schedule for homework.
- Guiding as needed.

**Specific
Information for
Grades 7-12**

FACULTY

Art - Mr. Davies

Business and Computers - Mr. Maycock

English - Mrs. Hartmann, Mr. Papienuk, Ms. Vanno

Foreign Language - TBD, Mrs. Milone

Family & Consumer Science - Ms. Holbert

Technology - Mr. Edmunds

Librarian -Mrs. Howe

Math - Mr. Getman, TBD, Ms. Mann

Music - Mrs. Lovecchio, Mr. Pierce

Physical Education - Ms. Mahserjian, Mr. Ricco

Science - Ms. Foote, Ms. Gaasch, Mr. Mahanna, Mr. Worboys

Social Studies - Mrs. Davis, Mr. Famolaro, Ms. SanFilippo

Special Education - Mrs. Marley, Ms. Rys, Ms. Sullivan

DAILY BELL SCHEDULE

First Warning Bell	7:35 a.m.		
Second Warning Bell	7:40 a.m.		
Homeroom	7:45 a.m. – 7:50 a.m. (Same teacher/room as period 1)		
Period 1	7:50 a.m.	End of Period 1	8:29 a.m.
Period 2	8:32 a.m.	End of Period 2	9:11 a.m.
Period 3	9:14 a.m.	End of Period 3	9:53 a.m.
Period 4	9:56 a.m.	End of Period 4	10:35 a.m.
Period 5	10:38 a.m.	End of Period 5	11:17 a.m.
Period 6	11:20 a.m.	End of Period 6	11:59 a.m.
Period 7	12:02 p.m.	End of Period 7	12:41 p.m.
Period 8	12:44 p.m.	End of Period 8	1:23 p.m.
Period 9	1:26 p.m.	End of Period 9	2:05 p.m.
Period 10	2:08 p.m.	End of Period 10	2:40 p.m.

PROMOTION AND GRADUATION

To graduate, a student must achieve a passing grade of 65 and earn a minimum of 22 credits arranged and approved in a sequence of courses which includes both constants and electives per New York State Education Department. In addition, as a local requirement, students must complete twenty hours of community service prior to the end of their senior year.

In planning a high school course, a pupil, his/her parents and his/her advisors should consider his/her academic history as recorded by report cards and other records, his/her aptitudes and abilities as indicated by various tests, and his/her interests and tentative vocational goal.

No changes may be made in students' schedules without prior approval of the principal, school counselor and parent. It is recommended that you may not enter a course after it has been in session for three weeks or more. No subject may be dropped without the approval of the principal, school counselor and parents. After three weeks of course work has been completed, a conference between the student, teacher, parent and counselor is required before a student is allowed to drop a course.

Each student expecting to enter college or advanced school should obtain a catalog of his/her chosen school and become acquainted with the requirements for admission. Copies of many catalogs are in the Guidance Office or online at the college websites.

SUMMER SCHOOL

Students who wish to attend summer school must obtain permission from the principal and guidance counselor.

A student may repeat the same course as the one he/she failed. Those students who are working towards a Regents diploma must take the Regents exam in August. Transportation is not provided for summer school. Parents/Guardians are responsible to make arrangements.

SUMMER SCHOOL/RETENTION PROCEDURE FOR 7TH AND 8TH GRADE STUDENTS

1. Students who pass all subjects (final grade of 65 or higher) will be promoted automatically.
2. Students who fail one or two courses in the core areas of English, mathematics, social studies and science must attend summer school at a BOCES-designated site. Requests to attend summer school elsewhere due to the student not being in the area must be approved by the principal.
3. Students who fail three courses in the core areas may either attend summer school or be retrained for the following year. This decision is made by the principal and is based on factors such as performance in other areas.

ADVANCED PLACEMENT (AP) PROGRAM

Students interested in taking the Advanced Placement or Dual Credit courses in Math, Science, English Language, English Literature and World History or U.S. History should discuss this with the guidance counselor. Only students recommended by the Math, English or Social Studies instructors will be given consideration. All students enrolled in the AP courses are encouraged to take the Advanced Placement exam.

PROMOTION

In order to move from one class to the next, you must have the correct number of high school units of credit.

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies	
<i>Distributed as follows:</i>	4
<i>U.S. History (1)</i>	
<i>Global History and Geography (2)</i>	
<i>Participation in Government (½)</i>	
<i>Economics (½)</i>	
Science	
<i>Distributed as follows:</i>	3
<i>Life Science (1)</i>	
<i>Physical Science (1)</i>	
<i>Life Science or Physical Science (1)</i>	
Mathematics	3
World Languages	1 ^(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education (<i>participation each semester</i>)	2
Health	½
Electives	3 ½
Total	22

(**) Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) **Pathways**

A student must either:

- earn the Seal of Civic Readiness; or
- pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
- pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all the requirements for earning the CDOS Commencement Credential.

Beginning in fall 2022, a select number of NYS schools will pilot the Individual Arts Assessment Pathway (IAAP). Reference Multiple Pathways and Department Approved Alternative Examinations.

2.) **Traditional Appeals**

All appeals are subject to local district approval. Reference: Appeals, Safety Nets, and Superintendent Determination

3.) **Special Endorsements**

Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents Exams and/or 3 science Regents Exams.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3-part technical assessment.

Seal of Biliteracy: A student meets the criteria for earning the NYS Seal of Biliteracy.

Seal of Civic Readiness: A student meets the criteria for earning the NYS Seal of Civic Readiness.

Reference the Endorsements and Seals webpage or NYS Diploma/Credential Requirements for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.

4.) **World Languages Exemption**

Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.

5.) **Superintendent Determination of a Local Diploma**

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: Appeals, Safety Nets, and Superintendent Determination

6.) **Flexibilities due to the COVID-19 Public Health Emergency**

Exemptions: Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: June/August 2020, January 2021, June/August 2021, and January 2022

Special Appeals: Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: Special Appeals Memo and FAQ.

Special Determination: Students who are scheduled to graduate in June 2022 and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a Special Determination to Graduate with a Local Diploma in June 2022.

7.) **Exemptions from the Regents Exam in US History and Government (Framework)**

Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: FAQ on Cancellation of Regents Exam in US History and Government (Framework)

Assessment Requirements

	Regents Diploma for All Students		Regents Diploma via Appeal for All Students		Local Diploma via Appeal for All Students		Local Diploma for Students with a Disability		Local Diploma via Appeal for English Language Learners	
	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
REGENTS EXAM ¹ or passing score on a Department approved alternative										
English Language Arts (ELA)	1	65 ¹	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 ¹ or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 ¹ or above	1	55 ^{**}	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 ¹ or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65 ¹ or above [†]
Math	1	65 ¹	1		1		1	55 ^{**}	1	
Science	1	65 ¹	1		1		1	55 ^{**}	1	
Social Studies	1	65 ¹	1		1		1	55 ^{**}	1	
Pathway (See note 1 on reverse side)	1 or CDOS	65 ¹ if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55 ^{**} if Regents Exam	1 or CDOS	
Compensatory Safety Net		Non-Applicable		Non-Applicable		Non-Applicable		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 ¹ or above on another required Regents exam including ELA and Mathematics.		Non-Applicable

Regents Diploma with Advanced Designation

<p>Students seeking the Regents diploma with advanced designation must:</p> <ul style="list-style-type: none"> Meet the credit and assessment requirements for a Regents diploma; and Pass two additional Regents exams or Department approved alternatives in mathematics; and Pass one additional Regents exam or Department approved alternative in science <ul style="list-style-type: none"> students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (one life and one physical); and Complete a sequence: <ul style="list-style-type: none"> earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or complete a 5 unit sequence in the Arts, or complete a 5 unit sequence in CTE. 	<p>Assessment Combinations for Advanced Designation</p> <table border="1"> <tr> <td>Traditional Combination</td> <td>ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments</td> </tr> <tr> <td>Pathway Combination (other than STEM)</td> <td>ELA, 1 social studies, 3 math, 2 science (1 life science or math) = 7 (+Pathway) or 8 assessments.</td> </tr> <tr> <td>STEM (Mathematics) Pathway Combination</td> <td>ELA, 1 social studies, 4 math[†], 2 science (1 life science, 1 physical science) = 8 assessments.</td> </tr> <tr> <td>STEM (Science) Pathway Combination</td> <td>ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.</td> </tr> </table>	Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments	Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science or math) = 7 (+Pathway) or 8 assessments.	STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math [†] , 2 science (1 life science, 1 physical science) = 8 assessments.	STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.
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STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.								

^{*} A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference [New York State Diploma/Credential Requirements: Local Diploma for Students with Disabilities](#).

[†] In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference [Appeals, Safety Nets, and Superintendent Determination](#).

^{**} English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference [New York State Diploma/Credential Requirements: Local Diploma for English Language Learners](#).

^{††} The 4th mathematics examination can be selected from the list of [Department Approved Alternative Examinations](#).

^{†††} For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and [Special Appeals](#) may be applied to all diploma types.

JUNIOR-SENIOR HIGH SCHOOL GRADING POLICY

I. Introduction

Grading and reporting procedures will provide clear communication of student performance in relation to expected standards.

Students shall be provided with the goals of each course and the criteria determining grades via a class syllabus provided by the teacher the first week of class attendance.

Grades will be reported through report cards in 10-week intervals for four (4) marking periods. In addition, progress reports will be sent to parents at the 5-week mark which will include a grade range and/or descriptive comment regarding student progress in specific courses. Teachers will maintain electronic gradebooks via SchoolTool that parents can review at any time by accessing the parent portal.

It is the expectation that grades will be posted within one (1) week of assessment.

II. Grade Reporting

- A. The following numeric grading scale will be utilized for grading purposes and to convert letter grades from previous districts, if applicable.

Numerical Range:	Letter Grade:
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69	D+
67-68	D
67-68	D
65-66	D-

P (Passing) restricted for use with Pass/Fail courses.

F (Failing) restricted for use with Pass/Fail courses.

I (Incomplete)

WP (Withdrew Passing)

WF (Withdrew Failing)

- B. Incompletes (I) may be used for a student who has not yet fulfilled the teacher's requirements for a course due to extenuating circumstances. The building principal will be responsible for approving this process. A student will have two (2) weeks after the close of a marking period in the 1st, 2nd, and 3rd marking periods to complete the work to receive a grade. If the student does not complete the work in that timeframe the grade will be calculated accordingly. An Incomplete may not be given in the fourth quarter.

- C. Final student averages for grades 7-12 will be computed based on a 1/5 weighting for each of the four marking periods, and the final exam. The final exam will not be used to determine fourth quarter grades; it will stand alone in the grading process.
- D. Half-year courses will be calculated on a 1/3 weighting for each of the two applicable marking periods, and the course final exam.
- E. The passing grade for all marking period grades and for final course average is 65. Teacher may override a final course average to a higher grade but not a lower grade. If a calculated final course average is a 63 or 64, it will be changed to a 65.
- F. The lowest numeric grade that can be issued on report cards for any given marking period is a 50%. Mid-term and final exam grades will be represented in their actual numeric value.

III. Benchmark Exams

In an effort to provide opportunity for data analysis to inform instruction and gauge student achievement, departments in grades 7-12 will administer 10-week benchmark exams aligned with New York State Curriculum and assessments. Each of the benchmarks will be included in the appropriate marking period average at the discretion of the teacher with the following exceptions: marking period 2 benchmark exams will serve as a midterm exam, midterm exams will be calculated as 20% of marking period 2. Final exams will serve as the fourth benchmark and will be calculated in the manner described in Section II.(C) of this policy. Grading and reporting procedures will provide clear communication of student performance in relation to expected standards.

IV. Homework

Homework that is clearly relevant to the identified curriculum for the course, that completed by the students independently, and/or where the teacher has provided in-school time to work with students to check for understanding, may be graded. The impact of homework grades on a marking period average is decided at the teacher's discretion; however, it is not permitted to impact a marking period average by more than 20%.

V. Weighted Courses and Class Rank

Advanced Placement (AP), Dual Credit, and College Bridge courses represent a significant academic challenge. Therefore, grades for these courses shall be weighted each marking period by the addition of five (5) percentage points.

VI. Class Rank

Final ranking of the Valedictorian, Salutatorian, and students graduating with honors and high honors will be based on grade 9 through Quarter 3 of grade 12.

VII. Honor Roll

Honor Roll is recognized by three levels of distinction: Honorable Mention (84-87), Honor Roll (88-93), and High Honor Roll (94-100). Students with missing grades, or incompletes following the 2-week marking period "closed" window will be excluded from reporting.

New York Mills Union Free School District

Adopted: 09/20/94

Revised: 10/03/95, 01/07/03, 01/04/11, 07/11/13, 07/09/19*

GENERAL COURSE DROP DATES

The drop date for a full year course is at or prior to the end of the first quarter. For half-year courses, the drop date is at or prior to the first five weeks.

AP COURSE DROP GUIDELINES

SUMMER WORK

If summer work is assigned by the teacher, the student must complete the required work prior to the first day of class in order to continue with the course.

STUDENT'S RIGHT TO DROP

Each teacher per course will set a drop date for a full year course for students. This date will fall between the end of the first quarter and the end of the second quarter for a full year course. Students will be informed of this deadline at the beginning of the course.

Please be aware that dropping an AP course could potentially alter a student's class schedule.

Students who are required to replace their dropped AP course with another course may need to complete additional work for their new course.

TEACHER REQUEST

Teachers may request student removal from an AP course at any time during the school year based on academic progress and performance, and/or student attendance. A conference with parents will be held prior to a final decision being made.

ACADEMIC INTEGRITY

The following school practice on cheating was developed by the High School Building Leadership Team:

Cheating is defined as knowingly giving or copying answers to or from a source other than the student's own intellect. By definition, the following examples each constitute cheating, but they are not a comprehensive or all-inclusive list.

