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ATTENDANCE, STUDENT CONDUCT AND ACADEMIC ELIGIBILITY FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Eligibility for Extracurricular and Interscholastic Activities

The Patchogue-Medford School District encourages all students to participate in extracurricular and interscholastic activities. We recognize that these activities complement and supplement the academic programs of our middle and high schools; however, such participation is a privilege, not a right. They provide students with an opportunity to explore an area of interest and to develop specific skills. In addition to providing students an opportunity for their own enrichment and development, extracurricular and interscholastic activities add to the school district's total visibility as well as the community's involvement in our schools. They permit and encourage the adults of the community, as well as other community organizations, to participate and view the Patchogue-Medford District with pride.

The Board of Education has the authority to establish reasonable standards as prerequisites for eligibility for extracurricular and interscholastic activities. These standards apply to entry qualifications as well as to continued participation in such activities. Advisors/Coaches must disseminate a copy of the expected standards of conduct to all students and parents at the start of each school year, and participating students should be individually informed of the application and scope of such standards.

- Students must be reminded that they represent their school and their school district through their participation in these activities. They are role models for fellow students and, therefore, must act responsibly in their roles as students and participants

Eligibility and continued participation in extracurricular and interscholastic activities are a privilege extended to students, as opposed to a right, and the behavioral standards set forth in the District Code of Conduct apply to all students participating in any extracurricular or interscholastic activity. All student participants will be informed that they have the obligation to act in a responsible manner because of the leadership roles they play in the school environment and as a result are expected to adhere to policies accordingly.

Attendance Requirement

No student may participate in an extracurricular or interscholastic activity, practice, scrimmage or contest on a day that the student is absent from school, both excused and unexcused unless a school/district administrator grants special dispensation to the student for the absence in advance. Additionally:

- Students must be present in school for a minimum of five (5) periods on the day of an activity to be eligible for participation.
- Students may not participate in extracurricular activities on the day of a suspension.

Attendance, Student Conduct and Academic Eligibility for Participation in Extracurricular Activities (Continued)
Attendance Requirement (Continued)

- Students who have been sent home and are awaiting the start of a suspension may not participate in athletics or extracurricular activities.

Student Conduct Requirement

A student who is suspended (either in-or out-of-school) will become ineligible for participation on **athletic teams or extracurricular activities once six (6) days of suspension** have been accumulated in a given school year. The school principal will send a letter to the parent of a child who has been suspended. In that letter, there will be a statement about this policy. There is no distinction between in-school and out-of-school suspensions.

Separate and apart from accumulated days of suspension coaches, advisors, and administration reserve the right to remove students from participation in extracurricular activities because of disciplinary infractions that occur on/off the court/field due to behavior/action(s) that are in any way related connected to the team that is deemed unbecoming. Such removal may be temporary or permanent, depending on the severity of the infraction and the discretion of the relevant authority figures. Coaches and Advisors must review such instances with the Academic Director prior to removing a student from an Interscholastic Team and/or an extracurricular activity.

Appeals Process

- Students and parents/guardians have the right to submit an appeal regarding their eligibility for participation in extracurricular activities.
- Appeals must be submitted in writing to the building principal. Requests for appeal must be made two (2) weeks prior to the start of the Interscholastic Season as outlined by the NYSPHSAA season calendar.
- The administration will convene a committee to review the appeal and respond in writing within a reasonable timeframe. The committee will be made up of the following representatives: building principal or designee, academic director, school counselor, and when possible, the coach/advisor.

Determination of Academic Eligibility

A student with two (2) up to a maximum of three (3) marking period failures will be placed on probation for a four (4) week period during which time the student will remain academically eligible to participate in athletics or extracurricular activities. Students with four (4) or more marking period failures are disqualified.

1. Academic eligibility for fall activities shall be determined by the fourth quarter report card issued the previous June, the first quarter progress report issued in October and/or the first quarter report card issued in November.

**Attendance, Student Conduct and Academic Eligibility for
Participation in Extracurricular Activities (Continued)
Determination of Academic Eligibility (Continued)**

2. Students with two (2) up to a maximum of three (3) marking period failures for the fourth quarter report card will be placed on probation for a four (4) week period at the beginning of the fall semester.
3. Students earning passing marks during the summer for the failed course(s) will not be subject to the probationary period in the fall.
4. Academic eligibility for winter activities shall be determined by the first quarter progress report issued in October, the first quarter report card issued in November, the second quarter progress report issued in December and/or the second quarter report card issued in February.
5. For the Middle School Winter II Sports Season, eligibility will be determined by the first quarter report card issued in November and/or the second quarter progress report issued in December.
6. Academic eligibility for spring activities shall be determined by the second quarter report card issued in February, the third quarter progress report issued in March, the third quarter report card issued in April and/or the progress report issued in May.
7. Any student who was deemed ineligible and/or disqualified for activities at the end of a school year and either did not attend summer school or failed summer school, will begin the fall semester on probation.
8. An Academic Support Plan shall be developed with the assistance of guidance, administration, and the eligibility committee. Verbal and/or written notification will be made to parents of students placed on academic probation once the applicable progress report and/or report card has been distributed.

Any student failing two (2) up to a maximum of three (3) marking period failures shall be placed on Probationary status and shall continue until a student is passing all course subjects as indicated by the quarterly report card only. Further, at the completion of the first four (4) week cycle of probation, if a student is still failing two (2) up to a maximum of three (3) marking period subjects, the student will become ineligible for participation in extracurricular and interscholastic activities and will be monitored accordingly. If the student continues to fail two (2) up to a maximum of three (3) marking period subjects after the second four (4) week cycle, the student will be disqualified from further participation. Probationary students who fail to hand in weekly progress reports on time, turn in incomplete reports, or have not met the requirements in the academic plan will be ineligible until the next weekly report has been reviewed and met the criteria for participation.

Attendance, Student Conduct and Academic Eligibility for Participation in Extracurricular Activities (Continued)

An Academic Support Plan shall consist of:

1. Regular attendance and participation in before- and/or after-school support as noted on the student's weekly progress report
2. School counselor support
3. Weekly Eligibility Reports for each subject that should include, but are not limited to:
 - a. Weekly class attendance
 - b. Weekly academic average
 - c. Quarterly academic average to-date
 - d. Homework assignments given and completed
 - e. Teacher comments on weekly performance
 - f. Extra help/tutoring/mentoring, attendance and participation

Weekly Eligibility Reports shall be sent home electronically to parents on a weekly basis. Following the four (4) week period of Probationary status if a student continues to fail any two (2) up to a maximum of three (3) marking period subjects as indicated by the quarterly progress reports, the quarterly report card, and/or the Weekly Eligibility Reports, the student will be disqualified from all activities for the duration of the season. Notice of disqualification will be sent home to the parents of students by the Eligibility Committee. Disqualification shall continue if a student fails two (2) or more subjects, as indicated by the quarterly progress report, the quarterly report card and/or the Weekly Eligibility Reports.

Interpretation of Policy

The following terms/definitions will be used regarding the interpretation of the Eligibility Policy:

- **Probation:** The student will be permitted to participate in the total activity but it will be subject to weekly review.
- **Ineligible:** The student will be excluded from all contests, performances and competitions for a period but is entitled to attend and participate in practices and meetings.
- **Disqualified:** The student will lose the privilege to participate in all extracurricular, co-curricular and interscholastic activities during the period imposed.

January 13, 2025
Policy Revised:
April 28, 2025

COMPREHENSIVE ATTENDANCE POLICY

Objectives to be Accomplished

Educational success demands consistent school attendance. The Patchogue-Medford School District seeks to ensure that all of its students receive an education, which maximizes opportunities for each pupil to realize his/her potential. Studies have shown that consistent school attendance, academic success, and graduation from high school have a positive correlation.

The purpose of the Attendance Policy is:

- To confirm that students are meeting compulsory attendance requirements;
- To know the whereabouts of every student for safety and school management reasons;
- To identify individual and group attendance patterns;
- To provide data to develop interventions to help close the gap in student performance, given the high correlation between attendance and achievement;
- To determine the district's average daily attendance for State Aid purposes;
- To ensure the maintenance of an adequate record verifying the attendance of all children at instruction in accordance with Education law, Section 3205;
- To establish a mechanism to account for the whereabouts of students throughout each school day; and
- To ensure sufficient pupil attendance at all scheduled periods of actual instruction or supervised study activities to permit pupils to succeed at meeting the New York State Learning Standards.

School attendance is both a right and a responsibility in New York State. Children who turn six years old on or before December 1st in any school year must receive full-time instruction from the first day school is in session in September of that school year. Children who turn six years old after December 1st of a school year must receive full-time instruction from the first day of school in the following September. All children must remain in attendance until the last day of the school year in which they reach the age of 16.

The Patchogue-Medford School District will strive to provide a welcoming, caring environment, whereby each member of the school community feels wanted and secure. Parents/Guardians are expected to make sure that their children attend school on a regular basis. To implement a successful attendance policy, the cooperation of all members of the educational community, including parents, students, teachers, administrators, and support staff is needed.

Comprehensive Attendance Policy (Continued)

Strategies Employed to Accomplish Objectives

The administration and support staff would like to work closely with parents/guardians to ensure regular attendance for all students. The Patchogue-Medford School District will implement the following strategies to ensure the effectiveness of this attendance policy.

Increase awareness of the policy among parents/guardians by:

- Providing a plain language summary of this policy at the start of the school year.
- Discussing the policy at Open School Night or sending out electronic reminders annually.
- Including references of the components of this policy in the school newsletters and publications if a school utilizes these.
- Including a summary of attendance requirements in the district calendar.
- Reminding parents/guardians of attendance requirements when daily phone calls are made to verify student absence.
- Including a copy of the policy on the District's Web site. (www.pmschools.org)

Increase awareness of the policy among students by:

- Including a copy in the parent/student handbook for grades 6 – 12.
- Secondary level students will be asked to read the District's Attendance Policy, as well as the goals and consequences established for them in the District's Attendance Policy.
- Discussing attendance requirements at grade level assemblies at the beginning of each school year.
- Including electronic reminders of attendance expectations throughout the school year.
- Including a copy of the policy on the District's Web site. (www.pmschools.org)

Increase awareness of the policy among staff by:

- Including a copy of the policy in each teacher's handbook.
- Explaining the policy at new teacher orientation.
- Reviewing the policy at the beginning of the school year with all faculty and staff to clarify individual roles in its implementation.
- Re-emphasizing policy specifics at grade level and departmental meetings throughout the year.

The district's comprehensive attendance policy will be made available to any member of the community upon request

Comprehensive Attendance Policy (Continued)

Excused and Unexcused Absences

Each absence, lateness, and early dismissal will be recorded as excused or unexcused along with a code noting the specific reason for absence. The student will be deemed present if an absence is not noted in the District's electronic database. Excused absences are defined as:

- An absence due to personal illness;
- Death in the family;
- Medical appointments that cannot be scheduled outside the school day;
- Religious observance;
- Quarantine;
- Required court appearances;
- Pre-approved college visits (by Administration);
- Pre-approved cooperative work programs (by Administration), or
- Pre-approved military obligations (by Administration).

All other absences, lateness, or early dismissals will be considered unexcused. Building principals will review attendance data monthly to identify patterns/trends.

Unexcused absences are considered a violation by a student of the compulsory attendance provisions of Article 65 of the Education Law, which require students to attend school on a regular and punctual basis. Unexcused absences are defined as all absences other than excused absences; for example, without limitation, lateness to school without a note, absence from school without parent/guardian knowledge, family vacations, oversleeping, class cuts, and unapproved early leaves are some of the most common, but not all inclusive unexcused absences from school.