1. Copying another student's homework without prior permission from a teacher, regardless if the material will be graded or not.
2. Providing answers or ideas to another student without the consent of the teacher.
3. Plagiarizing ideas or answers from another text, including local, published, or internet sources.
4. Using social networking or similar media to share and/or knowingly pass off answers as one's own.
5. Sharing knowledge or materials while not participating in a group setting or given teacher pre-approval to "work together".

"Working together" is recognized as legitimate student behavior and is allowable as appropriate. This idea is recognized as students being seated together and doing joint problem solving. Copying is not considered an acceptable form of working together unless authorized beforehand by the teacher (i.e., a math teacher might approve of a student copying another student's work and then reviewing the problem to learn the process).

DISCIPLINARY PROCEDURES

Cheating is a serious offense and will be penalized to the fullest extent. There will be NO WARNING issued for a first-time cheating transgression, as teachers are expected to follow the punishment outlined below. If additional offenses follow the first, discipline will continue to increase in severity*. Consequences of actions designated as cheating will be determined by the building principal and will be based on the severity of the infraction.

Possible options for consequences include, but will not be limited to, the following:

- Assignment is scored a “0” + teacher-assigned detention + parent contact
- Assignment is scored a “0” + parent conference + disciplinary office referral
- Assignment is scored a “0” + ISS
- Assignment will be scored a “0” + student may be sent directly to the main office where discipline will increase in severity as deemed necessary by an administrator
- At any time, punishment will be at the administrator’s discretion

*NOTE: Multiple cheating offenses could result in a student failing the course for the year.

HOMEWORK

If a student will be absent for more than two days, parents may request homework by calling the Attendance Office. The call should be made by 7:30 a.m. to assure ample time to contact the teachers involved. Homework can then be sent home with a sibling or friend. The parent should pick up the homework between 2:30 and 3:30 p.m. Please call attendance prior to pickup to confirm receipt request.

HOMEWORK GUIDELINES

PURPOSE OF HOMEWORK

Homework is the work a student is able to complete on his/her own outside the classroom. It provides students with the opportunity to develop self-discipline, responsibility, time management and organizational skills. Homework provides an extension of the school day which serves to strengthen the home-school connection and gives the student an opportunity to reinforce concepts learned during class. While not all homework needs to be graded, there must be feedback given to students on the work that they complete. If homework is graded, grades should be placed on the portal in a timely fashion. Homework assigned should be age appropriate in length and may include practice of skills taught in class or a simple introduction/preview of new material to be introduced.

Expectations:

- Regular homework should be assigned in the core curriculum classes: English, math, social studies, science and languages other than English.
- Homework should be assigned so that all subjects combined should meet recommended time frames of: grades 7-8 approximately 1 hour; grades 9-10 approximately 1 ½ hours; grades 11-12 approximately 1 ½-2 hours.
- Students enrolled in Advanced Placement courses may have additional assignments outside of the District Guidelines.
- Homework should be aligned with New York State and District Standards and Curriculum.
- Assignments should be designed to reinforce and extend classroom learning while strengthening basic skills.
- Teachers will make students and parents aware of the percentage of the overall grade that homework will be counted as, when their course syllabus is given out at the beginning of the year.
- Homework assigned should be high quality with a clear purpose. It should not be considered “busy” work.
- Teachers should plan cooperatively, as much as possible, in assigning long term projects or major assignments in order to ensure an equitable work load for the student.
- Parents will contact individual teachers with questions specific to assignments.

Homework is a necessary tool for students to learn all the material required to be successful in school. It is an avenue for parents to learn about what their children are being taught in school. It can be a passive way to connect teachers and parents but it is only the first step. Regular communication between the teacher and the parent is essential for the success of students.

ATTENDANCE

No other indicator of student success is as reliable as the student's class attendance. Students who attend every class, every day, are the most likely to succeed. These students tend to have the best relationships with their teachers and the best understanding of the course material.

State Law requires that all pupils be in school during all days that school is in session (7:45 a.m. to 2:05 p.m.). Pupils who have been out due to reasons of health or family emergency must return to school with a statement from parent(s) or guardian and present it to our attendance secretary prior to being re-admitted to assigned classes. Also, the parents should notify the attendance secretary when the student is out or planning to be out due to surgery or vacations etc. Extended absences due to illness (3 or more days) may require a statement from your doctor. It will be recommended that course credit not be granted in cases of excessive absenteeism.

On days of absence and tardiness, a parent should notify the school by telephone of the student's absence. In all situations, a note explaining all absences or tardiness must be presented to the attendance secretary on the day of the student's return. This excuse must be authorized by the attendance secretary prior to re-admitting the student to class. Failure to bring note will result in detention.

Parents should make every effort to schedule dental and medical as well as any other appointments after school hours. Students being excused for appointments must bring in a note to the attendance secretary prior to 7:45 a.m. The note should indicate the time the student is to be excused and the approximate time of return. Legal/excusable reasons for absence:

- Illness
- Illness or death in family
- Medical/dental appointments
- Religious observances
- Impassable roads
- Absence approval by principal
- Music lessons

In the event that your child is experiencing a traumatic event, please contact the school social worker. The social worker will serve as the school liaison to the family during that trying time. If accommodations are necessary, the social worker can make all necessary arrangements.

TRUANCY

Truancy is defined as an absence which is without the knowledge of parents or school. Truancy from school is in violation of Section 3205 of the N.Y. State Education Law. In the case of truancy, a letter will be sent to the parents confirming the truancy and consequences will be assigned progressively according to the code of conduct.

The Automated Call system will make calls home for unreported absences in the morning and letters are sent periodically by the Attendance Office as absences accumulate. Call the Attendance office at 315-768-3378 with for additional information.

TARDINESS

Parents are responsible to see that students are in school regularly and promptly each day.

Students not in their homeroom by 7:45 a.m. are considered tardy. Upon tardiness, students will report directly to the attendance secretary where they will receive a pass. Any student coming in after first period begins will receive a tardy pass from the attendance secretary before entering their class.

Tardy to Class - A student who is late for class disturbs others by his/her entrance into the room, has missed a certain amount of work and is in the end, developing undesirable habits.

To address chronic Tardy and Attendance concerns we have developed the following procedures for the 2024-2025 school year:

Daily Tardy Process

All students are expected to be in attendance unless they have a legal excuse for their absence.

All students in grades 7-12 are expected to be in their seats and ready for Homeroom/Advisory period at 7:45 a.m.

The following procedures will be followed to address students who are tardy to school:

Number of days tardy without legal excuse	Procedure	Person Responsible
1-3	Warning	Attendance Office
4-6	Lunch Detention/Parent Contacted/Counselor and Principal Emailed	Attendance Office
7-9	Lunch Detention + After School Detention/Parent Contacted/Counselor and Principal Emailed	Attendance Office
10	Lunch Detention + After School Detention + Parent Conference with School Counselor & Social Worker	Attendance Office notifies School Counselor/Social Worker, who then contacts parent to set up the meeting to include SC or SW, administrator
12+	Lunch detention +After School Detention + Loss of Privileges (ex. Driving privileges)	Attendance Office Administrator

- Teacher in charge of lunch detention should call the office if student does not report to lunch detention within the first 5 minutes of the period.

Attendance Monitoring Process

New York Mills UFSD will follow a tiered procedure based on Attendance Works® to address attendance.

	Tier 1 Satisfactory Attendance Missing less than 10% of school (approx. 1 day per month). At-risk: 5-9.9%	Tier 2 Moderate Chronic Attendance Missing 10-19.9% of school (approx. 2-3 days per month).	Tier 3 Severe Chronic Attendance Missing 20% or more of school (approx 4+ days per month).
Monitor Data	School team meets bi-weekly to identify students who fall into Tier 2 or 3. <i>Social worker/School Counselor/Administrator/Nurses</i>	Review attendance every week for students who are chronically absent or are at-risk of being chronically absent due to history of absences, medical concerns, etc. Assess possible causes, response. Assign Attendance Caseworker. <i>Social worker/School Counselor/Administrator/Nurse</i>	Review attendance daily for students who have or are at risk of having missed 20% or more days. <i>Social Worker/School Counselor</i> Phone call or email home if student is not in attendance. <i>Social Worker/School Counselor</i> At 20%, CPS contacted <i>Social Worker/School Counselor</i>
Engage Students and Parents	Create a warm, welcoming environment that encourages students to attend school daily. <ul style="list-style-type: none"> Cultivate a culture of respect and safety (Positivity Project) Include birthdays and congratulatory messages on the announcements Create bulletin boards, displays and mailings that communicate the importance of attendance Conduct 7th grade orientation prior to the start of the school year to include students and parents Welcome students at the doors in the morning and wish them well as they leave Communicate to parents: <ul style="list-style-type: none"> How to report an absence Definitions of absences Plan for absences <i>Administrator/Attendance Team</i> Global connect calls sent each day by the end of third period. <i>Attendance Office</i>	Send letters home to alert parents of attendance concerns at 2, 5 absences and every 2 absences thereafter. <i>Attendance Office</i> After 10 absences, call home to schedule a home visit or conference to include SC, SW, administrator, one classroom teacher. Conference to include offer of appropriate supports in school and community, communication of consequences of chronic absenteeism, work needed to complete, follow-up plan. <i>Social Worker/School Counselor/Attendance Caseworker</i>	Continue to engage family and communicate <ul style="list-style-type: none"> Contact parents as developed in plan TBD by plan. Contact outside agencies as needed <i>Attendance Case Worker.</i>
Recognize Good and Improved Attendance	Students with perfect attendance are entered into a quarterly raffle with various prizes. Winners are announced on the PA system. <i>Administrator</i> One student from each grade level will be recognized each month for most improved attendance. A prize will be awarded. <i>Administrator</i> Winners will be displayed on a bulletin board. <i>School Counselor</i>	Establish goals for each student with the input from students and parents. <i>Attendance Caseworker</i> Recognize progress toward the goals. <i>Attendance Case Worker</i>	Revise goals for each student with the input from students and parents. <i>Attendance Caseworker</i> Recognize progress toward the goals. <i>Attendance Case Worker</i>

Provide Personalized Early Outreach	Global Connect calls for student's absence sent daily by the end of third period to student's contact <i>Attendance Office</i> Include attendance on progress reports and report cards Communicate the importance of good attendance through Principal's Updates, school website and other means as appropriate. <i>Administrator, Attendance Team</i>	After 5 absences, schedule parent-teacher conference. (see above)	Continue regular contact with parents as indicated above.
Remove Barriers to Attendance	Address discipline procedures <i>School Discipline Team</i> Create welcoming environment <i>Faculty/Staff</i>	Identify barriers and provide resources for support. <i>Attendance Team</i> Follow-up on medical-related absences including obtaining documentation for medically-excused extended absences <i>School Nurse</i>	Monitor progress on plan <i>Attendance team, Attendance Case Worker</i>

BOCES CAREER AND TECHNICAL EDUCATION PROGRAM

The Board of Cooperative Educational Services is extending its offering of Career and Technical courses. Students who enroll in these courses will attend classes away from New York Mills High School for one-half of the day. This will limit the courses which can be taken at New York Mills but will provide an opportunity to prepare for entrance into a number of worthwhile occupations. Most of these are 2-year courses to be taken by juniors and seniors. Further information on BOCES attendance can be secured through the Guidance Office.

BOCES ATTENDANCE

Attendance and academic achievement at the Career and Technical Education Center are an important part of the training program. In support of this, a student who has been illegally absent or tardy or who is failing the career and technical education course, will be placed on probationary status and a conference will be held with the parents. If attendance or unsatisfactory academic achievement continues, the student may be terminated from the course and removed from the BOCES career and technical program.

Please note, students who miss the shuttle bus to BOCES must report to the attendance secretary in the attendance booth. Students that attend A.M. BOCES need to sign in at the attendance booth upon arrival back to school.

STUDENT LOCKERS, DESKS AND SCHOOL STORAGE SPACES

The District retains the right to inspect student lockers, desks and school storage spaces at any time without a search warrant, without notice and without student consent. Inspections may be conducted by authorized school personnel and/or law enforcement officials, and may be conducted with the assistance of trained dogs and/or related technologies.

ILLNESS OR INJURIES

Students who become sick or injured during the school day are to be sent to the Nurse's Office. If the nurse determines that the student should be sent home because of illness or injury the following procedures will be followed.

- a. The Nurse will contact the parent by phone.
- b. The parent will go to the attendance booth to sign their child out to go home.
- c. If the parent cannot be reached, it will be up to the nurse to keep the student or have him or her returned to their assigned class.

ACCIDENTS

All accidents resulting in injury should be reported to the Nurse. A written release from your doctor will be required in cases of serious injury and must be on file with the school nurse before the student will be allowed to participate in physical education and athletics. Students who are unable to attend school for an extended period of time due to injury, surgery or illness may be eligible for home-bound instruction. Please contact the office concerning this.

NOTE: All students are to provide a written excuse signed by your parents for each absence, failure to bring in the excuse will result in an illegal absence.

SCHOOL PASSES

1. All students need to obtain a pass from the teacher when leaving the classroom.
2. No passes will be given in a class or study hall until all students are seated and attendance has been taken.
3. No passes will be issued to see any teacher. Students must previously obtain a pre-signed pass from the teacher they wish to see.
4. Passes to see the guidance counselor will only be given during study halls.
5. Students leaving the study hall for any reason must sign the destination sheet.
6. Students desiring to see the Nurse must obtain a pass from their assigned teacher. Students are not to go to the Nurse between classes.

STUDY HALL

1. All students assigned to study hall will meet in the designated area.
2. Students are to have all study materials with them when they arrive.
3. If a student has a pass to work in another teacher's class, the pass must be presented to the study hall teacher at the beginning of the period.
4. Permission to talk or work together must be obtained from the study hall teacher.
5. Students wishing to use the library during their study hall period will report directly to their study hall first.
6. When you have a study hall the first period of the day, attendance must be taken first to report absences and tardiness.

LIBRARY MEDIA CENTER REGULATIONS

The library has books, magazines and other materials for assigned study, reference work and recreational reading only. The library is not a place to spend the period doing general homework. General studying will be done in the study hall.

A pass from your course teacher or the librarian will be required to be admitted to the library.

Students will report to study hall and sign a library list that the study hall teacher approves. At the time students sign in, they will indicate the purpose of using the library (ex: research paper, personal reading, etc.).

In summary, in addition to the above, the following Library Policy guidelines will be adhered to by all concerned:

SIGN-UP FOR LIBRARY

Students must sign the library list located in their study hall. There should be only one name on each line. If the list is full, and a student must use the library resources for other than leisure reading, that person must present a pass from a teacher stating that fact. No over-signing will be allowed (even if there are spaces left on other lists).

LIBRARY INSTRUCTION DAYS

When the library is closed for Library Instruction, there will be no list sign-up. Student(s) needing to use the library for its resources aside from leisure reading, must first obtain a pass from a teacher which indicates that there is a real need to use the library. If work is not being accomplished, these students will be sent back immediately as this is a special privilege. Students must show their passes FIRST to their study hall teacher THEN present it to the Librarian on their arrival in the library.

LUNCH HOUR

Students (undergraduate) who have NO OTHER STUDY HALLS during the day to accomplish library work may obtain a pass from a teacher for the purpose of using library resources and come in on the lunch hour. If a student has other study halls that day, work should be done then. Students not completing the work promised will be sent back to lunch.

DETENTION REGULATIONS

- A. Any teacher (upon his/her discretion) may detain any student after school hours. The length of the detention will be at the discretion of the teacher and may be given for: (1) tardiness to class, (2) disciplinary reasons, (3) "make-up" of extra work.
- B. Students receiving detention notices from faculty or staff will report to the teacher no later than 2:08 p.m.
- C. Administration Detention - those students given detention by the High School Principal will serve at 2:08 p.m. with office personnel.
- D. Students late or missing for assigned detentions will be given an additional detention. In the event that this becomes chronic, more serious disciplinary consequences will result.
- E. Students unable to conduct themselves in a responsible manner during the detention period may receive additional detentions.
- F. Postponement of a detention assignment must be approved by the Principal.
- G. It is the responsibility of each individual student to notify his/her parents or guardian of his/her assignment to the after-school detention.

IN-SCHOOL SUSPENSION RULES

- 1. Students will have work assigned to them by teachers.
- 2. There will be a 10-minute break in the morning and afternoon as well as lunch.
- 3. There is no talking in ISS unless you have permission from the monitor.

HALLWAY AND RESTROOM PROCEDURES AND CONSEQUENCES

When a student is not in the location that is on their schedule, they should have either a hall pass or agenda signed by a staff member. Students that do not have a pass when they need one or take advantage by going to another location will be in violation of hallway expectations.

Restrooms will be available and monitored periods 1-4 and 7-9 in the science hallway. During periods 5 and 6 restrooms will be available across from the Library during lunch periods. Only students in the testing Center, or Library during periods 1-4 and 7-9 may use the Library hallway restrooms. Students are required to sign out of their classroom to use the restroom and sign in to the restroom when they enter. Chronic hallway/restroom loitering will be addressed progressively.

CELLPHONE USE IN SCHOOL

The full District Policy on cellphones can be found in the policy section of this handbook and on our school website.

Cellphones and other communication devices are prohibited from being used in school. All cellphone use is prohibited in the hallways, restrooms, and locker rooms during the instructional day.

LUNCH/RECESS PROCEDURES

The cafeteria monitors expect cooperation with the following rules:

1. All students assigned to study hall will meet in the designated area.
2. Unacceptable behavior is prohibited (e.g., food throwing or throwing of any object in the room, pushing, shoving, shouting, etc.).
3. Begging or harassing others for food money is prohibited.
4. Students are expected to return their own trays and deposit lunch litter in trash containers.
5. Students are to eat in the cafeteria - No students will be allowed in the halls except to go to the gym or the bathroom at approved times.
6. At the midpoint of your assigned lunch period the monitors will escort you to either the gym or cafeteria. You may not exit those areas at other times during the period unless you have a pass from a classroom teacher.
7. Students who are chronic violators of these rules will be subject to disciplinary consequences.

BUS PROCEDURE

Jr./Sr. High School students are not allowed to ride the elementary bus unless they have permission from the building principal.

BUS RIDER RULES

Students should be on time at the designated school bus stops and should wait until the bus comes to a complete stop before attempting to enter. While on the bus, students should keep hands and heads inside the bus at all times. Remember that loud talking and laughing divert the driver's attention and make safe driving difficult. Horseplay is not permitted around or on the bus.

1. Bus riders should never tamper with the bus.
2. Do not leave books, lunches or other articles on the bus.
3. Do not throw anything out of the window.
4. Bus riders are not permitted to leave their seats while the bus is in motion.
5. Bus riders are expected to be courteous to fellow pupils and to the bus driver.
6. Be absolutely quiet when approaching a railroad crossing.
7. When necessary to cross in front of the bus, the students should wait until signaled by the driver and cross at least ten feet in front of the bus.
8. No cell phones are to be used on the bus.

BUS SAFETY

Students that exhibit behaviors on the bus that are disruptive and disturbing to those around them, as well as to the driver.

Consequences for Offenses: (referred)

Offense 1-2: 2 detentions, parent notification.

Offense 3: 1 day of ISS, parent notification, plus activity suspension per eligibility policy.

Offense 4+: 2 days of ISS, Parent Conference, possible suspension from bus
(to be determined by a review of the Code Of Conduct)

RULES AND REGULATIONS FOR SPECTATOR BUSES

A spectator bus may be provided to transport students to away Varsity games. This is privilege granted to those who do not abuse it. A fee for this service may be charged. The following regulations must be followed:

1. No student is allowed on a bus unless their name appears on the "bus list" The bus list is final at the end of the school day preceding the bus trip. Anyone who signs up for a seat and fails to show may lose their bus riding privileges.
2. Students may not change buses. They must ride the bus designated.
3. All school rules and good common sense apply. Any undesirable behavior will result in loss of privilege to ride and further disciplinary action will be taken.
4. Students will sit together in a designated area. Chaperones will sit with the students.
5. Students will not leave the spectator areas except during half time periods or between games. At no time will they stand or congregate on playing area or leave the buildings of the host school.
6. Students will not leave contests until they are concluded. At no time will students be on a bus without a chaperone.
7. No student will ride the bus home who did not ride to the game. None of the student spectators will be allowed to go home in other vehicles.
8. There will be a chaperone on each bus.
9. The bus will depart from the school at the times scheduled; it will not wait. On the return trip, the bus will wait briefly for tardy riders, during which time the chaperone will make a reasonable effort to locate the missing person(s).
10. Students who sign up for a bus but do not appear may lose their bus riding privilege in the future.
11. Only New York Mills School students are permitted to take the spectator bus. No other students or non-school people may be guests.

GUIDANCE SERVICES

To assist you in career and educational planning, as well as in personal development, New York Mills High School has a school counselor and other support personnel to help you to understand yourself, your school and your career goals. Your school counselor may meet with you individually or in small groups. Feel free to consult with your counselor for help in career planning, and seeking information about the world of work, colleges and scholarships and in your personal concerns and adjustment and post high school placement.

In our Library we have available the Guidance Information Service (G.I.S.) and a computer terminal with video and computer printout for student use. It provides information on careers, trade schools and two-and four-year school/colleges, as well as scholarship information. You can also find a variety of catalogs and occupationally related bulletins in the Guidance Center.

It is important that you see your counselor as often as you feel that it is necessary. For a conference during the school day, preferably from a study hall or lunch period, please obtain a guidance pass from your counselor.

HEALTH SERVICES

School health services exist to help assure that each student is able to receive the maximum benefit from his educational experience. All students are periodically appraised through health examinations, vision, hearing and height and weight screening. Health counseling is given through informal sessions as problems arise.

It should be understood that health services are not intended to render diagnosis or treatment. For professional diagnosis and treatment you should consult your family physician.

No medications, including cough drops and aspirin, may be dispensed from the Health Office. This is prohibited by New York State Educational Law. Students may receive medications during school hours, provided a note from the prescribing physician and the parent requesting the nurse to dispense the medication is on file in the Health Office. Instructions for dispensing medications must be provided by the parent or physician.

SUPPORT SERVICES

There are many support services available to our students as regulated by two school committees, the Response to Intervention (RTI Team) and the Committee on Special Education.

The RTI Team is Comprised of teachers, an administrator and other professionals. The RTI Team receives initial requests to evaluate student learning. Referrals may come from parents or teachers and include information (data) from observation and assessments.

COMMITTEE ON SPECIAL EDUCATION

This committee is comprised of teachers, the school psychologist, CSE Chair and other professionals. The Committee on Special Education (CSE) determines the necessity for specific educational services on a case by case basis, based on a qualifying disability. Referrals may come from the RTI Team. The CSE will make every effort to recommend the Least Restrictive Environment (LRE) for our identified students with special needs. If you have any questions about Special Education, please contact the school at (315) 768-8124.

PHYSICAL EDUCATION

Physical Education is an integral part of the total educational program. Students are required to attend physical education classes according to their schedule. Students are expected to report to their respective locker rooms to dress and be in the gym area on time. In the event that a student must miss a physical education class, it is expected that he or she:

1. Make up any missed classes due to minor ailments. The school nurse may provide a student waiver for up to one (1) missed class for health reasons per quarter.
2. Has a physician's written excuse for more serious ailments. Classes may be waived under this circumstance, or the student may be assigned a project (written) related to current unit of study in PE.
3. Make up all missed classes in a reasonable amount of time (7 days).

INTERSCHOLASTIC SPORTS PROGRAM

The interscholastic program provides competition between schools, which provide opportunities for the selected and more highly skilled individuals. The following sports are offered on the interscholastic level:

(B=Boys G=Girls M=Mixed)

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Field Hockey (G)	Volleyball (G)	Track/Field (M)
Cross Country (M)	Bowling (M)	Baseball (B)
Football (B)	Basketball (M)	Softball (G)
Cheerleading	Cheer (G)	Golf (M)

In order for a student to participate in the interschool program, he/she must meet the eligibility standards set up by the New York State Public High School Athletic Association and the eligibility standards of New York Mills Jr./ Sr. High School.

All participants in the interscholastic program are expected to participate in all phases of the Physical Education Program, unless excused by the school nurse.

The following guidelines have been established for the awarding of letters for both girls and boys.

The student athlete must be in attendance for every practice and competition unless there is a valid excuse presented.

- The student athlete will demonstrate sportsmanship at all times.
- The student athlete will demonstrate desirable traits of citizenship both in school and during competition.
- The student athlete will participate to the best of his/her athletic ability when practicing or competing.
- The student athlete will demonstrate commitment to the team.

Recognizing that each coach may have specific requirements in addition to the guidelines set, it will be important that the specific criteria be well publicized to the members of the team.

SCHOOL INSURANCE

The Board of Education provides a "group" accident policy for all students which affords adequate coverage for all accidents - both general and athletic. If a parent or student has a question, they should contact the Health Office.

STUDENT DRIVERS AND STUDENT PARKING

Any student driving a vehicle to school must fulfill and observe the following rules:

1. Permission must be obtained by your parent or guardian.
2. The vehicle must be registered with the office.
3. The vehicle must be parked in the student parking area (south of the building).
4. The student must observe reasonable speed limits on school grounds (15-20 mph maximum).
5. The vehicle must be locked at all times and not used for "lounging."
6. The student will not use the vehicle until ready to leave school for the day unless authorized by the building principal.
7. At no time during the school day are students to use the faculty parking area.
8. Students are not to take their automobiles to BOCES unless permission has been granted by the high school principal.
9. Students will only be authorized by the school to transport themselves to and from the premises. Any student allowed to ride with another student will be the responsibility of that parent.
10. Any abuse of the rules outlined above can result in a loss of driving privileges.

BICYCLES

All bicycles must be parked at the bike rack, northeast of the building, and securely locked. By law, all persons 14 years and under must wear a helmet.

BULLETINS AND ANNOUNCEMENTS

All notices of club meetings, athletic and social events, general information for the day and specific instructions are announced over the P.A. system each morning. Pupils responsible for putting notices in this daily bulletin must have their notices approved by their advisor and in the main office the day preceding the notice.

Special notices are posted on the bulletin board outside the main office. All posters must advertise school sponsored events and must be approved by the administration.

POSTERS

There are several bulletin boards throughout our school. Any posters or announcements to be displayed anywhere in the building other than on the bulletin boards, must also be approved by the High School Principal.

TELEPHONES

There is a telephone in the High School Office for student use. Students should not be leaving class to use the phone or a cell phone. Cell phone use during school hours is not allowed. Students should use the office phone during lunch or study hall. Phone use should be for unforeseen issues, not part of a daily routine.

VISITORS

Visitors are welcome to the school during school days as long as permission is received from the building principal or a prior appointment has been made. Visitors must sign in at the attendance window and present identification. A visitor's pass will be issued.

TEXTBOOKS

If a textbook is misused, a fine will be imposed. If a textbook is lost or damaged, it will be the responsibility for the student or parent to pay for the book. Arrangements for payment will be made with the business office.

FIELD TRIPS

Students must have written permission to go on school sanctioned field trips. Permission slips may be obtained from the teacher supervising such trips.

GENERAL REGULATIONS

1. Students are never to be in any room or department of the building unless under supervision.
2. Students cannot remain in the building after school hours, Saturday, Sunday or holidays unless under supervision of an instructor.
3. Any student found defacing the building will be disciplined.
4. **SMOKING IS PROHIBITED** in the building or on the school grounds at any time. Students have no reason to be in possession of tobacco, tobacco products, or electronic cigarettes on school grounds. Violators will be disciplined and parents notified of any infractions.