1. All absences must be accounted for. It is the parent's/guardian's responsibility to notify the school attendance office on the morning of the absence or tardiness **AND** to provide a written excuse upon the student's return to school. Students with absences will be encouraged to make up tests, quizzes, complete assignments, and submit homework within a reasonable amount of time. A reasonable amount of time is defined for each class session missed. A "reasonable amount of time" is defined as two days for each class session missed due to an excused absence, and one day for each session missed due to an unexcused absence. (Reference Policy 5132 – Grading Systems.)
 - For example, if a student has an excused absence on Monday and returns to school on Tuesday, assignment(s) are due by the start of class on Thursday.
 - For example, if a student is absent for excused reasons on both Monday and Tuesday and returns on Wednesday, the assignments are due the following Tuesday. Teachers may extend these deadlines if they see that the student is making progress towards completing the assignments. Students should meet with their teachers to arrange for missed work.
 - If work is not completed before the close of the marking quarter, a student may receive an incomplete.

At the High School, an unauthorized tardiness of twenty minutes or more will be considered an absence for that class.

Comprehensive Attendance Policy (Continued)

General Procedures/Data Collection

Attendance data at the building level can be used to:

- Identify absent students, particularly for safety reasons;
- Identify individual and group attendance patterns (the consistent absence of a group from a particular period, e.g., first period, the period after lunch, last period of the day); and
- Identify and initiate strategies to improve the attendance of individuals, targeted groups or the student body as a whole.
- Used to determine eligibility for The Academy (BOCES & CTE) Programs;
- Used to determine if a student has met the New York State seat time requirements for class/course credit; and
- Used to determine summer school eligibility.
- Attendance will be used to determine participation in extracurricular activities per policy #6145.6

On the secondary level attendance will be taken at the beginning of each class period. On the elementary level students will be accounted for on a daily basis as per New York State requirements for the collection and reporting of student attendance data. At the conclusion of each class period all attendance will be compiled in a central location within each school.

Each day a child is absent, a phone call from the parent is requested; however, all absences will be recorded as unexcused if a note is not received upon the student's return to school. The written note should include the student's name, date of absence, reason for the absence, and the parent's signature. On the elementary level, this note should be given to the child's teacher. On the secondary level, this note should be submitted to the Attendance Office when he/she returns back to school.

When a student is out of school for five (5) or more consecutive days or is hospitalized for any period of time, the parent/guardian must contact school personnel (elementary level-call main office, secondary level-call main office or school counselor) prior to the student returning to school to schedule a re-entry interview either in person or via phone. School personnel will request the parent/guardian to submit medical documentation from a medical professional. If the student has been hospitalized, a physician should provide medical clearance for the student to return to school.

Parents will be notified by phone or mail (automated message or Parent Square) if their child is absent or late. Students in grades 6-12, who enter school late with an unexcused reason, may be assigned detention.

Minimum Attendance Requirement for Students Grade K through 5

The Elementary Schools' attendance requirement is consistent with the District's Comprehensive Attendance Policy. All students must attend class a minimum of 85% of the time. Students who arrive at school more than ten (10) minutes after the start of the official school day shall be considered tardy. The school staff will discuss the importance of school attendance and offer assistance to parents/guardians of students who are excessively absent or tardy.

Comprehensive Attendance Policy (Continued)

Notification Sequence (K-5)

- As soon as possible after the fifth day (5) of absence and/or tardiness, the school administrator shall send written notification of the number of absences to the student's parents/guardians reminding them of the importance of regular attendance.
- As soon as possible after the tenth day (10) of absence and/or tardiness, the school administrator shall send written notification of the number of absences to the student's parents/guardians reminding them of the importance of regular attendance. School personnel as designated by the principal shall call the student's parents/guardians to discuss the student's attendance pattern.
- **If a student accumulates 10-15 days of absence and/or tardiness, school personnel *may* initiate a home visit as part of an attendance intervention plan. Should there be extenuating circumstances that preclude a visit, the principal of the building will notify district office of the concern. This action will be based on prior efforts to communicate with the parent or guardian.** The school administrator shall send written notification of the number of absences to the student's parents/guardians expressing concern about the impact of excessive absences on the student's education and request a conference (via phone, in-person, or virtual).
- **If all attempts to reach the parent or guardian are unsuccessful, a home visit *must* be conducted prior to or upon reaching the 15th absence, to assess the situation and support re-engagement with school. Should there be extenuating circumstances that preclude a visit, the principal of the building will notify district office of the concern.**
- **If attendance issues remain unresolved following the home visit and the student approaches 20 days of absence, the school may proceed with a referral to appropriate outside agencies, which may include but are not limited to Child Protective Services (CPS) or Persons in Need of Supervision (PINS), in accordance with applicable laws and district policy.**

Interventions for Excessive Absenteeism (10 or higher) at the Elementary Level (K-5)

- A note from a medical professional may be requested to document consecutive absences due to illness;
- Referral to the Instructional Support Team (IST) to review student profile and develop specific interventions;
- A home visit *may* be conducted by school personnel after 10th absence based on communication with parent/guardian,(as stated above, a home visit *will* be conducted prior to or upon 15 days of absence and *no* prior communication with parent/guardian);
- Referrals will be made to outside agencies (including but not limited to Child Protective Services and/or Persons In Need of Supervisions (PINS)-if applicable) for additional support towards attendance problem after 20 absences;
- Possible exclusion from extracurricular activities (refer to policy #6145.6);

Comprehensive Attendance Policy (Continued)

Interventions for Excessive Absenteeism (10 or higher) at the Elementary Level (K-5) (Continued)

- Possible referral to the PM Family Center or outside agencies for counseling, case management and/or community supports and resources.

Minimum Attendance Requirements for Students Grades 6-12

The secondary attendance requirement is consistent with the District's Comprehensive Attendance Policy. All secondary students must attend each class a minimum of 85% of the time and earn a passing grade in the course.

Absences

- All absences from class will be covered by this policy. No distinction will be made between the classifications of excused or unexcused when determining the total number of days absent from each course.
- Students shall not be considered absent when they are authorized by school officials to be somewhere other than in their regularly scheduled class. For example, if school personnel expect a student to report elsewhere during the student's regularly scheduled class time for such activities as meetings, conferences with school personnel, testing, physical exams, music lessons, or field trips, the student shall not be considered absent.

It is the responsibility of the student and/or the designated staff member to provide the classroom teacher with written documentation to attend these sessions before the student is permitted to leave the class.

- Absences resulting from the student being assigned to In-School Suspension (I.S.S.) will not count as a class absence if the student is in attendance on the date(s) assigned by school administration.
- Absences resulting from the student being assigned to out of school suspension in the Positive Alternative to Student Suspension Program (P.A.S.S.) will not count as a class absence if the student is in attendance on the date(s) assigned by school administration.
- Students who, for any reason, are removed from the Regular Attendance Register and placed on Homebound Instruction, shall not be considered absent from their regular classes during that time.

Notification Sequence and Consequences for Grades 6-12

The following refers to the **notification** process pertaining to the number of unexcused absences in a single course. A parent/guardian/student may be notified several different times if excessive absences exist in more than one class.

Comprehensive Attendance Policy (Continued)

Notification Sequence and Consequences for Grades 6-12 (Continued)

As soon as possible after the fourteenth, twenty-first, twenty-fifth, and twenty-eighth absence from a **full year course**, the secondary administration shall send written notification to the student's parents/guardians and guidance counselor. Please be advised that a meeting with school personnel may be held at any time regarding attendance concerns. The letters shall notify the parents/guardians as follows:

- **After the 14th absence**: The student has been absent half the number of maximum allowable absences and may be assigned to "AUDIT" (high school credit bearing course) status for the remainder of the school year and/or may also lose course credit if absences continue and/or may lose the opportunity to attend summer school if not successful in the final course grade.
- **After the 21st absence**: The student has been absent three quarters of the maximum allowable absences and may be assigned to "AUDIT" status for the remainder of the school year and/or may also lose course credit if absences continue and/or may lose the opportunity to attend summer school if not successful in a passing final course grade.
- **After the 25th absence**: The student has been absent more than three quarters, the student will be assigned "AUDIT" status. The parent/guardian and student will be required to meet with school personnel
- **After the 28th absence**: The student will be assigned to "AUDIT" status for the specific course for the remainder of the school year. All subsequent progress and report card comments will have this notation. The student will still receive a numerical report card grade, but may lose course credit if a final passing grade has not been achieved and the student has not met the required 60% cumulative attendance criteria. Students will be encouraged to continue their academics and improve their attendance to be eligible to attend summer school.

Interventions for Students Approaching 14 Absences:

When students approach 14 absences and beyond, the following interventions may be considered:

- **A note from a medical professional may be requested**
- **Referral to Instructional Support Team (IST)** - A review of the student's academic needs and support strategies may be initiated.
- **Meeting with School Personnel**- After the 20th absence unless no prior meeting was held.
- **Home Visit** - A visit may be made to the student's home to understand and address any factors affecting attendance. If a student accumulates 15 to 20 days of absence and/or tardiness, school personnel *may* initiate a home visit as part of an attendance intervention plan. This action will be based on prior efforts to communicate with the parent or guardian. If all attempts to reach the parent or guardian are unsuccessful, a home visit *will be* conducted prior to or upon reaching the 20th absence, to assess the situation and **support re-engagement with school.**

Comprehensive Attendance Policy (Continued)
Interventions for Students Approaching 14 Absences (Continued)

- **Referral to Outside Agencies** - This could include referrals to Child Protective Services (CPS), or Referral for Persons in Need of Supervision (PINS) Petition- **If attendance** issues remain unresolved following the home visit and the student approaches 25 days of absence, the school may proceed with a referral to appropriate outside agencies, which may include but are not limited to Child Protective Services (CPS) or Persons in Need of Supervision (PINS), in accordance with applicable laws and district policy
- **Exclusion from Extracurricular Activities** - In accordance with **Policy 6145.6**, students who consistently miss school may be excluded from participating in extracurricular activities.
- **Repetition of course or grade level** due to excessive absences.

Similarly, as soon as possible after the seventh, eleventh, and fourteenth absence from a **half-year course**, the secondary administration shall send written notification to the student's parents/guardians and guidance counselor. The letters shall notify the parents/guardians as follows:

- **After the 7th absence**: The student has been absent half the number of maximum allowable absences and may be assigned to "AUDIT" status for the remainder of the school year/semester and/or may also lose course credit if absences continue and/or may lose the opportunity to attend summer school if not successful in the final course grade.
- **After the 11th absence**: The student has been absent three quarters of the maximum allowable absences and may be assigned to "AUDIT" status for the remainder of the school year/semester and/or may also lose course credit if absences continue and/or may lose the opportunity to attend summer school if not successful in a passing final course grade.
- **After the 14th absence**: The student will be assigned to "AUDIT" status for the specific course for the remainder of the school year/semester. All subsequent progress and report card comments will have this notation. The student will still receive a numerical report card grade, but may lose course credit if a final passing grade has not been achieved and the student has not met the required 60% cumulative attendance criteria. Students will be encouraged to continue their academics and improve their attendance to be eligible to attend summer school.

In every letter to a student's parents/guardians, a request will be made for the parents/guardians to meet with the child's guidance counselor and/or school attendance teacher. The impact of excessive absences on the student's education, possible intervention strategies to eliminate the problem, and the consequences associated with the student's absenteeism will be discussed. If contact between the parents/guardians and school personnel is not made, school personnel may contact outside agencies for additional support in addressing the attendance problem. The parents/guardians will have an opportunity to confer with the school staff; however, a conference with the parents/guardians is not a prerequisite to denying academic credit to a student who has failed to meet the attendance requirements. The prime responsibility for the student's attendance in class rests with the student.