5. Drug/Alcohol Abuse - It is positively forbidden for students to possess any type of illegal drugs or alcohol in any form on school grounds. Strict disciplinary action will be taken against any student violating this rule. Additionally, parents will be notified of any infractions. Where applicable, violators of civil laws will be reported to the police.
6. Student Lockers - Lockers will be assigned the first day of school.
7. The following expectations and regulations are to be followed by all students:
 - a. Students will be courteous and respect the rights and property of others.
 - b. Students will be in class and study halls on time and properly prepared at all times.
 - c. Students are expected to walk in the halls, not run.
 - d. Students are not to harass, belittle or threaten other students.
 - e. Students may not use vulgar or obscene language.
 - f. Students may not use cell phones, video games, MP3 players or any recording devices in school.
 - g. Students may not operate any unlicensed vehicle including snowmobiles, mini-bikes, dirt bikes or ATV's on school property.

FIRE DRILLS

Fire drills are a serious matter. Order is necessary to insure safety in case of a real fire. There are exiting directions posted in all rooms and the following rules must be observed:

1. Leave the room when instructed to do so by the teacher in charge.
2. Move in a single file without running or crowding.
3. Avoid unnecessary talking or noise. Reasonable quiet is essential so that you may hear instructions in case your group is rerouted to another exit.
4. Students will not reenter the building until called.

LOCKDOWN PROCEDURE

When the school is in a lockdown, signs will be put on the front doors. No one, except emergency personnel, will be allowed in or out of the building. In case of an evacuation, instructions will be sent via ParentSquare. Please make sure the main office has updated contact information.

NEW YORK MILLS JR. SR. HIGH SCHOOL STUDENT COUNCIL CONSTITUTION

Is available in the school office or from the student council advisor.

ACCELERATION OF EIGHTH GRADE STUDENTS

Part 100 of the Commissioner's Regulations of the New York State Education Department provides that students in grade 8 shall have the opportunity to take accelerated courses. Please contact the Guidance Office for more information.

NATIONAL HONOR SOCIETY

Juniors and seniors are eligible to be considered for membership in the N.Y. Mills Chapter of the National Honor Society. To be academically eligible, students must have an average of 88 as a Junior and Senior. In addition to the academic requirements, participation and leadership in school and other activities is required. In summary, membership in the National Honor Society is based upon excellence in four areas: Scholarship, Leadership, Service and Character. A faculty committee has the responsibility to review all applications. Membership is not guaranteed to every student.

National Association of Secondary School Principals (NASSP) suggest the following guidelines to be kept in mind while examining each applicant.

Scholarship - Senior students have maintained a cumulative academic average of at least 88% (B+).

Service - All potential members have submitted a list of their service activities to the selection committee. Each student who has been involved in approximately three service projects is also considered.

Leadership - Potential members have also included leadership activities on the same list. Members should have held at least one elected office and/or belonged to two or more school organizations.

Character - Character has been defined by the NASSP as follows:

Integrity - No recorded incidents of cheating or intentional dishonesty.

Positive behavior - No record of skipping classes or of knowingly violating school regulations. No record of civil offenses within the community.

Cooperation - Willing to assist classmates, faculty, etc.

Ethics - Wants to do the "right" thing in most situations.

JUNIOR NATIONAL HONOR SOCIETY

Students in grade eight will be considered for admissions into the New York Mills Junior National Honor Society. Candidates for the Junior National Honor Society must have a cumulative scholastic average of at least 88% and will also be evaluated on the basis of service, leadership, character and citizenship. The faculty council reviews students who are academically eligible and evaluate those students on the other four criteria. Students deemed eligible candidates by the council are then shared with 7th & 8th grade faculty for review and feedback.

OPTIMIST STUDENT OF THE MONTH

Each year the Optimist Club of New York Mills honors one senior per month during the school year. The selection process consists of a vote by the school faculty.

The senior selected should be a "WELL-ROUNDED INDIVIDUAL" whose past and present accomplishments have helped enrich both the school and community. The selection should be based on the following criteria: positive attitude, respectful behavior, current academic effort, youth organizations, part-time job, church groups, volunteering, music, sports, arts and civic groups.

District Policies

Code of Conduct 1030	pg. 50
Acceptable Use Policy 5300	pg. 69
Internet Safety Policy 5301	pg. 74
Transportation Policy 5400	pg. 75
Attendance Policy 7006	pg. 76
Extracurricular Policy 7101	pg. 79
Student Use of Internet-Enabled Devices Policy 7208	pg. 85

COMMUNITY RELATIONS 1030

CODE OF CONDUCT

I. INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. This Code of Conduct has been developed consistent with Article 2-A of the Education Law, the Safe Schools Against Violence in Education Act (Chapter 181 of the Laws of 2000) and Section 100.2 of the implementing Commissioners Regulations, in collaboration with students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

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

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

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

II. DEFINITIONS

For purposes of this Code, the following definitions apply.

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

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

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

"Gender" means a person's actual or perceived sex and includes a person's gender identity or expression.

"Gender Identity" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearing or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

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

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

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

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

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

“School function” means any school-sponsored extra-curricular event or activity. For the purposes of this policy, a “school function” is defined as any event, occurring on or off school property, sanctioned or approved by the school, including but not limited to off-site athletic events, school dances, plays, musical productions, field trips or other school-sponsored trips.

“Sexual Orientation” means a person’s actual or perceived heterosexuality, homosexuality, or bisexuality.

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

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

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

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

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

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

1. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
4. Learn in an environment free of discrimination and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex;
5. Participate equally in all school activities regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression) or sex;
6. Have complaints about school-related incidents investigated and responded to.

B. Student Search and Seizure:

- a. In order to provide and maintain a safe and appropriate environment for students to learn, the following guidelines pertaining to student search and seizure are established.
- b. The Board of Education hereby authorizes administrators to undertake searches of students and their possessions (e.g. pocket contents, bookbags, handbags, etc.) should the circumstances arise, based upon reasonable individualized suspicion. In the event of search and seizure, administrators must at all times take great care in searching the person and personal effects of student. The following rules will be observed:
 1. The search may be undertaken if District employees have prior reasonable individualized suspicion that a student has violated or is violating the law, District policy or regulation or school rules.
 2. “Reasonable individualized suspicion” is a flexible concept requiring the application of experience and common sense. Determinations should be made on a case-by-case basis, with due consideration

of all circumstances. Factors which must be considered in determining whether a school official has sufficient cause to search a student include but are not limited to:

- a) The prevalence and seriousness of the problem for which the search is directed.
 - b) The urgency to make the search without delay.
 - c) The reliability of the facts upon which to base a reasonable suspicion that the particular student has possession of evidence leading to a violation of school regulations.
 - d) The probability that evidence will be discovered.
 - e) Students will be asked to empty their pockets and otherwise comply with reasonable search requests. If a student refuses, the parents will be contacted. The police will be contacted in the event that a law enforcement search is required. The student will remain under direct supervision until the search.
3. Whenever an administrator conducts a search, the circumstances thereof are to be set forth in a written report to be filed with the Superintendent or his/her designee.
 4. Strip searches are generally not authorized, except in extreme circumstances that involves life safety issues and law enforcement is not available. In the event of circumstances that present unusual questions, the Superintendent or his/her designee must authorize such search.
 5. Students have no reasonable expectation of privacy rights in school lockers, desks or other school storage places, and the District exercises overriding control over such school property. Lockers, desks and other school storage places may be subject to inspection at any time by school officials.
 - a. Student lockers, desks or other school storage places are the property of the District and remain at all times under the control of the District. Students have no expectations of privacy therein. Students are expected, however, to assume full responsibility for the security of their lockers, and the District is not responsible for stolen items. A list of the locker or lock combinations to all student lockers shall be kept in the office of the building principal.
 - b. The District retains the right to inspect student lockers, desks or other storage spaces at any time without a search warrant, without notice, and without student consent. Inspections may be conducted by authorized school personnel and/or law enforcement officials, and may be conducted with the assistance of drug-detecting dogs.
 6. Trained canines or related technologies may be utilized by the District in searches of students' possessions, school lockers, cars, desks or other school storage with prior approval of the plan by the Building Principal and Superintendent.

c. Police in the School

The police may search a student, or his/her locker in the presence of the principal or his/her designee, if they have a valid warrant to do so or if they have "probable cause" to believe that the student is in possession of contraband. When police are permitted to interview students in school, the students have the same Constitutional rights they have outside the school. Parents will be notified as soon as possible. If police wish to speak to a student concerning an out-of-school matter (in the absence of a warrant or probable cause for suspicion), they will be directed by school authorities to take the matter up directly with the student's parents except as provided in policy #7300, Reporting Child Abuse and Maltreatment.

C. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

12. Act and speak respectfully about issues/concerns.
13. Use non-sexist, non-racist and other non-biased language.
14. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.
15. Use communication that is non-confrontational and is not obscene or defamatory.
16. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

IV. ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their child(ren) to school ready to participate and learn.
3. Ensure their child(ren) attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
6. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their child(ren) understand the consequences of their actions.
8. Convey to their child(ren) a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their child(ren)'s friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Maintain a climate of mutual respect when dealing with school personnel.

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, with the intent of strengthening students' self- concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
 - a. Course objectives and requirements
 - b. Marking/grading procedures
 - c. Assignment deadlines
 - d. Expectations for students
 - e. Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning growth and achievement.
7. Report orally to a DASA Coordinator any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one (1) school day later; and file a written report not later than two (2) school days after the initial oral report.

C. Guidance Counselors

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function
3. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
4. Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's or staff member's attention in a timely manner.
5. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
6. Regularly review with students their educational progress and career plans (Secondary only).
7. Provide information to assist students with career planning (Secondary Only).
8. Encourage students to benefit from the curriculum and extracurricular programs.
9. Report orally to a DASA Coordinator any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one (1) school day later; and file a written report not later than (2) school days after the initial oral report.

D. Principals

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, with the intent of strengthening students' confidence and promote learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Acting as DASA Coordinator, complete a report of any incident of harassment, bullying and/or discrimination that they witness or that is reported to them, not more than one (1) school day later.

E. Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, with the intent of strengthening students' confidence and promoting learning.
3. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
4. Inform the Board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
7. Review in a timely manner all reports prepared by the Compliance Coordinator or a DASA Coordinator concerning an incident of alleged harassment, bullying and/or discrimination, and ensure that appropriate reports are made to law enforcement and appropriate corrective actions have been taken in school.

F. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

V. STUDENT DRESS CODE

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

The responsibility for student dress and general appearance shall rest with individual students and parents. However, the Board of Education requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process. The Board also requires students to wear appropriate protective gear in certain classes (including, but not limited to: home & careers, technology, physical education, science). In addition, the Board prohibits attire bearing an expression or insignia which is obscene or libelous, or which advocates racial, religious, or gender prejudice. The Superintendent of Schools and other designated administrative personnel shall have the authority to require a student to change his/her attire should it, in their opinion, be deemed inappropriate according to the above guidelines. Administrators may discipline students if their dress or grooming endangers their own or others' physical health and safety, or if the dress or grooming is so distracting that it interferes with the learning process. Clothing which is or which bears messages which are lewd, vulgar, obscene, or sexually provocative, as well as clothing bearing messages advocating illegal activities, including drug or alcohol use, is likely to distract students from learning and is therefore forbidden.

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VI. PROHIBITED STUDENT CONDUCT

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

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

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

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

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include but are not limited to:
 1. Running in hallways.
 2. Making unreasonable noise.
 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 4. Obstructing vehicular or pedestrian traffic.
 5. Engaging in any willful act which disrupts the normal operation of the school community.
 6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate web sites; or any other violation of the district's acceptable use policy.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:
 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 2. Lateness for, missing or leaving school without permission, failing to follow sign-in/sign-out procedures.
 3. Skipping detention.
- C. Engage in conduct that is disruptive. Examples of disruptive conduct include:

Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- D. Engage in conduct that is violent. Examples of violent conduct include:
 1. Committing an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other school employee or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:
 1. Lying to school personnel.
 2. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 4. Discrimination, which includes the use of a persons actual or perceived race, color, creed, national origin, weight, ethnic group, religion, religious practice, gender, sexual orientation or disability as a basis for treating another in a negative manner.
 5. Harassment or bullying, as defined in Section II of the Code of Conduct, labeled "Definitions."

6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
7. Selling, using or possessing obscene material.
8. Using vulgar or abusive language, cursing or swearing.
9. Using, possessing or distributing tobacco products including cigarettes, e-cigarettes, cigars, pipes or chewing or smokeless tobacco or any other paraphernalia which can be used to inhale or ingest nicotine or any other drug.
10. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either, including any instruments for the use of such drugs or marijuana such as a pipe, syringe, or other paraphernalia. "Illegal substances" include, but are not limited to, inhalants, marijuana, synthetic marijuana or cannabinoids, including but not limited to items labeled as incense, herbal mixtures or potpourri, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
11. Inappropriately using or sharing prescription and over-the-counter drugs.
12. Gambling.
13. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
14. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

F. Engage in misconduct while on a school bus.

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

G. Engage in any form of academic misconduct. Examples of academic misconduct include:

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

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

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

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

VII. AGE APPROPRIATE RESTATEMENT OF POLICY

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

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

VIII. REPORTING AND RESPONDING TO VIOLATIONS

A. Reporting Possible Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the

Building Principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

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

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

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

B. Responding to Reports of Possible Harassment or Discrimination

1. In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the District provides a procedure for responding to reports of possible discrimination or harassment against students by another student, an employee, or any other person on school property or at a school function. The process is described in the District's Equal Opportunity and Nondiscrimination Policy.
2. The District has also designated a Dignity Act Coordinator for the school. The coordinator is:
Mrs. Mary Facci, K-12 Executive Principal
mfacci@newyorkmills.org
315-768-8124

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

C. No Retaliation for Reporting

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

IX. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

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

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

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

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

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

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

A. Penalties

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

1. Oral warning – any member of the district staff.
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent.
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent.
4. Detention – teachers, Principal, Superintendent.
5. Restitution for damage to property – Principal, Superintendent.
6. Work detail – Principal, Superintendent.
7. Suspension from transportation – Director of Transportation, Principal, Superintendent.
8. Suspension from athletic participation – coaches, Athletic Director, Principal, Superintendent.
9. Suspension from social or extracurricular activities – activity director, Principal, Superintendent.
10. Suspension of other privileges – Principal, Superintendent.
11. In-school suspension – Principal, Superintendent.
12. Removal from classroom by teacher – teachers, Principal.
13. Short-term (five days or less) suspension from school – Principal, Superintendent, Board.
14. Long-term (more than five days) suspension from school – Principal, Superintendent, Board.
15. Permanent suspension from school – Superintendent, Board.

B. Procedures

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

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

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Parents will receive notification of detentions assigned. Students will be provided appropriate transportation home following detention.

2. Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring, in writing, such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

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

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

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

4. In-School Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Principals and

the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

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

5. Teacher Disciplinary Removal of Disruptive Students

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

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

A classroom teacher may remove a disruptive student from an academic class for up to three days. The removal from class applies to the class of the removing teacher only. For elementary classroom it applies to the specific academic class.

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

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

The teacher must complete a district-established disciplinary removal form and meet with the Principal or his or her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

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

Notice should be provided by telephone with a formal written notice to follow in a timely fashion. The teacher who ordered the removal will be required to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal, the Principal's designee, or the teacher who orders the removal, must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events.

The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

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

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

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a

conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

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

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his/her class. The Principal must keep a log of all removals of students from class.

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

In light of this information, it appears that a teacher may remove a disruptive student with a disability from the classroom under the following scenarios, so long as the removal would not constitute a change in placement.

- A student with a disability does not have a behavior intervention plan or IEP that includes specific strategies to address a student's behavior precipitating the removal.
- Where a student has a behavior intervention plan or IEP that addresses specific behaviors, the plan has been implemented consistently and in good faith, but the plan is not working (that is, the student engages in disruptive behavior even though prescribed behavior or management strategies are being implemented.)
- Where the student has an IEP or behavior intervention plan (BIP), but the disruptive behavior precipitating the removal is "new" and of a different character than the behavior addressed in the IEP.
- The student is afforded the opportunity to continue to appropriately progress in the general curriculum;
- The student continues to receive the services specified in his or her IEP and;
- The student continues to participate with nondisabled students to the extent they would have in their current placement.

6. Suspension from School

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

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

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

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

a. Short term (five days or less) Suspension from School

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

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

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing

threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

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

b. Long term (more than five days) Suspension from School

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

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

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

c. Permanent suspension

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

C. Minimum Periods of Suspension

1. Students who bring a weapon to school

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

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

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

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

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be

given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

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

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

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

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

3. Juvenile Delinquents and Juvenile Offenders

When a student is determined to have brought a weapon or firearm to school in violation of this Code, the Superintendent shall refer that student to the appropriate authority in the juvenile justice system.

- a. The student shall be referred to the County Attorney for a juvenile delinquency proceeding if the student is under the age of 16; except if the student is fourteen or fifteen years old and qualifies for juvenile offender status under Section 1.20(42) of the Criminal Procedure Law, then the student shall be referred under subsection b, below.
- b. The student shall be referred to appropriate law enforcement officials if the student is sixteen years old or older, or if the student is fourteen or fifteen years old and qualifies for juvenile offender status under Section 1.20(42) of the Criminal Procedure Law.

E. Prohibition of Corporal Punishment

1. The District recognizes the responsibility of all school personnel, including administrators, faculty and other employees, to see that proper standards of school behavior are maintained. All school personnel are expected to help in maintaining proper levels of supervision.
2. No teacher, administrator, officer, employee or agent of the District shall use corporal punishment against a pupil.
3. As used in this section, corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil, except as otherwise provided in subdivision 4 of this section.
4. In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this section shall be construed to prohibit the use of reasonable physical force for the following purposes:
 - a. To protect oneself from physical injury;
 - b. To protect another pupil or teacher or any other person from physical injury;
 - c. To protect the property of the school or others; or

- d. To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of School District functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.
5. The Superintendent of Schools is hereby directed to develop and implement a reporting procedure which will enable the District to summarize complaints relative to the alleged administration of corporal punishment. Such summaries will include references to the substance of each/all complaints, the result(s) of the investigation of each/all complaints, and whatever action(s), if any, was/were taken by the administration of the District. The summary of each/all complaints shall be available for submission to the Commissioner of Education in accordance with Commissioner's Regulations (semi-annually, by January 15th and July 15th of each year.

X. ALTERNATIVE INSTRUCTION

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

XI. DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

A. Authorized Suspensions or Removals of Students with Disabilities

1. For purposes of this section of the code of conduct, the following definitions apply.

A "suspension" means a suspension pursuant to Education Law § 3214.

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

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting, to continue to receive those services and modifications, including those described on the student's current individualized education program (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:
 - a. The Board, the Superintendent or a Principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
 - b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior.
 - c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
 - d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or the student causes bodily injury to another person at school, on school property or at a school function.

- (1) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. §930(g)(w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."
 - (2) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
 - (3) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

B. Change of Placement Rule

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:
 - a. for more than 10 consecutive school days; or
 - b. for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.
2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances, or infliction of bodily injury.

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

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

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

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

- b. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA (Individuals with Disabilities Education Act) and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
 - a. The Superintendent, Principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

- b. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:
 - (1) conducted an individual evaluation and determined that the student is not a student with a disability, or
 - (2) determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

3. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement.
4. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
5. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.
6. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability.
7. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

D. Expedited Due Process Hearings

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
 - a. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
 - b. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
 - (1) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
 - (2) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
2. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a

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

E. Referral to law enforcement and judicial authorities

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

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

XII. VISITORS TO THE SCHOOLS

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

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the Principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return to the office and sign out the identification badge to the Principal's office before leaving the building.
3. Visitors attending school functions that are open to the public during non-school hours, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIII. IN-SERVICE EDUCATION PROGRAMS

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

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
6. Enter any portion of the school property without authorization or remain in any building or facility after it is

normally closed.

7. Obstruct the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Use tobacco, nicotine or e-cigarette products on school property or at a school function.
11. Possess or use weapons on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

B. Penalties

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

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

C. Enforcement

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

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

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

XV. DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The Board of Education shall ensure community awareness of these provisions and of the Code of Conduct by:

1. Posting the complete Code of Conduct, respectively, on the District's Internet Web site, including any annual updates or amendments thereto.
2. Provide copies of a summary of the Code of Conduct to all students, in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year.
3. Provide by mail a plain language summary of the Code of Conduct to all persons in a parental relation to the students before the beginning of each school year and making the summary available thereafter upon request.
4. Provide each existing teacher with a copy of the complete Code of Conduct and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code of Conduct, and providing new teachers with a complete copy of the current Code of Conduct upon their employment.
5. Make complete copies of the Code of Conduct available for review by students, parents or persons in parental relation to students, other school staff, and community members.
6. Provide training to teachers, administrators, and staff designed to address the concepts and issues incorporated in the Dignity Act, including, but not limited to, guidelines on promoting a safe and supportive school climate while discouraging, among other things, discrimination or harassment against students and/or school employees.
7. Provide "safe and supportive school climate concepts" in the District curriculum.

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

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

B. Review of Code of Conduct

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

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

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

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New York Mills Union Free School District

Legal Ref: Education Law §2801; 8 NYCRR 100.2
Adopted: 06/18/01
Revised: 04/07/09, 08/14/12, 07/11/13, 07/08/15, 09/10/2019, 08/01/23

SUPPORT OPERATIONS 5300

ACCEPTABLE USE POLICY

I. STATEMENT OF POLICY

- A. The New York Mills Union Free School District recognizes that access to information technology in school gives students greater opportunities to learn, engage, communicate, and develop skills, and encourages the use of such technology to assist students and staff with achieving academic success, college and career readiness, and lifelong learning. To that end, the New York Mills Union Free School District provides access to information technologies for student and staff use.
- B. At the New York Mills Union Free School District, information technology is used to increase communication, enhance student engagement, and assist students and staff in acquiring new skills. The devices, digital resources, and network infrastructure provided are also utilized to provide relevant school information to a global community.

II. PURPOSE

In general, “acceptable use” means respecting the rights of other information technology users, the integrity of provided resources and equipment, and all pertinent license and contractual agreements. This Acceptable Use Policy (AUP) outlines the guidelines and behaviors that users are expected to follow when using New York Mills Union Free School District information technology resources.

III. DEFINITIONS

- A. The term “device,” as used in this policy, refers to district owned/leased, staff owned, and student owned computing devices, including but not limited to computers, tablets, other Internet-enabled devices, cellular phones, or any similar electronic device that can access either the New York Mills Union Free School District network or an independent Internet connection.
- B. The term “information technology resources,” as used in this policy, is defined as, but not limited to, wired and wireless computer networks, Internet and on-line communication services, email and other digital resources, other related hardware, software, servers, services and network infrastructure.
- C. The term “users,” as used in this policy, is defined as New York Mills Union Free School District students, staff, or any other individuals who have been granted access to New York Mills Union Free School District information technology resources.

IV. SCOPE OF TECHNOLOGY POLICIES

- A. Policies, guidelines and rules refer to all information technology resources and devices owned by, leased by, in the possession of, or being used by students or staff that are operated on the grounds of any district facility, or are connected to any other district information technology resource or device by any means.
- B. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed. When other New York Mills Union Free School District policies are more restrictive than this policy, the more restrictive policy takes precedence.

V. EXPLANATION OF GUIDELINES

- A. Because information technology is constantly changing, not all circumstances can be anticipated or addressed in this policy. All users are expected to understand and comply with this policy and use good judgment in their use of the resources provided.
- B. Users shall also adhere to the laws, policies and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, and rights of privacy created by federal and state law.
- C. Information technology resources and Internet access are provided to support the educational mission of the school. They are to be used primarily for school-related purposes. Incidental personal use must not interfere with employee’s job performance or student’s instruction, must not violate any of the rules contained in this policy, and must not damage the school’s information technology resources.

VI. NO EXPECTATION OF PRIVACY

Any and all computerized files or data created or stored on any District information technology resources or devices are the property of the New York Mills Union Free School District. At any time and without prior notice, the New York Mills Union Free School District reserves the right to monitor, inspect, copy, review, and store any and all usage of information technology resources and/or devices, as well as any information sent or received in connection with said usage. Users do not have any expectation of privacy regarding usage of servers or other services provided by the New York Mills Union Free School District. Any information disclosed or held on District information technology resources may also be accessed pursuant to FOIL.

VII. GUIDELINES

A. Netiquette

The New York Mills Union Free School District recognizes that use of information technology resources must be consistent with the purpose, goal, and mission of the District. It is imperative that staff, students, and guests conduct themselves in a responsible, decent, ethical, and polite manner while using information technology resources. Users should always use the Internet, network, and online sites and resources in a courteous and respectful manner.

Employees are expected to communicate in a professional manner consistent with applicable District policies and regulations governing the behavior of school staff.

B. Email

New York Mills Union Free School District may provide users with email accounts for the purpose of school-related communication. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and/or archived.

C. Mobile Devices

The New York Mills Union Free School District may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same acceptable use policies when using school devices off of the school network as when on the school network. Use of school-issued mobile devices may be monitored both on and off of the New York Mills Union Free School District network.

Users are expected to treat loaned or assigned devices with extreme care and caution. Users should report any loss, damage, or malfunction to Information Technology Department staff immediately. Users or parents/guardians may be financially accountable for any damage resulting from negligence or misuse.

D. Personally Owned Devices

Students shall keep personally owned devices (including laptops, tablets, smart phones, and cell phones) turned off and put away during school hours—unless in the event of an emergency or under the supervision of a teacher or staff for educational purposes.

Personally-owned devices shall only be connected to specific wireless networks as determined by the Information Technology Department. Only hardware approved by the Information Technology Department is to be connected to all other wired and wireless networks. Direct physical connection to the district network or unauthorized connection to other wireless networks is expressly prohibited.

E. Security

Prudent use of the New York Mills Union Free School District's finite and shared information technology resources is expected. Users may not intentionally write, produce, generate, copy, propagate, or attempt to introduce any computer code, program, or computer file designed to self-replicate, damage or otherwise hinder the performance of any computer's memory, file system, or software.

Users are expected to take reasonable safeguards against the transmission of security threats over the New York Mills Union Free School District network. This includes not opening or distributing infected files or programs and not opening email attachments, files or programs of unknown or untrusted origin.

If users believe a computer or mobile device might be infected with a virus, spyware, or malware, they must alert the Information Technology Department. Users shall not attempt to address the issue themselves or attempt to download any programs to resolve the problem.

F. Downloads

Users should not download or attempt to download or run executable (e.g., .exe, .bat, or .app) programs over the school network or onto school resources without express permission from the Information Technology Department. All software must be approved and installed by the Information Technology Department.

G. Fair Sharing of Resources

The New York Mills Union Free School District expects to maintain an acceptable level of performance and must assure that frivolous, excessive, or inappropriate use of resources does not degrade performance for other users or result in excessive costs. The information technology resources are shared and are limited, requiring that resources be utilized with consideration for others who also use them. Use of any automated processes to gain technical advantage over others is expressly forbidden.

The New York Mills Union Free School District may set limits on an individual's use of a resource through quotas, time limits, and other mechanisms.

H. Personal Safety

Students should never share personal information, including phone number, address, social security number, birthday, or financial information over the Internet without adult permission. Users should recognize that communicating over the Internet brings associated risks, and should carefully safeguard the personal information of themselves and others.

I. Instruction

In order to match electronic resources as closely as possible to the approved District curriculum, District personnel will review and evaluate resources in order to offer "home pages" and menus of materials which comply with Board guidelines governing the selection of instructional materials. In this manner, staff will provide developmentally appropriate guides to students as they make use of telecommunications and electronic information resources to conduct research related to the District curriculum. As much as possible, access to the District's computerized information resources will be designed in ways which point students to those which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources to others which have not been evaluated by staff, students shall be provided with guidelines and lists of resources particularly suited to the learning objectives.