Comprehensive Attendance Policy (Continued)

Additional Attendance Requirements for Students Grades 9–12 (and those 8th graders in credit bearing courses)

Absences

- For any credit bearing course any student with more than twenty-eight (28) absences for a full year course or more than fourteen (14) absences for a half-year course will be assigned to “AUDIT” status and may not receive course credit. Attendance requirement states, in part, that to be granted academic credit for any course, a student must earn a passing grade in the course and attend each class a minimum of 85% of the time.
- In each course, when a student accumulates more than twenty-eight (28) absences for a full year course or more than fourteen (14) absences for a half year course a notation of “AUDIT” for all subsequent reporting periods will be entered in the comments section on both the progress report and report card.
- While in “AUDIT” status students are still obligated to attend school, and complete all work and assignments for the course, as their work will continue to be evaluated/graded by the teacher. Students will also still receive teacher comments/feedback on both their progress report and quarterly report card and numerical grade on report cards. At the conclusion of the school year if the student has maintained a passing grade they will receive the numerical grade of record for the final course average and successfully pass the course. However, the student will attend summer school for seat time requirements if the student falls below 60% or 73 days of cumulative attendance for a full year course and/or 60% or 37 days for a half year course. Failure to meet the attendance requirement outlined in Policy 5113.2 will be reprogrammed to take the course in credit recovery.
- If the student has not maintained a passing grade for the course the student will not receive credit for the course. This notation will appear on the report card and student transcript thereafter until the student successfully completes the course.
- Any student who has failed a course may still have the opportunity to attend summer school if their cumulative attendance for the specific course is at least 60% for the school year.
- Appeals concerning the application of this policy for a specific catastrophic or extenuating circumstance(s), including the minimum attendance standards required to earn course credit, may be made to the principal within seven (7) days of receipt of written notification of the student’s absence(s).
- Summer school is a remediation program based on continuous and previous seat time requirements. There are approximately twenty (20) instructional days in summer school. If the student attends summer school and passes a course they will successfully have met the New York State seat time requirement and earn credit for that specific course. Please be reminded that in summer school the maximum number of absences for any course is three absences.

Comprehensive Attendance Policy (Continued)

- A Parent/Guardian may file a written appeal to the Principal to attend summer school if they have exceeded the 60% cumulative attendance for a specific catastrophic or extenuating circumstance(s). This written appeal must be filed no later than two (2) business days after the school year has ended, which is the last day of school in June as summer school registration typically commences three (3) business days after the last day of school in June. If no appeal is filed or granted, the student will be reprogrammed for the course in the next school year at the Credit Recovery Program. If the course is not offered during the Credit Recovery Program or if the Credit Recovery Program is not being offered, students will be reprogrammed during the school day.
- Applicants to The Academy (BOCES CTE) must meet the attendance requirement of no more than fifteen (15) unexcused absences (period or full day). If the student has more than fifteen (15) unexcused absences, they will be ineligible. Additional requirements of applicants to The Academy include that:
 - the applicant must maintain a minimum overall academic average of 70 in the year prior to entry, no more than one (1) course failure, and no out-of-school suspensions.
 - the applicant must meet the criteria established by The Academy
 - a seat at The Academy must be available in the selected CTE program of choice.

Refer to the Program of Studies for additional information.

Applicability

This policy shall apply to students in grades 9-12 and for 8th grade students enrolled in courses where they earn high school credit.

- This policy shall apply to each course independently.
- Students attending classes at other facilities, such as The Academy shall be subject to the attendance policies at those other facilities.
- New students to grades 6-12th, who enroll after the first semester, shall be entitled to half the number of allowable absences for each scheduled course.
- Students who transfer from one (1) class to another during the school year will have their class attendance transferred to the new class.

Incentives for Attendance Patterns

Each school, where the administration deems appropriate, may use incentive programs to encourage good attendance or acknowledge attendance improvements. Incentives may include recognition certificates, attendance honor roll, etc.

Comprehensive Attendance Policy (Continued)

Procedure Review

Each building principal or designee will initiate appropriate action to address excused and unexcused absence patterns. Personnel should have a good understanding of the intent of the District's Comprehensive Attendance Policy and knowledge of successful strategies to overcome negative attendance patterns and encourage positive attendance, learning, and achievement.

The High School Principal and Middle School Principals will provide the Superintendent and the Board of Education with evaluation data and statistics on the implementation of this procedure at the end of each school year.

The Student Support Services Committee will meet each year to review attendance data and the attendance policy.

The Board of Education shall annually review building-level student attendance records, and, if such records show a decline in student attendance, the Board of Education shall revise the district's comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

Policy Adopted:

August 12, 2002

Policy Revised:

September 12, 2006

Policy Revised:

November 19, 2012

Policy Revised:

April 15, 2013

Policy Revised:

August 29, 2016

Policy Reviewed:

August 26, 2019

Policy Revised:

June 24, 2024

Policy Revised:

August 4, 2025

Absence From and Lateness to School

If a student is absent or late, the school must be notified of the reason. The parent should call the school **(631-687-6550)** on that day **and** they must provide a note the first day the student returns back to school. Please be mindful of this especially with regard to Academy/BOCES eligibility criteria for students. It is also expected that any student who is out for three or more days will provide a doctor's note upon returning to school. Absence notes should be given to the homeroom teacher, and late notes are to be given to the attendance office. Written notification should be brought in upon return to school and include the following information:

1. Student's Name
2. Dates of Absence or Lateness
3. Reason for Absence or Lateness
4. Signature of Parent or Guardian
5. Business or home telephone number of parents or guardian

If an absence cannot be properly explained, the student will be marked as truant for the date(s) involved. Truancy will be reported to an appropriate administrator and applicable truancy from class regulations will be invoked. Additionally, repeated lateness will result in disciplinary actions.



PATCHOGUE-MEDFORD SCHOOL DISTRICT

WHERE EDUCATION IS MET WITH EXCELLENCE!

Lori Cannetti
Interim Superintendent of Schools

Randy E. Rusielewicz Ed.D.
Principal

Board of Education
Kelli Anne Jennings, President
Diana Andrade, Vice President
Jennifer A. Krieger
Lauren Kuban
Marc A. Negrin
Francis Salazar
Bernadette M. Smith

Patchogue-Medford High School
181 Buffalo Avenue
Medford, NY 11763
(631) 687-6500

Theresa DeLeva, District Clerk

Dear School Community,

Regular school attendance is a major factor in your child's educational success and personal development. Every day of instruction builds upon previous learning, creating a foundation of knowledge and skills that cannot be replicated through make-up work. When students are consistently present, they engage in classroom discussions, participate in collaborative activities, and benefit from immediate feedback from teachers. These consistent interactions foster critical thinking, social skills, and a connection to our school community.

To encourage good attendance, New York State requires that all school districts develop a Comprehensive Attendance Policy. One requirement is that parents/guardians must be provided with a yearly summary. Both the Comprehensive Attendance Policy Summary and the Comprehensive Attendance Policy are located below. The second requirement is that parents/guardians must sign off on the digital form that will be provided by your building principal in August. The Attendance Policy Sign-Off must be completed and submitted no later than September 12, 2025.

As partners in your child's education, both students and families play essential roles in maintaining excellent attendance. Students must take ownership of their commitment to learning by arriving on time, prepared, and ready to engage each day. Parents and guardians are equally responsible for ensuring their children attend school regularly, understanding the importance of punctuality, and developing healthy routines. Our policy requires consistent communication between home and school when absences occur, and we ask that you work with us to minimize unnecessary absences while addressing any barriers that may prevent regular attendance. We have many supports within our school to assist families who may be experiencing attendance issues. We encourage you to reach out to your building principal so our team can assist you in mitigating the problem.

Sincerely,

Lori Cannetti
Interim Superintendent of Schools

PATCHOGUE-MEDFORD SCHOOL DISTRICT COMPREHENSIVE ATTENDANCE POLICY SUMMARY

Philosophy: Regular school attendance is a crucial component of academic success.

Policy Purpose: To minimize no-excuse absences, tardiness, and early departures (ATEDs).

Definitions:

Excused ATEDs are those that result from personal illness, illness or death in the family, religious observance, quarantine, required court appearance, scheduled medical/dental appointments that cannot be scheduled outside of the school day, previously approved college visits, previously approved cooperative work programs, and previously approved military obligations.

ATEDs without Excuses includes any absence that has no excuse, such as those listed above.

Tardiness means arriving at school more than 10 minutes after the start of the official school day in grades K-5 and less than 20 minutes late for students in grades 6-12.

Truancy is defined as a willful violation caused by the student's absence from compulsory attendance.

Notice of the Policy will be given to students, parents or guardians, staff members and employees, and community members through a series of verbal and written announcements and reviews.

General Procedures: Attendance will be taken each day in elementary schools and in each period in secondary schools. This information will be given a code, archived and monitored.

Parent/Guardian responsibilities include notifying the school within 24 hours of ATED. Notice may be in writing or by telephone.

Disciplinary Consequences: ATEDs without excuses will result in administrative action consistent with the Code of Conduct.

Intervention strategies will be considered for those students who have a pattern of ATEDs without excuses.

Attendance Policy/Notes:

Unexcused TEDs will affect the student's grade of participation in the class for a reporting period. Excused TEDs can affect the student's grade if coursework is not turned in.

In Grades 9-12, any student with more than 14 ATEDs for half-year courses, or with more than 28 absences for full-year courses will not receive credit for the course. Students with appropriately excused ATEDs may complete unturned assignments according to established procedures.

Additional Attendance Requirements for Students Grades 9–12 Absences :

Linda Wood Absence Teacher (631) 687-6550 LHockney@pmschools.org

At the high school level any student with more than twenty-eight (28) absences for a full year course or more than fourteen (14) absences for a half-year course will be assigned to “AUDIT” status and may not receive course credit. Attendance requirement states, in part, that to be granted academic credit for any course, a student must earn a passing grade in the course and attend each class a minimum of 85% of the time. In each course, when a student accumulates more than twenty-eight (28) absences for a full year course or more than fourteen (14) absences for a half year course a notation of “AUDIT” for all subsequent reporting periods will be entered in the comments section on both the progress report and report card.

While in “AUDIT” status students are still obligated to attend school, and complete all work and assignments for the course, as their work will continue to be evaluated/graded by the teacher. Students will also still receive teacher comments/feedback on both their progress report and quarterly report card and numerical grade on report cards. At the conclusion of the school year if the student has maintained a passing grade they will receive the numerical grade of record for the final course average and successfully pass the course. However, the student will attend summer school for seat time requirements if the student falls below 60% or 73 days of cumulative attendance for a full year course and/or 60% or 37 days for a half year course. Failure to meet the attendance requirement outlined in Policy 5113.2 will be reprogrammed to take the course in credit recovery. If the student has not maintained a passing grade for the course the student will not receive credit for the course. This notation will appear on the report card and student transcript thereafter until the student successfully completes the course. Any student who has failed a course may still have the opportunity to attend summer school if their cumulative attendance for the specific course is at least 60% for the school year.

Appeals concerning the application of this policy, including the minimum attendance standards required to earn course credit, may be made to the principal within seven (7) days of receipt of written notification of the student’s absence(s).

Summer school is a remediation program based on continuous and previous seat time requirements. There are approximately twenty (20) instructional days in summer school. If the student attends summer school and passes a course, they will successfully have met the New York State seat time requirement and earn credit for that specific course. Please be reminded that in summer school the maximum number of absences for any course is three absences.

Academy/BOCES Criteria

Applicants to Academy/BOCES programs must maintain, in their junior year, a minimum academic average of 70, no more than ten unexcused absences (period or full day), no more than one course failure, and no out-of-school suspensions. Applicants to Academy/BOCES programs for 2025-26 must have senior status (earned at least 14 credits) as well as continue to maintain the same criteria listed above. Please be mindful of absences, early releases, late arrivals and proper submission of absence notes according to the timelines outlined prior **(ABSENCE FROM AND LATENESS TO SCHOOL)**.

- Applicants to The Academy (BOCES CTE) must meet the attendance requirement of no more than fifteen (15) unexcused absences (period or full day). If the student has more than fifteen (15) unexcused absences, they will be ineligible. Additional requirements of applicants to The Academy include that:
 - the applicant must maintain a minimum overall academic average of 70, no more than one (1) course failure, and no out-of-school suspensions.
 - the applicant must meet the criteria established by The Academy
 - a seat at The Academy must be available in the selected CTE program of choice. Refer to the Program of Studies for additional information.

Early Dismissal

It is the expectation that once a student arrives at school each day, he/she will remain in school until the end of their last scheduled period. In the event that a student needs to leave school early, the following guidelines (from the District Attendance Policy) apply:

Each early dismissal will be recorded as excused or unexcused along with a code noting the specific reason for leaving. Excused early dismissals are defined as:

- Early Dismissal due to personal illness*
 - Student must be seen by a school nurse and must be dismissed through the Nurse's Office in order to be coded as "Excused".
- Illness or death in the family
- Medical appointments that cannot be scheduled outside the school day*
 - Will be coded as "Unexcused" unless the parent or student submits an official note from the medical practitioner's office following the appointment.
- Religious observance
- Required court appearances

All early dismissals must be accounted for. It is the parent's/guardian's responsibility to notify the school attendance office on the morning of the early release AND to provide proper documentation upon the student's return to school. Students that leave school early are encouraged to make up tests, quizzes, complete assignments, and submit homework. Students should meet with their teachers to arrange for missed work.

Please note that no student will be released to anyone other than those persons listed in their emergency contact information. Please be sure to check and update it online on the parent portal ([Update Parent Portal](#)). Additionally, only seniors with parking privileges that are parked in the student parking lot may leave from school grounds after all the other early release guidelines have been followed. The high school reserves the right to not allow students to leave in their vehicle if there is concern about their ability to operate a motor vehicle in a safe manner.

Please also note that students should not be texting or contacting their parent/guardian via cellphone to pick them up, especially if the student is feeling ill prior to coming to the Main Office, Health Office, and/or Attendance Office. Students should be requesting a pass to see the nurse who will then evaluate and make a record of the visit. After further evaluation, a call may be made to the home to recommend an early release.

[Parent Portal Page](#)

Lateness To Class

Students are required to report to each class, study hall, or lunch period on time. Students are expected to be in their classrooms and seated when the bell sounds to begin all class periods. Attendance will be taken in all classes. An unexcused lateness to class will result in administrative/dean intervention.

Parent Accounts

How to set up parent accounts in SmartPass

Parent Accounts is a Hall Pass Pro feature that enables families to view their child's hallway movement via SmartPass.

Once parents or guardians have created an account, they can see real-time information about their student's movement in SmartPass.

Video Walkthrough

Watch the video through this [link](#)

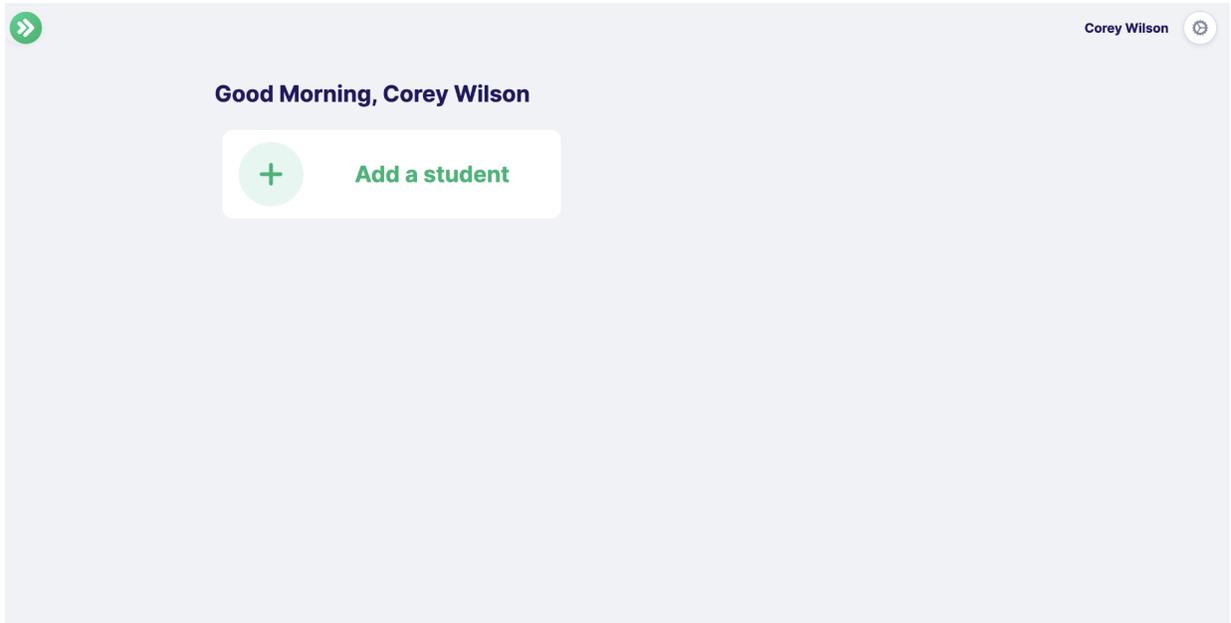
A student detail screen looks like this for a parent:

The screenshot shows a user interface for a parent named Suzanne. On the left, there is a profile card for a student named Tristan. The card includes a back arrow, a profile picture, the name 'Tristan', and three summary boxes: '0 today', '4 this week', and '14 this month'. Below these are sections for 'Status' (Active), 'Last Active' (Today at 10:34 AM), 'Email' (tjones@waltwhitman.org), 'Role' (Student), and 'School' (Walt Whitman High School). On the right, there is a date selector for 'This school year' and 'Aug 1 - Today'. Below this is an 'Overview' section with four summary boxes: 'PASSES CREATED 42 passes', 'TIME SPENT OUT OF CLASS 3 hrs 43 min', 'PASSES OVER TIME LIMIT 5 passes', and 'PASSES AUTO-ENDED 1 pass'. At the bottom right is a 'Passes' section with six colored cards representing individual passes: 'Counselor' (9:57 remaining), 'Jennings' (Jan. 24, 10:45 AM), 'West Bathroom' (Jan. 24, 2:34 PM), 'Library' (Jan. 19, 9:13 AM), 'West Bathroom' (Jan. 14, 2:13 PM), and 'West Bathroom' (Jan. 11, 8:13 AM). Each card has a directional arrow icon.

To Sign Up for Parent/Guardian Accounts

Families need to head to smartpass.app/app/parent-sign-up to sign up for a parent/guardian account.

Once they have signed up, they will be redirected to the Parent dashboard where they can add their student using an invite code provided by the school.

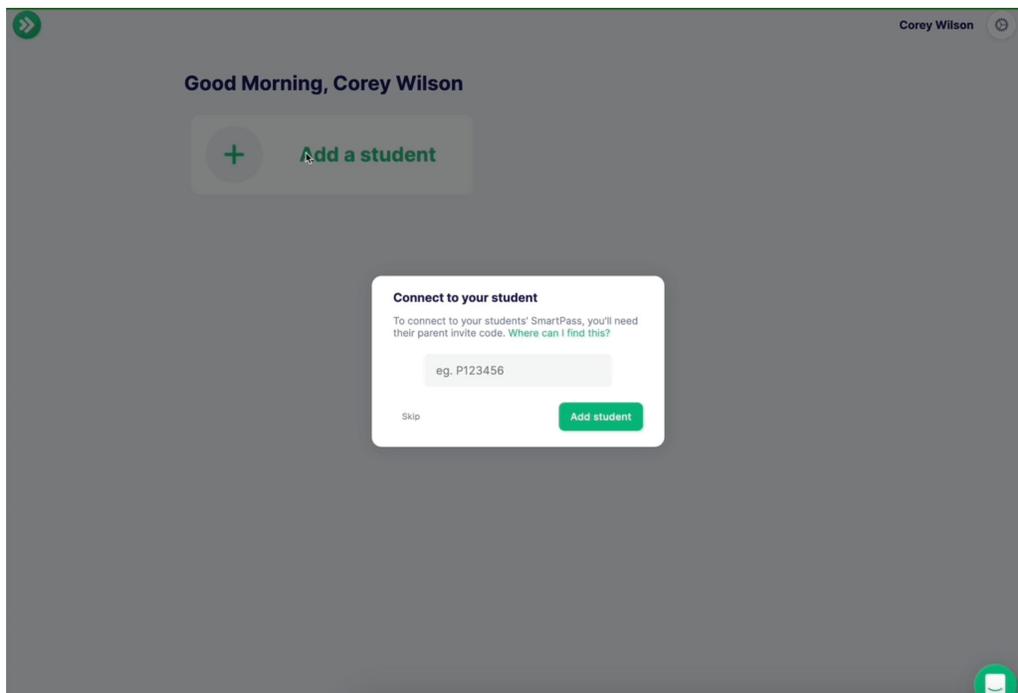


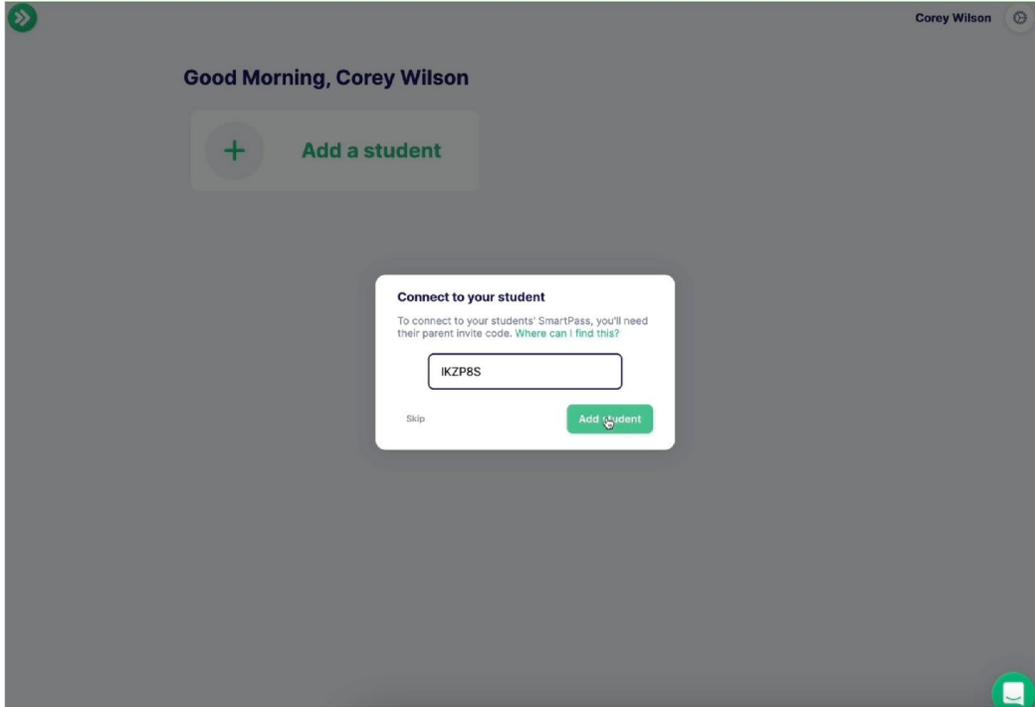
How to Add a Student to a Parent Account

From a parent/guardian account, parents/guardians should click "Add a student". A pop-up will appear where they can enter their invite code provided by the school.

Once they enter the invite code, the student will be added and parents can then click on the student's account and view the passes activity of the student.

Parents can add multiple students by repeating the same steps.