VIII. EXAMPLES OF ACCEPTABLE USE

- Using school technologies for school-related activities. Following the same guidelines for respectful, responsible behavior online that is expected offline.
- Treating school resources carefully, and alerting staff if there is any problem with their operation.
- Encouraging positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alerting a teacher or other staff member if threatening, inappropriate, or harmful content (images, messages, posts) are seen online.
- Using school technologies at appropriate times, in approved places, for educational pursuits.
- Citing sources when using online sites and resources for research.
- Recognizing that use of school technologies is a privilege and treating it as such.
- Being cautious to protect the safety of yourself and others.
- Helping to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using New York Mills Union Free School information technology resources.

IX. EXAMPLES OF UNACCEPTABLE USE

- Using school technologies in a way that could be personally or physically harmful.
- Posting personally-identifying information, about yourself or others.
- Using language online that would be unacceptable in the classroom.
- Uses that contribute to the violation of any other student conduct code including but not limited to cheating, plagiarism, hazing or harassment, theft, falsification of records, possession of banned substances/items, etc.
- Using school technologies for illegal activities or to pursue information on such activities.
- Engaging in cyberbullying, harassment, or disrespectful conduct toward others.
- Intentional viewing, downloading or distribution of inappropriate, obscene, vulgar and/or indecent or offensive materials.

- Storing personal photos, music, movies or unauthorized software on New York Mills Union Free School District information technology resources or devices.
- Intentionally wasting limited network or bandwidth resources.
- Using school technologies to send unauthorized and unsolicited email messages (“spam” or chain mail).
- Employing the network or information technology resources for commercial use, individual profit or gain, business advertisement, or political lobbying purposes.
- Giving your username or password to any other user, or using the username or password of another user to access any information technology resource.
- Attempting to use another individual's account, or attempt to capture or guess other users' passwords.
- Trying to find ways to circumvent the school's safety measures and filtering tools.
- Attempting to hack or access sites, servers, or content that isn't intended for your use.
- Interfering with the normal functioning of devices, computer systems, or computer networks.
- Accessing, modifying, or deleting files/data that do not belong to you.
- Using tools that are normally used to assess security or to attack computer systems or networks (e.g., password 'crackers,' vulnerability scanners, network sniffers, etc.), or possessing and/or distributing any software tools designed to facilitate any of these actions.

This is not intended to be an exhaustive list. Users should use their own good judgment when using New York Mills Union Free School District information technology resources.

X. LIMITATION OF LIABILITY

- A. The New York Mills Union Free School District makes no warranties of any kind, implied or expressed, that the services and functions provided through the New York Mills Union Free School District information technology resources will be error free or without defect. The New York Mills Union Free School District will not be responsible for damages that users may suffer, including but not limited to loss of data or interruption of service.
- B. The New York Mills Union Free School District, along with any persons or organizations associated with the New York Mills Union Free School District Information Technology Department, will not be liable for the actions of anyone connecting to the Internet through the New York Mills Union Free School District network. The New York Mills Union Free School District assumes no responsibility for any information or materials transferred or accessed from the Internet. The New York Mills Union Free School District will not be responsible, financially or otherwise, for unauthorized transactions conducted over the network. All users shall assume full liability, legal, financial or otherwise for their actions while connected to the network.
- C. New York Mills Union Free School District users are ultimately responsible for all activity under their individually assigned user accounts, including but not limited to liability or damages caused by users who misuse equipment and/or networks. Authorized New York Mills Union Free School District users may not enable unauthorized users to access the network by facilitating the use of an information technology resource, or the use of a personal computer or device that is connected to the New York Mills Union Free School District network.
- D. While New York Mills Union Free School District employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.
- E. New York Mills Union Free School District will not be responsible for damage or harm to persons, files, data, or hardware.
- F. Parents and guardians agree to accept financial responsibility for any expenses or damages incurred as a result their child's inappropriate or illegal activities on the New York Mills Union Free School District network. Parents and guardians agree to reimburse New York Mills Union Free School District for any expenses or damages incurred in the use of district owned information technology resources or devices.

XI. VIOLATION OF THIS ACCEPTABLE USE POLICY

- A. Student violations of this policy may have disciplinary repercussions pursuant to the Code of Conduct including, but not limited to:
 - Suspension of network, technology, or computer privileges
 - Notification to parents
 - Detention or suspension from school and school-related activities
 - Legal action and/or prosecution
- B. Students who use information technology resources inappropriately may lose their access privileges and may face additional disciplinary and/or legal action.

- C. Staff members who engage in unacceptable use may lose access to New York Mills Union Free School District information technology resources and may be subject to further discipline under the law and in accordance with applicable collective bargaining agreements. Legal action may be initiated against a staff member who willfully, maliciously or unlawfully damages or destroys District data or property stored on the New York Mills Union Free School District information technology resources.

XII. USER ACCESS AND AUTHORIZATION

- A. Access to information technology resources and the Internet provided by the New York Mills Union Free School District is a privilege, not a right, and that access entails responsibility. Students, parents, and staff shall be required to read the New York Mills Union Free School District Acceptable Use Policy and sign and return the appropriate agreement form prior to being provided access to District information technology resources. All such agreements shall be kept on file in the District office.
- B. The New York Mills Union Free School District authorizes the Superintendent to develop and implement administrative regulations, procedures, terms and conditions for use and user agreements consistent with the purpose and mission of the New York Mills Union Free School District as well as with applicable laws and policy.
- C. Students who leave or graduate from New York Mills Union Free School District and staff who leave the employ of the district may not maintain user accounts for New York Mills Union Free School District information technology resources nor have access to District equipment.

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New York Mills Union Free School District

Cross Ref: 5301, Internet Safety Policy
5305, Social Media and Electronic Device Policy
5302, Use of Security Video Cameras
5303, Information Security Breach Policy
Adopted: 10/01/96
Revised: 05/07/02, 02/05/13, 07/07/15, 08/06/19 Reviewed: 01/06/15

SUPPORT OPERATIONS 5301

INTERNET SAFETY POLICY

- I. **In compliance with The Children’s Internet Protection Act (CIPA) and Regulations of the Federal Communications Commission (FCC), the District has adopted and will enforce this Internet safety policy that ensures the use of technology protection measures (i.e., filtering or blocking of access to certain material on the Internet) on all District computers with Internet access. Such technology protection measures apply to Internet access to both adults and minors with regard to visual depictions that are obscene, child pornography, or, with respect to the use of computers by minors, considered harmful to such students. Further, appropriate monitoring of online activities of minors, as determined by the principal(s) or designee, will also be enforced to ensure the safety of students when accessing the Internet.**
- II. **The Board of Education’s decision to utilize technology protection measures and other safety procedures for staff and students when accessing the Internet fosters the educational mission of the school including the selection of appropriate teaching/instructional materials and activities to enhance the school’s programs; and to help ensure the safety of personnel and students while online.**
 - A. No filtering technology can guarantee that staff and students will be prevented from accessing all inappropriate locations. Proper safety procedures, as deemed appropriate by the applicable administrator/program supervisor, will be provided to ensure compliance with the CIPA.
 - B. In addition to the use of technology protection measures, the monitoring of online activities and access by minors to inappropriate matter on the Internet and World Wide Web may include, but shall not be limited to, the following guidelines:
 1. Ensuring the presence of a teacher and/or other appropriate District personnel when students are accessing the Internet including, but not limited to, the supervision of minors when using electronic mail, chat rooms, and other forms of direct electronic communications. As determined by the appropriate building administrator, the use of email and chat rooms may be blocked as deemed necessary to ensure the safety of such students;
 2. Monitoring logs of access in order to keep track of the web sites visited by students as a measure to restrict access to materials harmful to minors;
 3. The dissemination of the District’s Acceptable Use Policy (5300) and accompanying Regulations to parents and students in order to provide notice of the school’s requirements, expectations, and student’s obligations when accessing the Internet. Parental and/or student consent, as may be applicable, shall be required prior to authorization for student use of District computers. In compliance with this Internet Safety Policy as well as the District’s Acceptable Use Policy, unauthorized access (including so-called “hacking”) and other unlawful activities by minors are prohibited by the District; and student violations of such policies may result in disciplinary action; and
 4. Appropriate supervision and notification to minors regarding the prohibition of unauthorized disclosure, use and dissemination of personal information regarding such students.
 - C. The determination of what is “inappropriate” for minors shall be determined by the District and/or designated school official(s). It is acknowledged that the determination of such “inappropriate” material may vary depending upon the circumstances of the situation and the age of the students involved in online research.
 - D. The Superintendent may disable or alter filtering to allow access to blocked or filtered sites for bona fide educational research or other lawful purpose. The power to disable can only be exercised by the Superintendent or designated school official(s).
- III. **The School District shall provide certification, pursuant to the requirements of CIPA, to document the District’s adoption and enforcement of its Internet Safety Policy, including the operation and enforcement of technology protection measures (i.e., blocking/filtering of access to certain material on the Internet) for all School District computers with Internet access.**
- IV. **The District has provided reasonable public notice and has held at least one public hearing or meeting to address the proposed Internet Content Filtering/Safety Policy prior to Board adoption. Furthermore, appropriate actions will be taken to ensure the ready availability to the public of the District’s Internet Content Filtering Safety Policy, as well as any other District policies relating to the use of technology.**

New York Mills Union Free School District

Legal Ref.: 47 United States Code (U.S.C.), Section 254(h) and (1), 47 Code of Federal Regulations (C.F.R.) Part 54
Adopted: 05/07/02
Revised: 02/05/13, 07/07/15, 08/06/19
Reviewed: 01/06/15

SUPPORT OPERATIONS 5400

STUDENT TRANSPORTATION POLICY

- I. It shall be the policy of the New York Mills Union Free School District to provide transportation to students attending both public and authorized private and parochial schools consistent with those guidelines noted below.**
- A. Kindergarten through third grade students shall be provided with door-to-door transportation to and from their school of legal attendance. For purposes of this policy, “door-to-door” shall mean the point closest to the student’s starting point or destination that the Superintendent or his/her designee determines to be consistent with the safe and effective operation of a school bus and public safety.
 - B. Students in grades 4 through 6 shall be provided with transportation to and from their school of legal attendance.
 - C. Students in grades 7 through 12 living more than 1.0 mile from their school of legal attendance and within the boundaries of the New York Mills Union Free School District shall be provided transportation.
 - D. The routing of buses and the designation of pick-up locations will be reviewed annually by the Superintendent of Schools or his/her designee and shall be established in accordance with applicable law and regulation.
 - E. The Superintendent of Schools or his/her designee is hereby empowered to revise transportation routes and/or pick-up locations on a temporary basis, if in his/her judgment weather and/or road conditions warrant such revision.
 - F. The school shall be provided with a written notification of the address where students are to be picked up or dropped off if different than the legal residence.
- II. The New York Mills Union Free School District provides transportation to nonpublic students within the same mileage limits established for resident students attending public schools.**

New York Mills Union Free School District

Legal Ref: Education Law Section 3635
Adopted: 03/13/78
Revised: 11/11/82, 8/8/89, 03/03/09, 02/05/13, 08/15/17
Reviewed: 01/06/15

STUDENTS 7006

STUDENT ATTENDANCE

I. PHILOSOPHY

The Board of Education, in accordance with Section 104.1 (c) of the Regulations of the Commissioner of Education, establishes this comprehensive attendance policy. The objectives of this policy are to ensure the maintenance of an adequate record verifying the attendance of all children, to establish a mechanism to examine patterns of pupil absence and to develop effective intervention strategies to improve school attendance.

II. POLICY

The Board, administration and staff of the district recognize that regular classroom attendance is an essential part of a successful educational program and that there is a critical relationship between academically engaged time and student performance.

III. EXPECTATIONS FOR GOOD ATTENDANCE

- A. 1. Students are expected to attend scheduled classes. The insistence on good attendance serves as a clear and constant reminder of the importance of attendance in instruction, enabling the student to:
 - Achieve academic excellence
 - Develop responsible work and study habits, and
 - Prepare for the world of work
2. Under New York State Education Law Section 3205, parents are responsible for the regular attendance of their children for instruction.

B. Absences

1. Excused

Section 175.6 of the Commissioner's regulations define the following as "excused absences:" personal illness, serious illness or death in the family, impassable roads or weather, religious observance, quarantine, court appearances, attendance at health clinics, approved cooperative work programs, approved college visits, military obligations, disciplinary detention of an incarcerated youth or any other reason approved by the Commissioner.

All instances of excused absence require a written parent/guardian excuse. The excuse must identify the date/time of absence, reason for absence, tardiness or early departure and parent/guardian signature. Students failing to present an excuse prior to an early departure or upon reporting back to school following an absence or tardiness will be subject to a warning. Subsequent offenses will resort in progressive discipline and/or Department of Social Services contact.

2. Unexcused

Most absences not mentioned above are interpreted under the law as "unexcused absences" including but not limited to vacation, shopping, baby-sitting, oversleeping, needed at home, cold weather or missing the bus. Any reason not listed as excused shall be deemed unexcused unless the Building Principal determines otherwise. The two categories of unexcused absence are:

1. Unlawful Detention: Unlawful detention occurs when the pupil is absent with the knowledge and consent of his/her parent/guardian for other than an excused absence.
2. Truancy: A student who is absent from school without the consent of a parent/guardian is considered to be truant.

IV. RESPONSIBILITY FOR GOOD ATTENDANCE

Successful implementation of this policy requires cooperation among all members of the educational community, including parents, students, teachers, administrators and all staff members.

A. Parent/Guardian Responsibilities

1. It is the responsibility of parents/guardians to ensure that their children attend school regularly and on time.
2. When a student is absent from school, parents/guardians must contact the school to report the absence and/or provide appropriate excuses when required (doctor's verification).
3. Parents/Guardians must provide a written explanation of the absence for their child to be turned into their homeroom/ first period teacher upon the student's return to school.
4. Parents are required to provide their current home address, telephone number, emergency number(s) and a list of adults to contact in their absence.

B. Student Responsibilities

1. Students must attend school daily and be on time.
2. Students must attend all classes and are expected to participate fully.
3. Students are expected to make timely arrangements with their teachers to make up assignments and class work they have missed during their absence.

C. Teacher/Staff Responsibilities

1. Teachers are responsible for maintaining accurate attendance reports and for referring chronic absentees for review by the Building Principal or Designee.
2. School office staff shall be responsible for preliminary contact with parents and students to assess a situation of absenteeism and devise a plan of improvement.
3. Teachers and school personnel will continually stress to students the importance of promptness and regular attendance in all of their classes. Teachers can make a difference in the attendance habits of their students. (Phone calls to parents or guardians are encouraged).

D. Administrative Responsibilities

1. The District shall maintain a register of attendance for each pupil which includes the student's name, date of birth, home address, names of parents/guardians, telephone numbers to contact parents/guardians, date of enrollment, record of pupil's attendance on days of instruction, and the date of withdrawal or date dropped from enrollment.
2. The Principal or Designee is responsible for implementing the attendance policy.
3. The Principal or Designee is responsible for identifying students who require alternative services and/or programs for absences or tardiness.

V. ACTIVITIES TO SUPPORT GOOD ATTENDANCE

- A. The implementation of an effective and efficient student attendance system that is accurately recorded consistently maintained and fairly administered.
- B. The provision of prompt service to pupils in need of help as soon as a need is suspected.
- C. The establishment of cooperative relationships between parents and other members of the staff in the interest of the child.
- D. The establishment of cooperative relationships with other community agencies which serve families of pupils with attendance problems.
- E. The maintenance of an effective policy that encourages student attendance and is in compliance with the commissioner's regulations and rulings.

VI. INTERVENTION

- A. The objective of intervention strategies is to identify the cause(s) of absenteeism, to reduce absenteeism and to circumvent the need for action in the courts (PINS petitions).
- B. Teachers and other appropriate staff members (e.g. the school nurse, social worker, guidance counselor or attendance officer) shall be responsible for preliminary contact with parents and students to assess a situation of absenteeism and devise a plan of improvement. For example, where the absence is due to prolonged illness, the District may arrange for immediate home or hospital instruction.
- C. The Building Principal or designee, based upon the referrals of teachers and the established attendance records, shall identify intervention strategies. Such strategies may include, but are not limited to:
 - communication with the parent/guardian
 - counseling and other support services
 - mentoring
 - progressive disciplinary action
 - related community agencies services.

VII. INCENTIVES

The Commissioner has recommended that all Districts implement an incentive program to improve attendance. An incentive program may include, but not be limited to, prizes or privileges for perfect attendance.

VIII. DISCIPLINARY SANCTIONS

- A. When other forms of intervention fail, nonacademic sanctions, including the loss of privileges (e.g. participation on interscholastic sports or in extracurricular activities, attendance at school sponsored events), may be imposed.
- B. Excessive or unreasonable absences and tardiness may properly be the basis for disciplinary action. The use of detentions and in school suspensions related to unexcused absence from school is authorized. A student may be suspended for poor attendance that is willful insubordination. Such removal shall be pursuant to Section 3214 of the Education Law.

IX. CODING SYSTEM FOR ABSENCES

- A. The coding of student absences, tardiness and early departures allows the administration to decipher patterns of behavior/absenteeism and to develop specific intervention efforts as early as possible.
- B. The district will utilize a coding system that differentiates student attendance.

X. NOTIFICATION

Written notification to parents concerning students' absences, tardiness or early departures, will take place at prescribed intervals and will include information that resource/support personnel are available.

XI. Implementation and Review

- A. The Superintendent and/or Building Principals shall review building level pupil attendance records and if such records show a decline in pupil attendance the Superintendent and/or Building Principals shall make any revisions deemed necessary to improve pupil attendance.
- B. The Superintendent shall establish a means to provide a plain language summary of this policy to parents/ persons in parental relation at the beginning of each school year and take other steps to promote the understanding of such policy.
- C. The Superintendent shall provide each teacher with a copy of this policy after approval/amendment and provide new teachers with a copy upon employment.
- D. Copies of this policy shall be made available upon request to any member of the community.

New York Mills Union Free School District

Legal Ref: 8 NYCRR 104.1, 109.2, 175.6

Adopted: 07/09/02

Revised: 04/02/13, 03/04/15

STUDENTS 7101

EXTRA CURRICULAR POLICY

I. POLICY STATEMENT

The New York Mills School District (the District) is committed to providing extracurricular activities to the student population. Engaging in such activities provides students with essential experiences and skills to become positive contributing members of their community. Although extracurricular activities are encouraged, they are a privilege, not a right and therefore must be earned. To earn that privilege, all students must abide by the School Code of Conduct, Policy #1030, and maintain academic eligibility. Every effort by school personnel will be made to help our students meet these goals.

II. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are defined as, but not limited to any interscholastic athletics, the school musicals, clubs, and student government. Any aforementioned activity where the student is representing the District, which falls outside of the regular school day, will be deemed extracurricular.

III. ELIGIBILITY

The primary purpose for attending school is academic achievement. The following process will be used to determine a student's eligibility for participation in extracurricular activities as defined above. Eligibility will be determined every five weeks. Eligibility for extracurricular activity participation in the Fall will be based on the end of year grade pull and final grades from summer school participation where applicable as well as building principal review.

- A. The Principal, Guidance Counselor and Athletic Director will maintain a list of students participating in extracurricular activities throughout the school year.
- B. At the end of each five-week period, which will vary based upon the school calendar, the Guidance Counselor will generate a list of students failing courses in grades 7-12 and will notify students failing one or two courses of their Academic Probation and the requirement to attend Academic/Athletic Study hall in order to participate in an extracurricular activity. In addition, the Guidance Counselor will send home a parent notification letter for any student with one or more failing grades. The Principal will generate a list (Grade Pull) of the students who currently have failing grades in any of their courses and who are participating in extracurricular activities. The Principal will contact parents and students who are deemed ineligible (failing three or more courses). The Principal will share the Grade Pull List with the Athletic Director, Teachers and Extracurricular Advisors. The Athletic Director will oversee implementation of this policy with coaching staff and the Principal will oversee policy implementation with the extracurricular advisors.
- C. Students failing three or more courses will automatically become ineligible until the next Grade Pull and will be placed on Academic Probation. A student failing one or two classes will also be placed on Academic Probation until the next Grade Pull. Students failing one or two classes, who are placed on Academic Probation, remain eligible to participate in extracurricular activities if they attend the required Academic/Athletic Study Hall every day of the probationary period to complete delinquent assignments. Students may be excused to work with an individual teacher during this time if the individual teacher provides the Academic/Athletic Study Hall teacher with a written communication.

At the next five-week Grade Pull, a new list will be generated. If the student on Academic Probation is failing two or more courses he/she will become ineligible until the next five-week Grade Pull. Students who are deemed to be "ineligible" (failing three or more courses) will not be allowed to tryout, practice, compete, rehearse, perform, participate in meetings, etc. until the next list is created.

- D. A student who is academically eligible may nevertheless be declared ineligible for disciplinary reasons by the Extracurricular Committee, using the criteria outlined under Section IV. Part B. The committee may also decide that incidents so egregious may also lead to a suspension spanning the remainder of the sports season. Repeat or subsequent violations can also carry heightened or an elevated suspension for up to one calendar year.

IV. STANDARDS FOR STUDENT CONDUCT

Each student who chooses to participate in an extracurricular program shall first acknowledge in writing (by signing the Code of Conduct) their responsibility to abide by the following standards of conduct during the time period that the program is active. Day-to-day decisions regarding the interpretation of this policy are the responsibility of the Principal.

The student's parent(s)/guardian(s) is also responsible for signing the Code of Conduct acknowledging their understanding of the expectations of not only the student but also of the parent/guardian.

Students and coaches/advisors are representatives of the District. They are to respect all staff members, students, property, District policy and procedures, and laws. Additionally, in the instance of interscholastic activities, the students competing/participating will show respect to teams, school staff, officials and spectators.

Violation of any of these rules will result in the students being suspended from their extracurricular activity. The student and his/her parent(s)/guardian(s) shall be given an opportunity to informally discuss the factual situation with the coach/advisors, Director of Athletics (if applicable), and Principal.

A. Participation Rules and Qualifications

1. During each sport season or club activity, students are loaned uniform(s), materials (instruments and scripts), and equipment that are purchased by the District. Students must return uniforms, equipment and materials at the end of each season, or performance. If uniform(s) and/or equipment are not returned, the student will pay the cost of a replacement uniform(s), materials and/or equipment.
2. A student who is absent or tardy during a school day may not practice or participate in any games/contests, rehearsals, performances or activities for that day or night unless a documented legal excuse such as: a medical note, court appointment, college visit, etc. is provided. A Friday absence because of illness may exclude a student from playing on Saturday unless they have a documented legal excuse.
3. The student must report any injury to the coach/trainer/advisor immediately. The school does not carry student accident insurance. If parent(s)/guardian(s) desire this coverage, they may wish to contact their individual carrier. The student must also report to the nurse as soon as possible to fill out a report if medical treatment is necessary.
4. A student shall not engage in prohibited conduct as defined by Section I, B below.

B. Prohibited conduct under the District-adopted Code of Conduct may be subject to an Athletic Hearing. Violations of the Athletic Code will result in an Athletic Hearing.

Athletic Code:

1. Students will refrain from using or possessing any tobacco products, including vapes, juul, etc. on or off school grounds.
2. Students will refrain from using or possessing alcoholic beverages on or off school grounds.
3. Students will refrain from using or possessing any mind or performance altering drugs or controlled substances on or off school grounds.
4. Students are prohibited from engaging in hazing (recklessly endangers the mental health, physical health or safety of a student), harassment (slurs, jokes, or other verbal, graphic, or physical conduct relating to an individual's protected status including, but not limited to, race, color, religion, ancestry, sex, sexual preference, national origin, age, or disability), illegal gambling, violations of other rules or laws (maintenance of public order on school property, school functions, or any violations of local, state, federal law).
5. Students will refrain from any activities that result in an out-of-school suspension.
6. Students will conduct themselves in a manner that avoids being insubordinate or disorderly and/or endangers the health, emotional well-being, safety or morals of others on or off school grounds.
7. Students will attend all scheduled practices and games, unless student is absent from school or has prior permission from the coach.

C. Participation (Practice, rehearsal, meetings & contests)

The coach/advisor/director will govern practice/meeting/rehearsals including the days of practice/meetings, their beginning time and length. Students shall not be tardy or absent from any practice/meeting/rehearsal or contest without a legal excuse.

D. Suspension-Detention

Students who receive either suspension (in or out of school) or an after-school detention will be ineligible to participate in any practices or events until that disciplinary action has been satisfied. Any student in ISS or OSS for the day will not be allowed at practice, contests, meetings, or other activities after school that day.

F. Injury

In any case of injury, students should report the injury to their coach/advisor, parent(s)/guardian(s), who will then notify the school nurse as soon as possible. The coach, advisor, or nurse will file an injury report.

G. Team Travel

All students will leave and return with the team and are not allowed to travel in a private vehicle. The only exception to this rule is the student who is transported by a custodial parent(s) or guardian(s) and who has previously provided a written excuse to his or her coach/advisor/director.

H. Traveling Attire

As representatives of our District, students will dress in compliance with our dress code and will conduct themselves appropriately. The coach/advisor has the right to require specific attire (i.e. shirt & tie) of their team or group members. In addition, no student shall be required to purchase any additional clothing items i.e. warm-ups.

V. TERMINATING THE SEASON AHEAD OF TIME (QUITTING)

A. Quitting cannot and will not be an acceptable practice. Extracurricular participants are encouraged to always finish what they start. Students will be granted a grace period, beginning with their first day of practice/rehearsal and concluding at the end of the designated "try-out" period of 3-5 days. At the conclusion of the grace period, the student will either be placed on a team/role or released, regardless of whether it was the team he/she tried out for, the student is committed to that team/sport/club/role for the duration of the season.

1. Any participant that has decided to quit must schedule a meeting with the head coach/director/advisor of the sport/activity and the student's parent(s)/guardian(s) (optional during try-out period).
2. If the participant decides to leave during the tryout period, there is no consequence or further action required. The student will also be permitted to try out for another team/club/activity, if both the coaches and/advisors mutually agree the change would be the best decision for the student.
3. Any student that quits any sport/activity, outside of the grace period, will not be allowed to compete in any other sports/activities during that season or in the following sports season, regardless if it carries over into the next school year.
4. If unusual circumstances occur (such as medical or family emergency), a common agreement between the student, coach/advisor, Director of Athletics (if applicable), and/or Principal may make termination of a season valid.
5. A student may also appeal any consequence to the Extracurricular Activities Committee for any other mitigating circumstance he/she may wish to be considered.

VI. IN CASE OF ALLEGED VIOLATIONS OF THE RULES

A. Investigation

Alleged violations shall be reported to the Director of Athletics or Principal. The Principal or Director of Athletics, or their respective designee(s) shall investigate regarding the alleged violation(s) within three (3) school days of the reported incident or as soon thereafter as is practicable.

If the investigation indicates that a violation of the Extracurricular Eligibility Policy may have occurred due to competent and substantial evidence, then the Principal, Director of Athletics, or their respective designee(s) will notify the student and his/her parent(s)/guardian(s). In addition, the Extracurricular Eligibility Committee will be convened within three school days of the determination or as soon thereafter as possible (Extracurricular Hearing).

When an investigation warrants a hearing, the Principal will contact parent(s)/guardian(s). After explaining the situation, the Principal will provide a brief description of the Extracurricular Eligibility hearing process and will provide the parent(s) or guardian(s) with a copy of or access to the Extracurricular Eligibility Policy. The Principal will be available to answer any questions related to the process.

The Extracurricular Eligibility Committee shall consist of four members: 1) Director of Athletics/School Counselor, 2) Principal, or their designee (the one who did not conduct the investigation), 3) coach/director/advisor of the student's activity, and 4) a teacher representative appointed by the Principal.