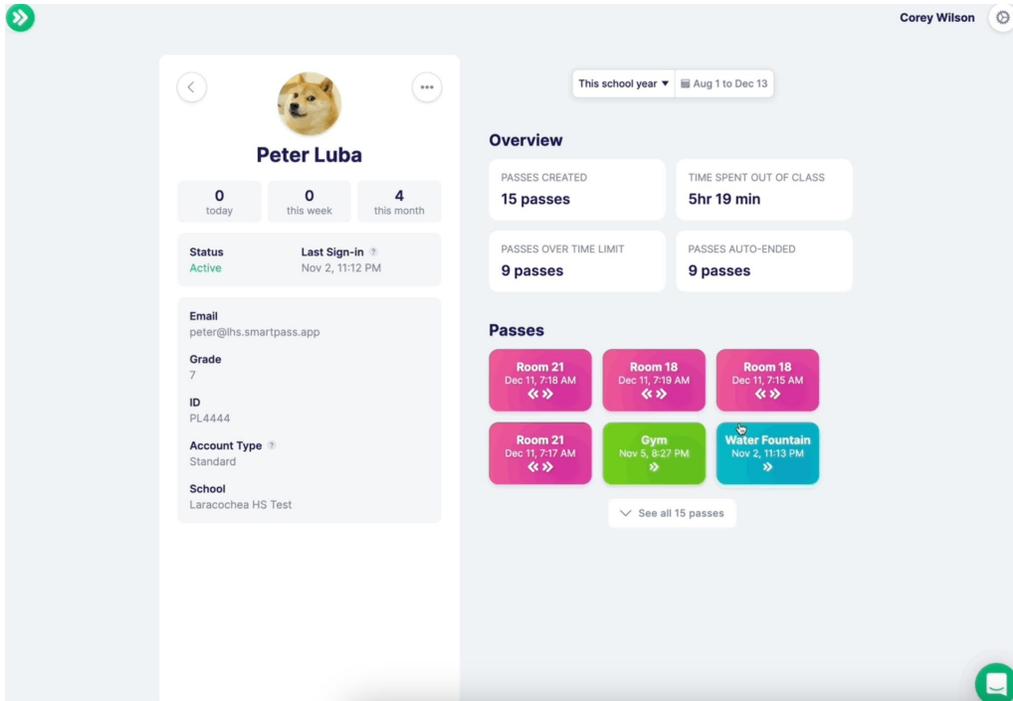


Corey Wilson G:

Good Morning, Corey Wilson

lifi&&&F





FAQ

- 1. Can parents change notification preferences?**
No. Parents do not have access to notifications settings.
- 2. Can parents see their children's active or scheduled passes?**
No. Parents cannot view active or scheduled passes. They can only view expired passes.
- 3. Can parents see their children's pass limits or the encounter prevention groups?**
No. Parents do not have access to this information when using parent accounts.

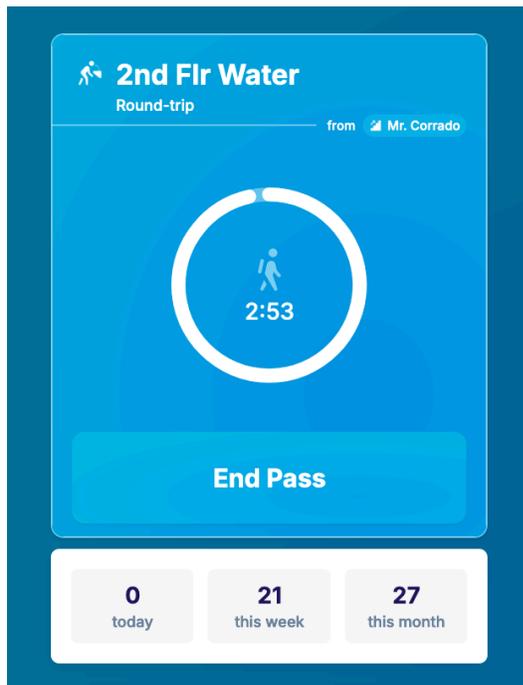
Student Intro to Passes

A basic introduction for students to learn what a pass looks like, and how it functions.

What is a Pass?

A Pass is like a digital permission slip that allows a student to be outside a particular classroom at a specific time. It serves the same purpose as the paper hall passes you might be used to, but it's on a computer or tablet, so you don't need to carry those around. Teachers and school staff can also keep track of where students are using this Pass.

What does a Pass look like?



- The top part of the Pass shows the destination of that pass. Right below it, you will see the pass type (Round Trip or One Way) as well as the location you left from.
- In the middle of the Pass, you can see a large timer indicating how much time is remaining on your pass.
- At the bottom of the pass, you will see the "End Pass" button. Clicking here will end your pass. Only do this upon arriving at your final location.

- Below (if your school has this setting toggled on) you will see pass counts for the date, week, and month.

Active Passes

When your Pass is active, it means you're in the hallway. You'll see a timer showing how much time you have left. When you get to where you're going, you have to press the "End Pass" button.

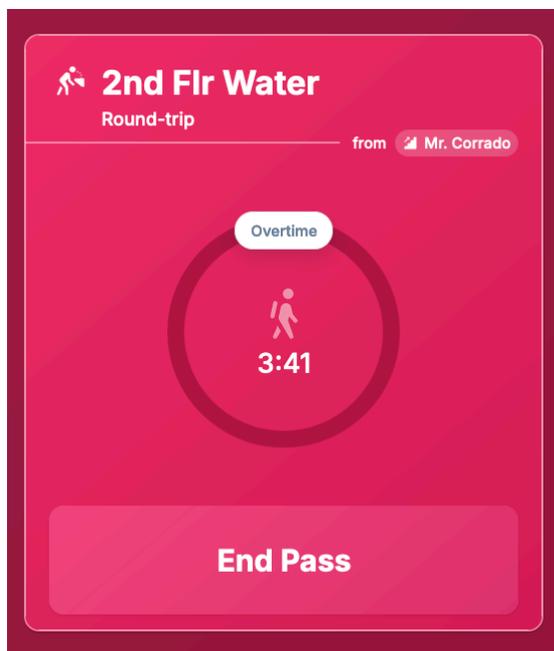
For round-trip passes, this means you end the pass in the room you came from, and for one-way passes, the room you went to.

If you take too long, the timer starts counting up, and the pass turns red. But don't end your Pass until you've reached your destination, even if time runs out. This helps teachers and staff keep track of who's in the hallways.

Overtime Passes

When a pass turns red the time will begin to count upwards. This may happen if you are overtime and still out, or if you forget to end your Pass. It will automatically finish after a certain amount of time set by your school. Usually, it's around 10 to 15 minutes.

You never want to be out this long after a pass. If something is wrong and preventing your return, please find an adult in your building.



Scheduled Passes

These are Passes you or a teacher scheduled for the future. You can only cancel them if you made them yourself or your teacher made the pass declinable. The Pass will show where you're going when it starts. You may be required to input your origin room if a teacher is scheduling the pass for you.

Learn more about creating a Scheduled Pass [here](#) or managing Pass Requests [here](#).

Expired Passes

These are Passes that show where you've been in the past. You can check how long you spent outside by looking at these Passes. It's like a history of where you've been. You can find these on your calendar tab.

Remember, these are your digital hall passes. They help keep everyone safe and make sure you're where you're supposed to be at the right time.

FAQ

1. Can a pass include a message?

Pass requests and scheduled passes may contain a message sometimes. To check if one of these passes has a message, click on the pass to open it and click on the arrow pointing to the right to view the message.

You can also send a message when sending a pass request to a teacher.

2. Where can I see my pass history?

You can see past, present, and future passes through your Calendar view, which is the second tab next to Home.

3. Can passes have multiple destinations?

No. Passes can only have one origin room and one destination room. To go to a second destination, you will need to make a new pass upon arriving at the first destination.

Creating Passes Guide for Students

Making Passes for now

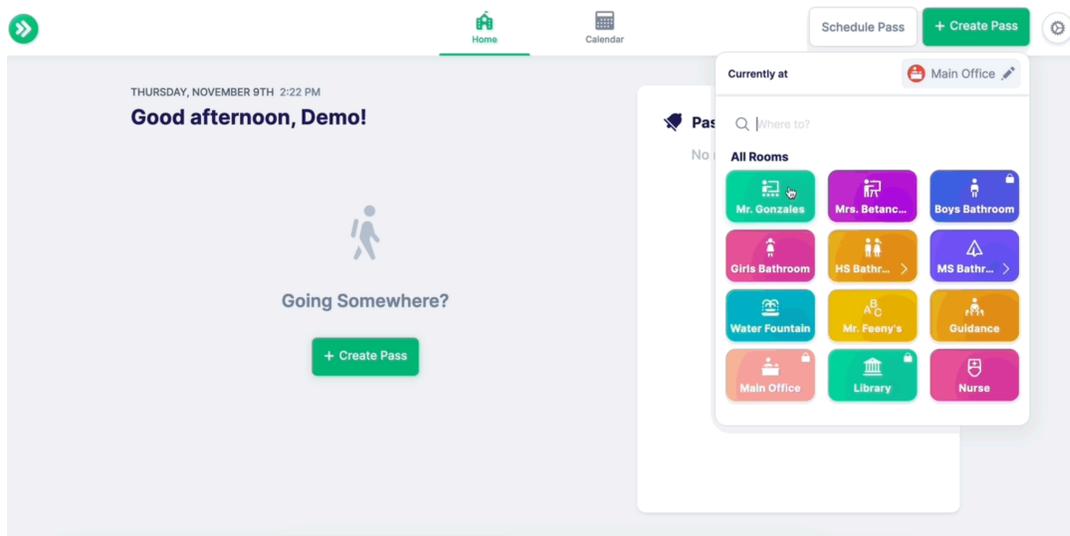
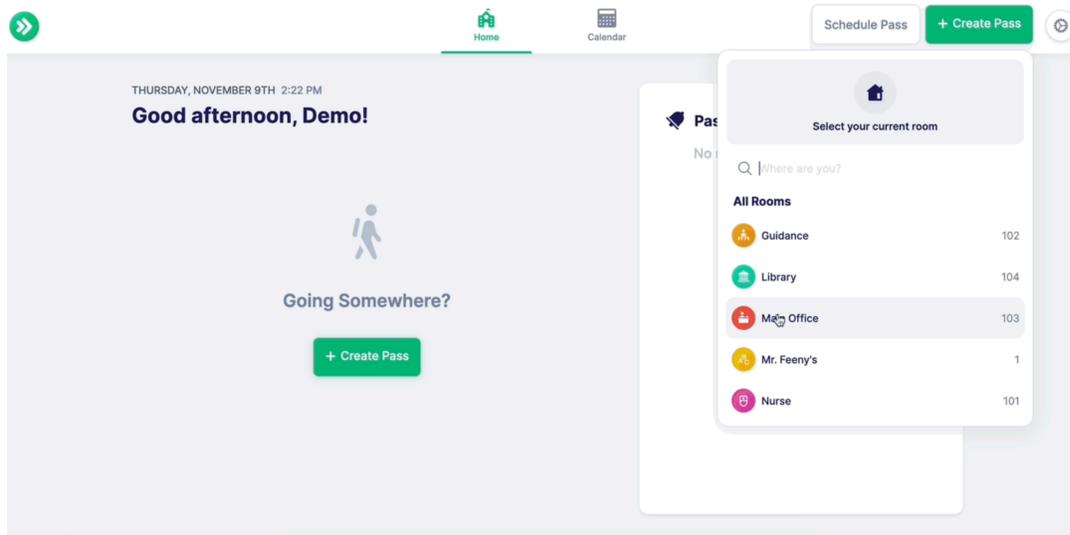
Hey there, students! Today, let's learn how to use SmartPass to create passes at your school.