The investigating official will present the information to the Extracurricular Eligibility Committee. The student and his/her parent(s)/guardian(s) shall have the opportunity, upon hearing the information presented by the investigating official, to provide the student's explanation of events.

B. Consequences for Violation

The consequences for a violation of the set forth expectations shall be determined by the Extracurricular Eligibility Committee incongruence with the District's Code of Conduct.

First time violations of expectations Sections III. A and B. 1-5, for seasonal activities (athletics) will carry a penalty of ineligibility for up to 25 percent of the contests according to policy. First time violations of expectations Sections III. B. 6-8, will carry a penalty of ineligibility for up to 10 percent of the contests according to policy.

Full-Year Activities (School Newspaper, Student Council, National Honor Society, Etc.) shall carry alternative suspension timelines such as 1st Offense - 1 month (4 weeks), 2nd Offense - 3 months (12 weeks), 3rd Offense - 1 calendar year.

The committee will also consider special considerations for the High School Musical because of the unique circumstances surrounding the logistics of that extracurricular group.

These penalties are intended as a guideline to ensure fairness; however, members of the Extracurricular Eligibility Committee shall have the authority to consider extenuating or exacerbating circumstances in assigning a consequence/penalty and act accordingly.

The committee will also have the authority to recommend school-based counseling, education and/or the use of a behavior contract in any appropriate situation.

In the event of a subsequent offense of any of the aforementioned violations, the student will incur a heightened penalty up to and including a full calendar year suspension from athletic/extracurricular participation.

The number of ineligible contests will be determined by using the number of contests scheduled, including scrimmages. All Playoff Contests are included in said penalty in order to fulfill the suspension. If a student is not participating in extracurricular activities at the time of the hearing, the penalty will carry over to the next season in which the student will participate. The maximum penalty shall be ineligibility for extracurricular activities for one full year from the day of violation.

C. Self-Referral and Reporting

We expect our students to be honest and encourage them to report their own prohibited conduct to a coach, athletic director, principal, advisor or other school personnel. Students who have violated the set forth expectations but have been exceptionally forthcoming, responsible, and truthful, or have voluntarily reported themselves to be in violation of the set forth expectations may, at the discretion of the Extracurricular Eligibility Committee, have their penalties/consequences reduced.

D. Committee Decision

The Extracurricular Eligibility Committee's decisions shall be sent in writing to the Principal and Superintendent, the Principal will notify the student and the parent(s) or guardian(s) and the Board of Education. The Principal/Director of Athletics shall report all cases of ineligibility to all affected coaches and advisors.

E. Appeal

1. There will be two separate appeal committees: 1) Academic Appeal Committee and 2) Extracurricular Eligibility Committee.

2. The Academic Appeal Committee will be comprised of two teachers and one school counselor. The principal will Chair the committee but is not a voting member. Student may appeal their eligibility to this committee as outlined below in Section VIII.
3. The Extracurricular Eligibility Committee shall consist of four members: 1) Director of Athletics or Guidance Counselor (if not sports related), 2) Principal, or their designee (the one who did not conduct the investigation), 3) coach/advisor of the student's sport/club/activity, and 4) a teacher representative appointed by the Principal.
4. The student and/or parent(s) or guardian(s) may appeal the decision of the Extracurricular Eligibility Committee in writing to the Superintendent. Any appeal must be within five (5) school days following receipt of the Extracurricular Eligibility Committee's decision. The Superintendent or designee shall review the decision of the Extracurricular Eligibility Committee to ensure that the decision was neither arbitrary, capricious, nor unreasonable. The Superintendent or designee findings will be submitted in writing to the student, parent(s) or guardian(s), Extracurricular Eligibility Committee and The Board of Education. This decision will be final.

VII. ADMINISTRATION OF THE EXTRACURRICULAR CODE OF CONDUCT

Each student participating in extracurricular activities will be given a copy of the Extracurricular Eligibility procedures at the beginning of each season/school year he/she participates. A copy shall be in the student handbook. Coaches/Advisors/Directors are required to read aloud the entire Extracurricular Eligibility procedures prior to the first practice/rehearsal/meeting and a copy of the code of conduct will be sent home to the parent(s)/guardian(s). By participating in the sport/club/activity, the student is demonstrating his/her willingness to comply with all the expectations of a student at District for one (1) calendar year, the date of receipt by student signature on the Extracurricular Eligibility procedures regardless of whether participating in a sport/club/activity at the time or not.

In addition, the Principal or the Athletic Director will present the set forth expectations contained in the Extracurricular Eligibility procedures as well as expectations for the behavior of student spectators and parent(s)/guardian(s) during competitions/performances, to students and parent(s)/guardian(s) at the prior to the start of the sport/club/activity.

VIII. PARENT CODE OF CONDUCT

District seeks to instill positive character-building traits in our students through the demonstration of good sportsmanship, respect for others, responsibility, fairness, caring and good citizenship. We ask that parent(s)/guardians(s) and their guests attending District- sponsored events help us by reflecting these character traits at games. When attending sponsored events, I therefore agree:

- A. Parent(s)/Guardian(s) will be a positive role model for their child and encourage sportsmanship/etiquette by showing respect and courtesy, and by demonstrating positive support for all participants, coaches/advisors, officials and spectators at every competition, practice, meeting, rehearsal, activity or other event.
- B. Parent(s)/Guardian(s) will not engage in any kind of inappropriate conduct with any official, coach/advisor, player or parent/guardian such as booing, taunting or using profane language or gestures, etc.
- C. Parent(s)/Guardian(s) will not encourage any behaviors or practices that would endanger the health and wellbeing of the students or other spectators.
- D. Parent(s)/Guardian(s) will never ridicule or yell at a child or other participants for making mistakes or losing a competition.
- E. Parent(s)/Guardian(s) will respect the officials/school support staff and their authority during games/performances and will never question, discuss, or confront coaches/advisors, and referees at the time of performance or competition, Rather, they will take time to speak with the coach/advisor at an agreed upon time and place.
- F. Parent(s)/Guardian(s) will refrain from coaching/cueing his/her child or other players/performers during games, practices, performances unless he/she is the official coach/advisor of the team/activity.
- G. Parent(s)/Guardian(s) agree that if he/she fails to abide by the aforementioned rules and guidelines, he/she will be subject to disciplinary action that could include, but is not limited to the following:
 1. Verbal warning by the head coach/advisor, official, site supervisor, member of league organization or school administration.

2. Written warning by school administration
3. Parental game suspension with written documentation of incident
4. Parental season suspension

IX. EXTRACURRICULAR CONCERN PROCEDURE:

- A. If you have any questions or concerns about extracurricular activities, you should contact District personnel in the following order:
 1. Coach/Advisor/Director
 2. Director of Athletics (if applicable)
 3. Principal
 4. Superintendent of Schools

X. APPEAL PROCESS/DUE PROCESS

- A. Any student who is declared ineligible or placed on probation has the right to appeal his/her status. The student must submit a written appeal to the principal no later than three school days after the eligibility list is created.
- B. Upon receipt of the appeal, the Academic Appeals Committee will meet as soon as possible in order to determine the status of the individual. The Appeals Committee will consist of the following professional staff:
 1. Building Principal -The principal will serve as chairperson and will not be a voting member of the committee.
 2. Two teachers and one school counselor from the professional staff. These members will serve voluntarily. No teacher who is currently the student’s advisor or coach may serve on their appeals committee. If no volunteers, 3 members of the Board of Education will serve as the appeals committee.

The committee will review the facts and gather pertinent data. Involved parties, including the student in question, will present information relative to the student’s situation. The majority vote of the Appeals Committee will determine the student’s eligibility. The student will be notified of the decision to uphold or deny the appeal within two school days.

- C. If the student is not satisfied with the decision of the committee, he/she may appeal the decision in writing to the Principal within three school days. The Principal will review the decision of the committee and respond within three school days.
- D. If the student is not satisfied with the decision of the Principal, he/she may file a written appeal with the superintendent within three school days. The superintendent will review the ruling of the Principal and affirm or deny the appeal within three school days.

New York Mills Union Free School District

Legal Ref: Matter of Clark, 21 EDR Rep. 542 (1982) Appeal of Wright 38 EDR 7565;

NYS Education Law 1709(2), (3);

Adopted: 08/20/01, 04/27/04

Revised: 8/24/10, 08/20/13, 08/03/21*, 05/07/24*

STUDENTS 7208

STUDENT USE OF INTERNET-ENABLED DEVICES

I. STATEMENT OF POLICY

The New York Mills Union Free School District (the District) believes in the importance of having spaces that encourage sustained attention and focus on learning and instruction. The use and possession of Internet-Enabled Devices during the school day interferes with the ability of students to learn and engage with their teachers, staff, and fellow students. The District will not be liable for loss, theft, or damage to Internet-Enabled Devices.

II. DEFINITIONS

- A. Internet-Enabled Device - any smartphone, tablet, smartwatch, or other device capable of connecting to the internet and enabling the user to access content on the internet, including social media applications.
- B. School day - the entire instructional day, during all instructional and non-instructional time, including but not limited to homeroom periods, lunch, recess, study halls, and passing times.
- C. School grounds - in or on or within any building, structure, athletic playing field, playground, or land contained within the real property boundary line of a district elementary, intermediate, junior high, vocational, or high school, a charter school, or a board of cooperative educational services facility.

III. PROHIBITION OF INTERNET-ENABLED DEVICES IN SCHOOL

The use of Internet-Enabled Devices by students during the school day anywhere on school grounds is prohibited.

IV. EXCEPTIONS

- A. This Policy is not violated when students are authorized to use an Internet-Enabled Device in the following situation(s):
 - 1. The student has been authorized by a teacher, Building Principal, or the District to use an Internet-Enabled Device for educational purposes during instructional time;
 - 2. Where the use is necessary to manage the student's medical condition;
 - 3. In the event of an emergency;
 - 4. Where the use of an Internet-Enabled Device is part of the student's Individual Education Plan (IEP) or 504 Plan;
 - 5. Where it is needed for translation purposes;
 - 6. On a case-by-case basis, upon review and determination by a school psychologist, school social worker, or school counselor, for a student caregiver who is routinely responsible for the care and wellbeing of a family member; or
 - 7. Where otherwise required by law.
- B. Students are authorized to have access to simple cellphones (i.e., phones without internet capability or access). Internet-Enabled Devices that have been provided to students for classroom instruction, such as laptops or tablets used as part of instruction, are also authorized for students to access.
- C. It is not a violation of this Policy for a student to leave an Internet-Enabled Device in a locked vehicle during the school day or during school activities.

V. CONSEQUENCES FOR VIOLATIONS OF THIS POLICY

- A. The consequences for violation(s) of this Policy will be consistent with the Code of Conduct. However, the suspension of a student is not permitted if the sole grounds for the suspension is that the student accessed an Internet-Enabled Device in violation of this Policy.
- B. Student Athletes who violate this Policy may also be subject to discipline consistent with the Athletic Code of Conduct.
- C. Confiscation
 - 1. Internet-Enabled Devices used in violation of this Policy and/or the Code of Conduct will be confiscated by staff and turned into the Building Principal.
 - a. 1st Offense: The Building Principal will contact the parent(s)/person(s) in parental relation and conference with the student and their parent(s)/person(s) in parental relation. The device will be returned to the student or their parent(s)/person(s) in parental relation at the end of the school day.

- b. 2nd Offense: The student’s device will be confiscated and given to the Building Principal. The student and the parent will be required to attend a meeting with the Building Principal or their designee at the conclusion of the school day. At that meeting all applicable policies will be reviewed and the device will be returned. In addition, the student will be required to attend two detention periods (i.e. lunch detention, after-school detention etc.) as determined by the Building Principal.
 - c. 3rd Offense: The student's device will be confiscated and given to the Building Principal. The student and the parent will be required to attend a meeting with the Building Principal or their designee at the conclusion of the school day. At that meeting all applicable policies will be reviewed and the device will be returned. In addition, the student will be required to attend three detention periods (i.e. lunch detention, after-school detention etc.) as determined by the Building Principal and turn in any internet-enabled devices into the Building Principal's office each morning for the remainder of the school year.
2. Additional consequences may be imposed as defined by the NYMUFSD Code of Conduct.

VI. CONTACT DURING THE SCHOOL DAY

Parents/Persons in parental relation may contact their student(s) during the school day by contacting the Principal’s Office:

K-6 Main Office at (315) 768-8129

7-12 Main Office at (315) 768-8124

VII. STORING STUDENTS’ INTERNET-ENABLED DEVICES

The District shall require students to store their personal Internet-Enabled Devices in their student lockers during the school day.

VIII. IMPLEMENTATION

The Superintendent or their designee shall develop any Regulations or internal procedures that may be necessary to implement this Policy.

IX. REQUIRED NOTIFICATIONS

- A. A copy of this Policy shall be posted in a clearly visible and accessible location on the District website.
- B. The District shall provide a translation of this Policy upon request of a student or parent/person in parental relation in accordance with the law.
- C. Parents/Persons in Parental Relation will be notified in writing of the methods they can use to contact their student(s) during the school day, as outlined in Section VI of this Policy. This notification will occur at the beginning of each school year and upon enrollment.

X. ANNUAL REPORTING

On September 1, 2026, and every September 1 thereafter, the District shall publish, on its website, an annual report that details the enforcement of this Policy during the prior school year. This report must include:

- A. Non-identifiable demographic data of students who have faced disciplinary action for non-compliance with this Policy.
- B. An analysis of any demographic disparities in enforcement.
- C. If a statistically significant disparate enforcement impact is identified, such report shall include a mitigation action plan.

XI. SCHOOL DISTRICT RESPONSIBILITY

Students shall be personally and solely responsible for the security of their devices as defined by this Policy. The District shall not assume any responsibility for theft, loss, or damage of a device or any unauthorized calls made on a device.

New York Mills Union Free School District

Legal Ref: NYS Education Law §2803

Cross Ref: 1030, Code of Conduct; 5301, Purpose, Use, and Administration of District Digital Information Systems

Adopted: 06/02/09

Revised: 08/20/13, 05/07/19, 07/08/25