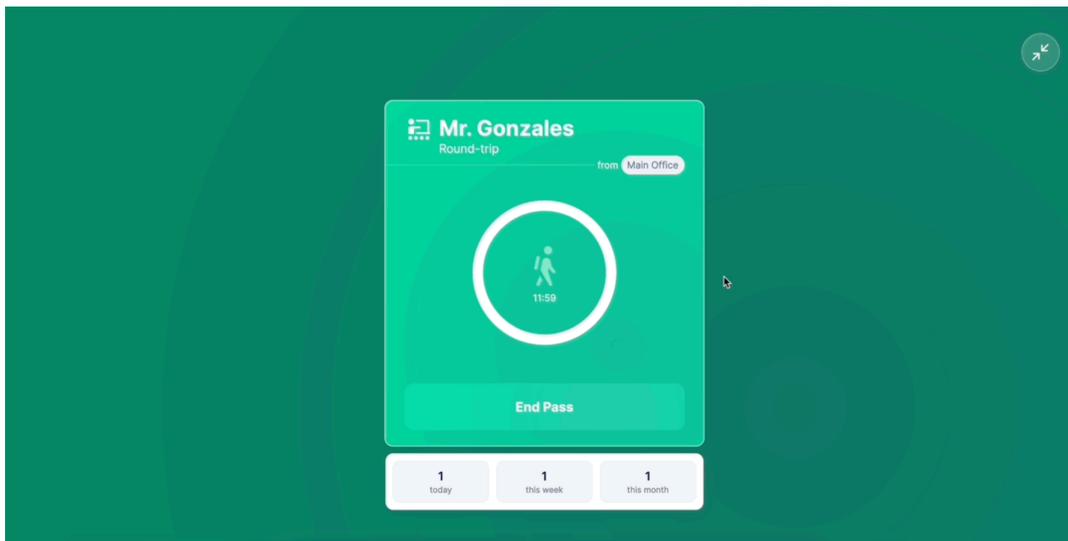
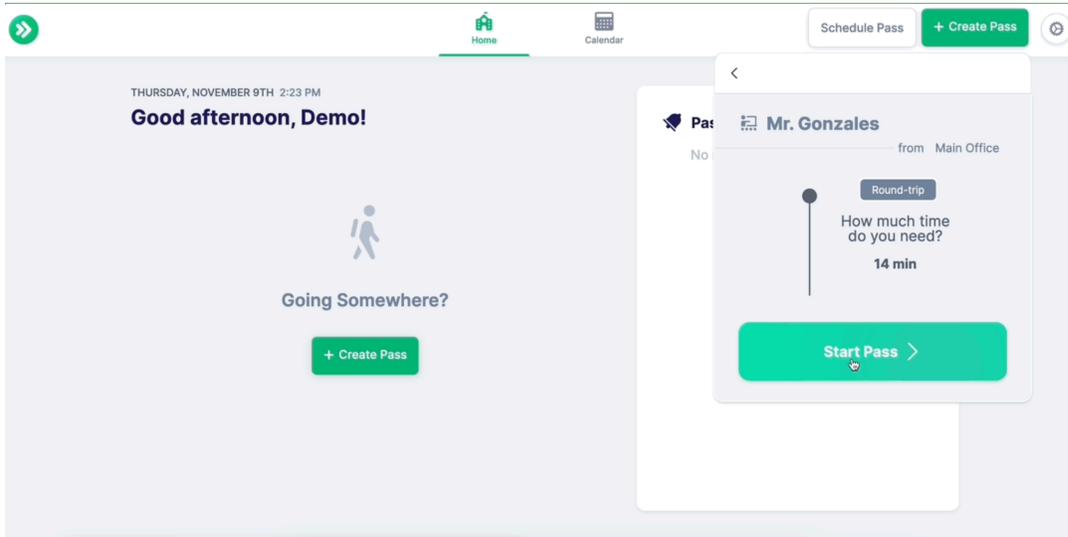
A few important things to remember:

- You may have pass limits at your school, check with a teacher.
- Some areas might require a teacher to approve a pass, if you are unsure ask.
- Always follow your teacher's and your school's rules when asking for, and using a pass.

Now let's, jump into it!

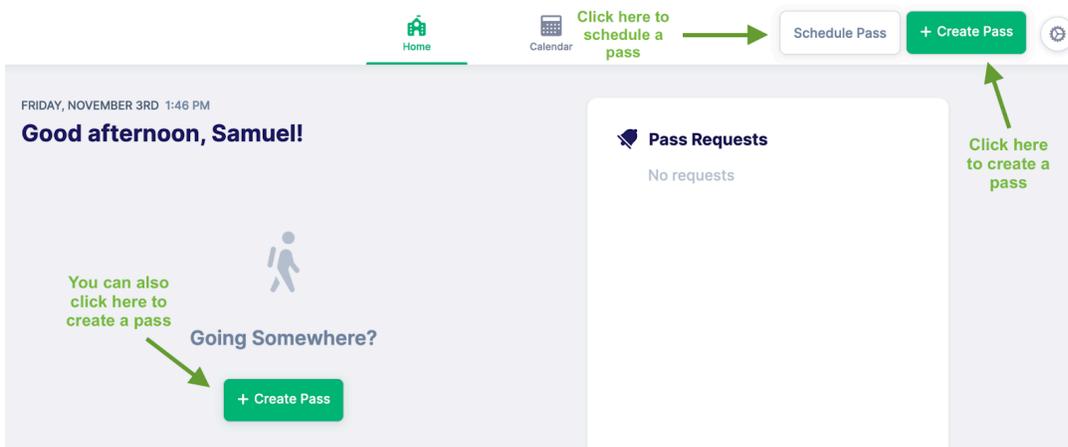
Creating A Pass As A Student





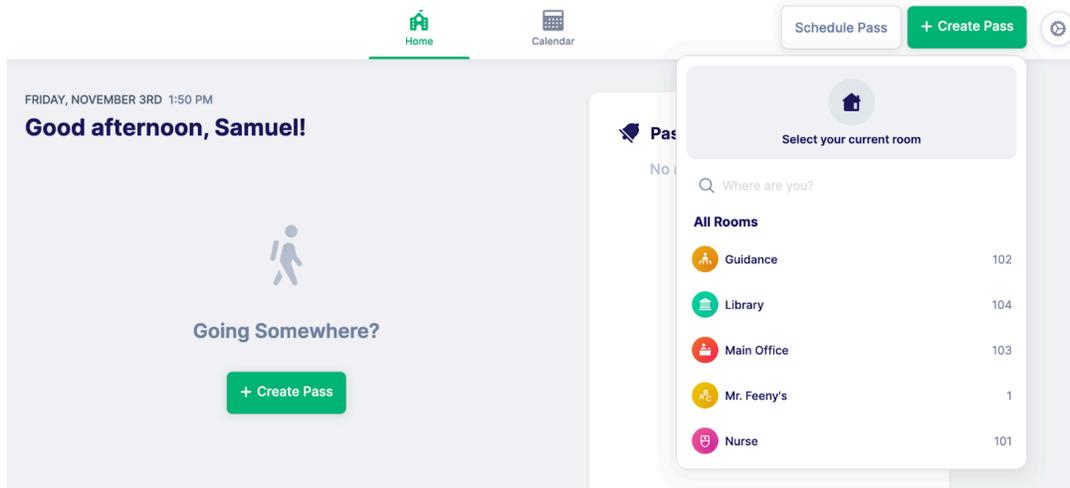
Step 1: Making a Pass for Now

First things first, you need to decide whether you want to make a pass for right now or schedule it for the future. Here we are going to focus on creating a pass to leave class right now. Start by clicking the green "Create Pass" button.



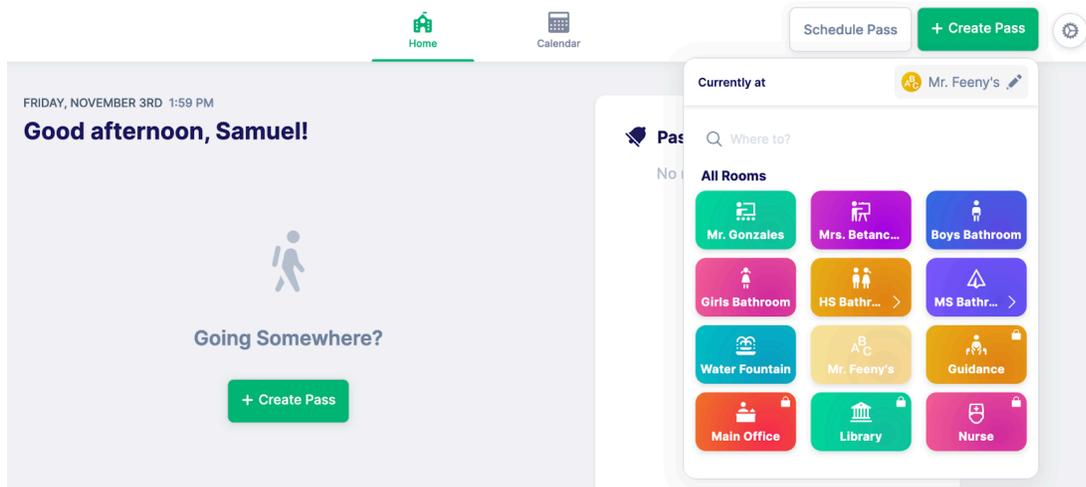
Step 2: Choosing the Room or Choosing the Date and time

If you selected “Create Pass” you need to select the room you're currently in. You can either search for all the available rooms in the school or choose from a list. To make things even quicker, you can [add your favorite rooms in the settings](#).



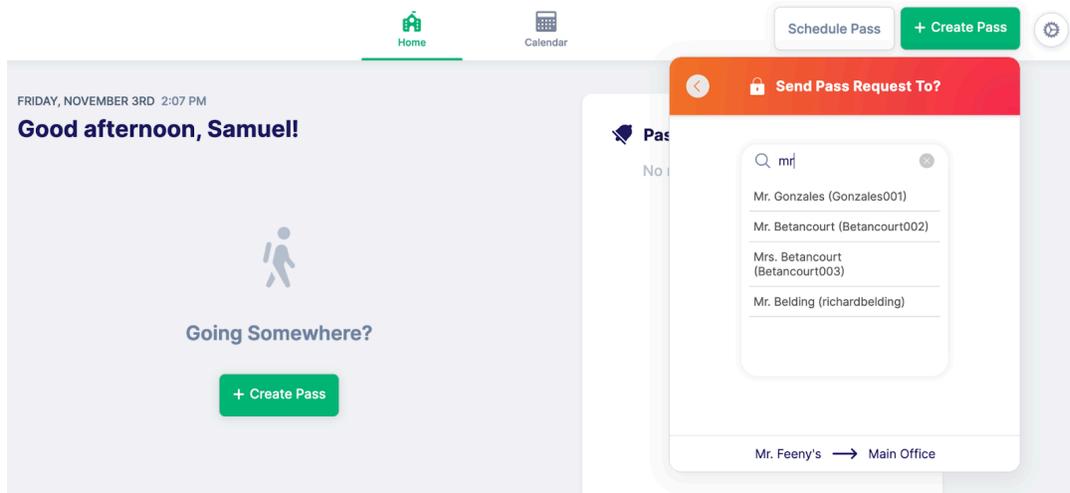
Step 3: Picking Your Destination

Next, you'll choose the room you want to go to. Your school administrators set some rules for each room. Rooms without locks are unrestricted, meaning you can make a pass without needing digital teacher approval. But rooms with locks are restricted, and you'll need your teacher's approval. If you want to know more about managing pass requests, [we've got the information for you](#).

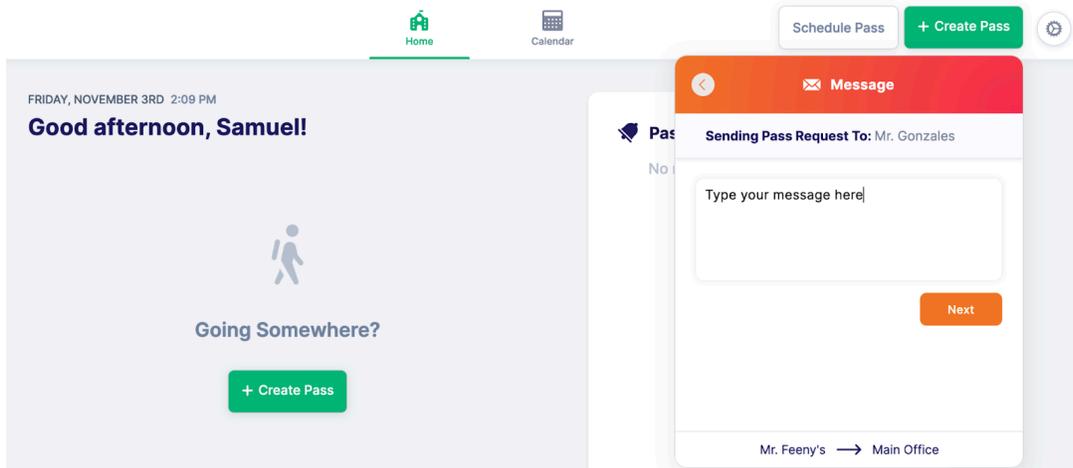


Step 4: Sending Your Pass Request and Adding A Message

This only applies if the room is locked, and requires approve. If you're heading to a locked room, your pass request will be sent to the teacher. Sometimes you will be asked to pick from a list, other times the teacher may be pre-determined.



You can also attach a message to your pass request if the room requires an approve. This is your chance to explain to the teacher why you need to go somewhere. It's always a good idea to be polite and clear in your message.

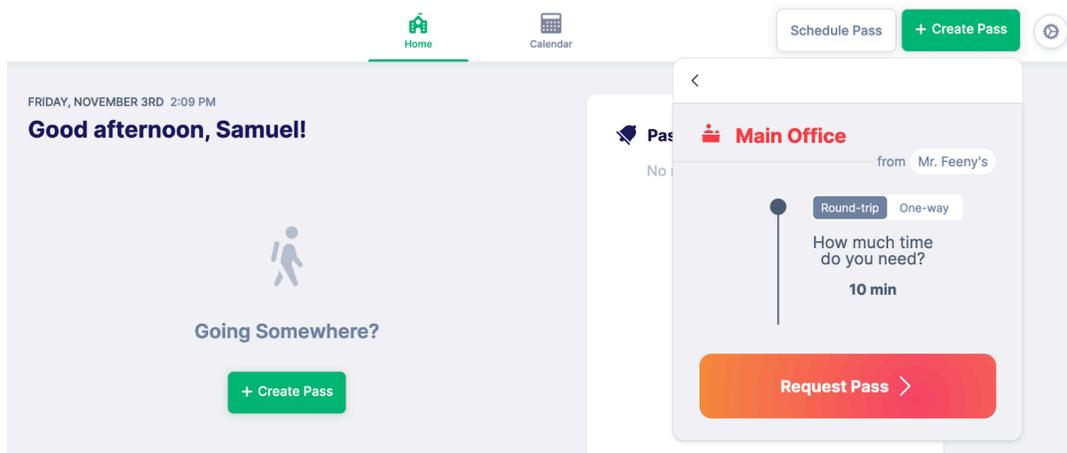


Step 5: Travel Type & Duration and Starting Your Pass

Lastly, you'll select the travel type and duration for your pass. One way means you are going to this location and ending you pass, while round trip means you will be returning to the origin on the same pass.

When selecting a time consider how long it takes to get to this location and complete your task. You cannot give yourself more time than your school is has permitted.

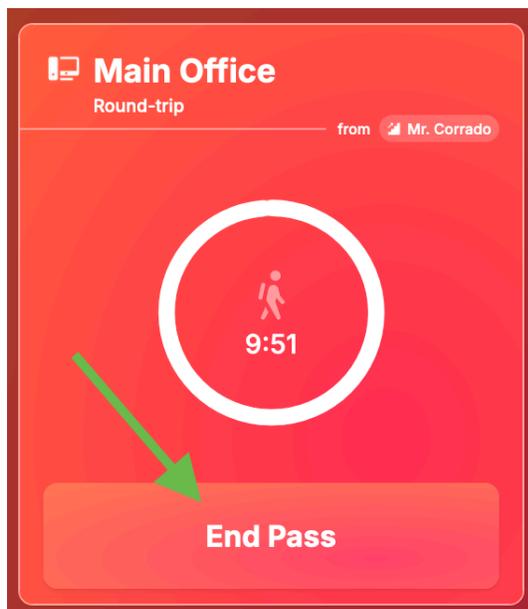
Once you are done hit "Request Pass" if it needs approval, or "Start Pass" if the pass is ready to go! A restricted pass will not start until it is approved.



Remember, when your pass starts to quietly leave the room following your school procedures. This may require you to turn your device to the teacher, or set it on a table or desk up front.

Step 6: End your Pass

When you are all done with your pass, remember to click "End Pass".



And that's it! You've just learned how to use SmartPass to create passes! It's a handy tool to help you get where you need to go while keeping everything organized. Have a great day at school, and remember to use your passes responsibly!

FAQ

1. What If I don't know the name of the room or room number?

No worries, if you know the first and/or last name of the teacher in the room you can enter it on the search field to view all rooms associated with that teacher.

2. What if I need more time than the time limit for the pass?

Unfortunately, you are not able to go over the time limit. You can set the duration to less, but never over the limit.

3. I have no passes left for the day. Can I still make a pass?

Yes, but you will need to send the request to a teacher to approve the additional pass.

4. I can't make a pass. I am getting an error "Sorry, you can't start your pass right now. Please try again later".

This means that some limit in your building has been hit. Please ask your teacher for a pass at a later time.

Student Overview

Learn all about the Student view and how to get started right away with SmartPass

With SmartPass, you can create passes for whatever you need, whether it's for now or later. This article will show you how to use SmartPass.

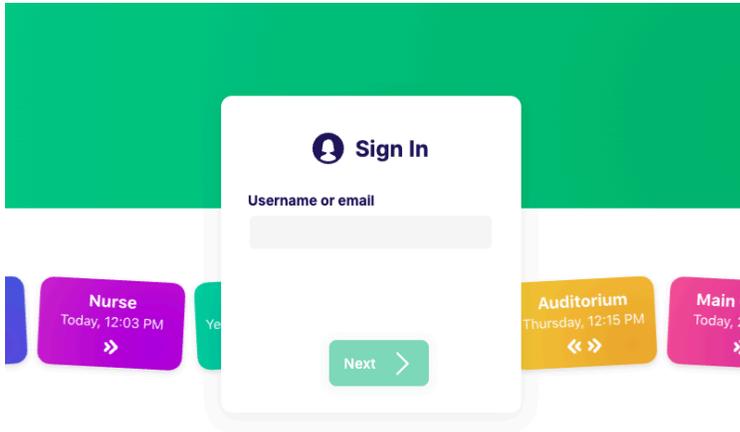
It is important that you check with your teachers on how your school is using SmartPass, as you always want to follow the directions and rules set up by your school.

Video Walkthrough

You may check the video [here](#).

Logging In and Student Home Page

1. Head to app.smartpass.app and enter your credentials. If you are unsure, ask your teacher.
2. If your school has not bookmarked this for you, now might be a good time to do this! Your school may also have you access SmartPass a different way, so make sure to ask!



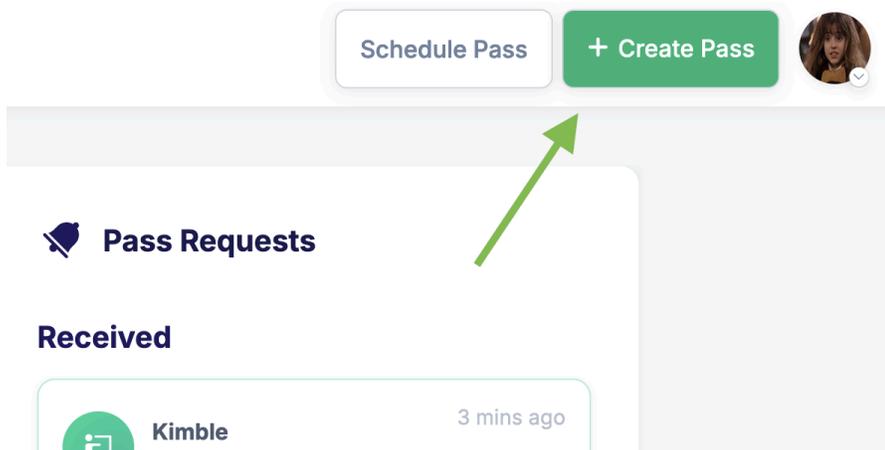
When you log in you will see your home screen. Across the top you will see your Home and Calendar tabs, as well as the buttons to create passes and schedule passes.

In the middle of your screen you will see your upcoming passes. These could be passes you asked for, or that a teacher or other adult in your school has written for you. Be sure to check here often! Click into each section below to learn more.

Creating Passes

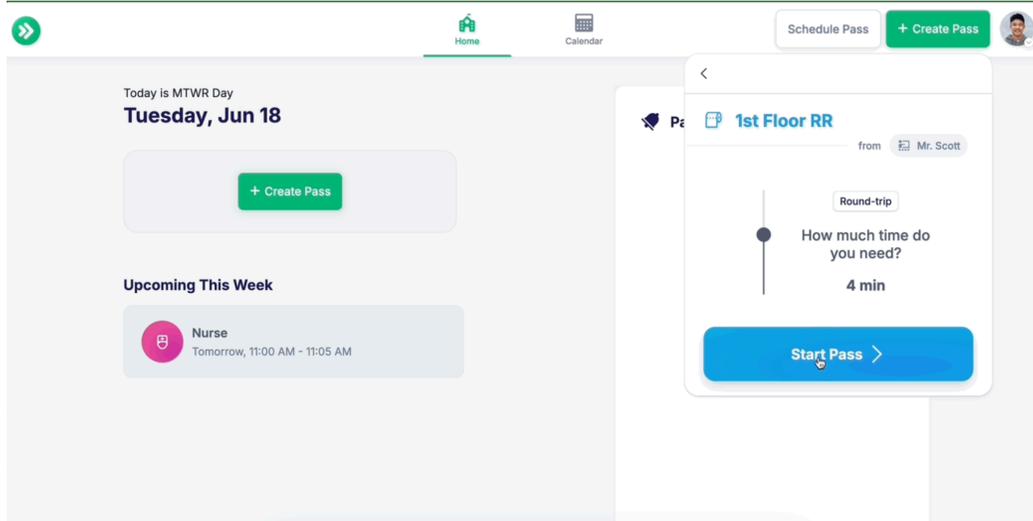
Remember, it is important to always follow school rules when asking for, and making passes, so check with your teacher on the correct process to do this.

1. Ask permission to leave the room, and when given, access your device and SmartPass.
2. Begin by clicking the green Create button in the top corner.



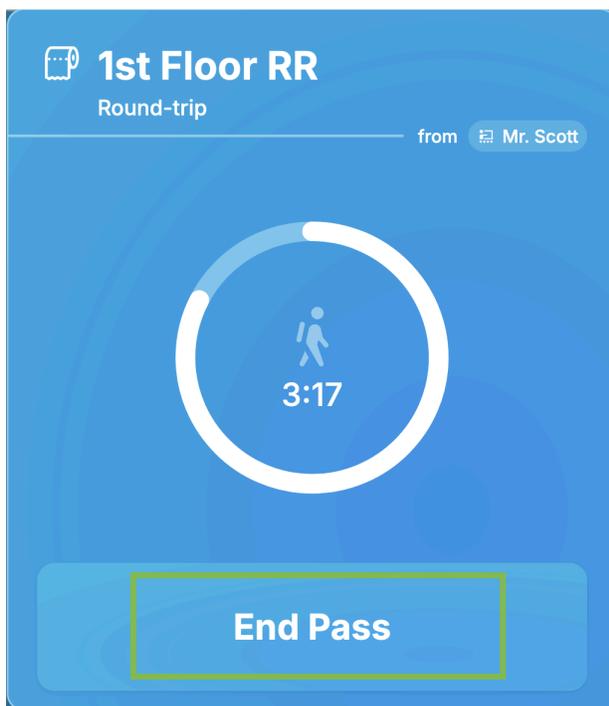
3. Next you will want to fill out the information for your pass by selecting where you are leaving from, where you are going to, and adjust the time needed. The room you are starting in may be pre-filled for you. If so, fill in the remaining information.

4. Once your pass is ready hit "Start Pass".



5. Follow class procedures on what to do next. Your teacher may want you to turn your device towards them, or even set it up on their desk. At this point you can quietly leave the room.
6. Upon return, quietly click "End Pass" and return to learning. It is that quick and easy!

To learn more about [creating passes](#) or [scheduling passes](#), click on the appropriate links!



Managing Pass Requests

On the right side of the center of your homepage are pass requests. These are passes that require you to take action. A teacher is asking you to go somewhere at a certain time.

By clicking the request you can learn more about this request and respond by accepting or denying the pass. You will need to put in your starting location to accept.

To learn more about pass requests, head over [here!](#)

Calendar

In your calendar, you will be able to take a look at your upcoming and previous passes to help you manage your day! On the left-hand side you will see a breakdown of your passes for the day.

The screenshot displays a calendar interface for March 2024. On the left, a sidebar shows a list of passes for the current day, Wednesday, March 27th. The passes include '1st Floor RR' (9:24 AM - 9:24 AM), '1st Floor RR' (9:32 AM - 9:32 AM), 'Fizzie' (11:30 AM - 11:45 AM), and '1st Floor...' (12:52 PM - 12:52 PM and 12:54 PM - 12:55 PM). The main calendar grid shows a weekly view from Monday to Friday. Passes are scheduled as follows: '1st Floor RR' on Wednesday (9:24 AM - 9:24 AM), 'Kimble' on Wednesday (1:00 PM - 1:05 PM and 2:30 PM - 2:35 PM), and 'After School Clubs' on Monday through Friday (3:00 PM - 4:00 PM). A green bar indicates 'Early Dismissal 2:00 PM - 2:00 PM' on Tuesday.

Settings

By clicking the settings icon/photo in the top right you can adjust your language, appearance, or even favorite rooms to make pass creation easier! Simply click on the setting you need to adjust and make your changes.

The screenshot shows a user settings page for Hermione Granger. At the top, there is a navigation bar with 'Home', 'Calendar', 'Schedule Pass', and '+ Create Pass' buttons. The main content area features a 'Welcome, Hermione!' message, a '+ Create Pass' button, and a section titled 'Upcoming This Week' with two 'Kimble' passes scheduled for tomorrow (11:15 AM - 11:20 AM and 2:30 PM - 2:35 PM). A 'Pass Requests' section shows a received pass for 'Kimble' scheduled for tomorrow at 1:00 PM. On the right, a user profile menu is open, displaying options: 'My Profile', 'Appearance', 'Language', 'Notifications', 'Favorites', 'Swag Shop', 'Sign out', 'Privacy', 'Terms', and 'Feature Flags'.

FAQ

1. How do I log in to SmartPass?

Every school connects accounts with SmartPass in a different way. To find out how to log in to your account, reach out to a teacher or school administrator for more information.

2. How do I make a pass for now?

To create a pass for now, please follow the steps in this guide: [Creating Passes Guide for Students](#)

3. How do I schedule a pass?

To schedule a pass for later, please follow the steps in this guide: [Scheduling Passes Guide for Students](#)

4. What is a pass request?

Certain destinations might have a lock symbol, which means you'll need approval after you create the pass to make it an active pass:

Please follow the steps in this guide when you want to go somewhere in school but need permission from a teacher for a Pass: [Pass Requests Guide for Students](#)

Concerns And/Or Issues With Regard To Bullying, Harrassment, And/Or Conflict

It is suggested that whenever an issue arises with regard to bullying, harassment and/or conflict that the appropriate grade level Dean is contacted who will address your concerns and deal with students through various strategies such as mediation, counseling, mentoring, monitoring over time and in extreme cases, discipline. After speaking with a Dean and there is no resolution, or the parent/guardian is not satisfied only then should the grade level Assistant Principal be contacted. Refer to the Dignity Act (DASA) BOE Policy #5170 located on the school district website, visit pmschools.org. Click on the following link for the full description of Policy #5170:

[5170-Student Harrassment, Bullying Prevention and Intervention](#)

Classroom Concerns And/Or Issues With Regard to Academics

It is suggested that whenever an issue arises regarding classroom instruction such as grades, progress reports, classroom behavior, etc. that the parent/guardian *first* contact the teacher via email. Teacher emails are listed on the high school web page; however, almost all teacher email accounts are the first letter of the teacher's first name and their entire last name followed by pmschools.org (for example: Randy Rusielewicz would be rrusielewicz@pmschools.org). If no response is received within 48 hours, parents can either re-send the email to the teacher and cc the principal (rrusielewicz@pmschools.org) or call the High School Main Office at 631-687-6500.

You will find our school is very responsive to your concerns and turnaround time by our school personnel is minimal.

Compliance With Instructions Given by Employees

Insubordination refers to the refusal to obey a directive originating from an individual in an authoritative position. An action of this type interferes with the operation of the school and may endanger life and property. With this in mind, students should avoid confrontation and should do as instructed without further conflict. Pupils must listen to and follow the direction of every adult staff member in the high school, in and out of the classroom. If a student feels aggrieved, the following courses of action are offered:

1. Obey the instruction given by the staff member/administrator.
2. Confer with the staff member at a later time.
3. If the issue is not resolved, request a conference with the staff member and a Dean or Assistant Principal.
4. If the issue remains unresolved, a conference involving a school administrator and parent may be arranged.
5. If the issue remains unresolved, a conference of all parties with the principal will be scheduled.

Penalties for Insubordination:

1. Any acts of insubordination will result in an appointment with the principal (or designee), administrative intervention that will include parent notification and disciplinary action that may include restorative conference, detention, in-school suspension or suspension from school. Repeated offenses will result in more severe disciplinary action.

Criminal Offenses

Any student committing a criminal offense will be reported to the police and will be subject to school disciplinary procedures in addition to possible criminal charges under the law. Sounding a false fire alarm is a criminal offense (class D felony).

District Transportation

If a student receives district transportation they are not permitted to walk home. Only the principal can grant permission for a student to walk home and not ride district transportation. If a student is caught not abiding by this mandate, district transportation may be revoked permanently. In addition, inappropriate behavior while riding on district transportation may result in an assigned seat or removal from transportation for a period of time up to and including the remainder of the school year. Please also note that many, if not all of our school buses are equipped with video cameras that also record audio. *Furthermore, no student is permitted to take a bus that they have not been assigned. Failure to do so may result in a disciplinary consequence.*

Buses

Transportation: John Toups (631) 687-6460, Jtoups@pmschools.org

School bus transportation is provided to all high school students living more than one and one-half (1 ½) miles from school. Students are reminded that they are under the supervision of the bus driver and proper conduct is expected at all times. Smoking is not permitted at any time. Any violation of the rules may result in the loss of bus privileges. During the course of the academic year, bus drills are conducted to acquaint students with necessary emergency procedures. Special Services Transportation is available with prior approval. Application and Instructions follow.

[Change of Address paperwork](#)

GENERAL BEHAVIOR

Students are expected to always maintain proper relationships with their classmates and school personnel, and to be cooperative, orderly, and attentive to their work. Those students who violate school rules, or who exhibit conduct inconsistent with good behavior or common decency, will be subject to disciplinary procedures.

Patchogue-Medford High School must provide each student with the maximum opportunity to acquire an education. Students do not have the right to interfere with this opportunity by their actions, poor manners, or lack of consideration. All rules and regulations are instituted and enforced with this thought in mind.

The grade level Assistant Principals and Deans for the 2025-26 school year are as follows:

- 9th Grade Garrett Comanzo, Asst.Principal (631) 687-6509 GComanzo@pmschools.org Kieran Sweeney, Dean (631)687-6561 KSweeney@pmschools.org Jacqueline Diana, Psychologist (631) 687-6544 JDiana@pmschools.org Haydee Beltrami, Social Worker (631) 687-6549 HBeltrami@pmschools.org
- 10th Grade Annette Mroczkowski, Asst. Principal (631) 687-6567 AMroczkowski@pmschools.org Anna Leal, Dean (631) 687-6568 ALeal@pmschools.org Denise Bassin, Psychologist (631) 687-6558 DBassin@pmschools.org Joseph Ricciardo, Social Worker (631) 687-6582 JRicciardo@pmschools.org
- 11th Grade Christine Ordóñez, Asst. Principal (631) 687-6512 COrdonez@pmschools.org Michelle Mars, Dean (631) 687-6508 MMars@pmschools.org Zahira Salinas, Psychologist (631) 687-6581 ZSalinas@pmschools.org Stephanie Roch, Social Worker (631) 687-6858 SRocha@pmschools.org
- 12th Grade Kimberly Houlihan, Asst Principal (631) 687-6631 KHoulihan@pmschools.org Damian Wash, Dean (631) 687-6562 DWalsh@pmschools.org Karen Fried, Psychologist (631) 687-6606 KFried@pmschools.org Crystal Garcia, Social Worker (631) 687-6579 CGarcia@pmschools.org

The following is an outline for the various issues that may arise in a school. The goal is to have an efficient system of communication that is transparent and meets the need of the community.

Internet Issues, Facebook, Instant Messaging, Instagram, Snapchat, Tiktok, Etc.

It is important to have an ongoing dialogue with your child with regard to appropriate behavior on the Internet. Additionally, it is important that you monitor your child's activity on the Internet. Our school is facing more and more time-consuming issues in school each day for inappropriate behavior and conduct after school hours and on weekends which many times becomes a conflict at school. If your child is being bullied or harassed on the Internet to a point where your child has the potential to be harmed or he/she feels they might be in danger, it is imperative you contact local law enforcement authorities. Additionally, if this type of situation presents itself, you should also contact the school so we can monitor the situation regarding student safety. We instruct students that if they have nothing positive to say, it is best left unsaid or "texted." Again, we want to stress that the focus of our school is education, and we need to work together collaboratively to reduce/eliminate issues that are not school related. We also advise students and parents to inform as something unfolds. Many times, we do not learn of the extent of the behavior until after a serious infraction has occurred which may have been prevented. additionally, students can be disciplined or diverted for bullying and online inappropriate behavior that occurs on the weekend or after school hours if there is a nexus to our school.

Language

We expect our students to speak in a courteous and mature manner while addressing any person in or relating to Patchogue-Medford High School. Actions of students who subject others to language that they may find offensive or inappropriate language will result in administrative intervention.

Loitering After School

There are late buses at various times after school for students who attend extra help or participate in any other extracurricular activity, such as sports or clubs. Students who have early dismissal must immediately leave the school grounds or will be assigned a study hall or class. Students cannot loiter unsupervised on our property. Also, students cannot loiter after school and wait for late buses when they did not attend extra help or are not affiliated with any extracurricular school events. There has been an increase of students hanging out for social reasons unsupervised and unmonitored, both after school and those students who have a school arranged early release. Furthermore, students should not loiter in the surrounding community, and will not be permitted to return to school property for school transportation. Disciplinary action, assignment of a study hall class or both may happen for repeat offenders.

ON-SITE STUDENT PARKING PERMIT

The following is an outline of the procedure for obtaining a student-parking permit at the Patchogue-Medford High School for the current school year.

Students will **NOT** be allowed to park on Patchogue-Medford School grounds until successful completion of **both** of the following:

- Attendance at a **mandatory** parking privilege meeting with an Assistant Principal
- A parking application with all pertinent documents is submitted and approved.

Please note that attendance at a meeting and completion of a new parking application is mandatory each school year. If your student was issued a sticker last year, that sticker turns invalid at the end of the school year.

Meetings are held in August and during the school year. Your child only needs to attend one meeting during the school year to be issued a parking sticker. The following paperwork is needed following attendance at a meeting:

1. Completed application signed by student and parent (see below-2 pages)
2. Class D New York License Only
3. Current Insurance Card (not expired)
4. Current Vehicle Registration

In order to be eligible for a student-parking permit, students must have obtained a NYS Class D License. In order to hold a Class D License (Senior License), the New York State DMV requires that you must be 18 years old, or 17 years old and have completed a certified Driver's Education Program. If your child has not yet met the requirements for a Class D License when they attend the mandatory meeting, he/she will only be eligible to obtain a parking permit when they are issued a Class D License. Per NYS DMV regulations, a student **may not** drive to school with a Class DJ (Junior) License.

Please note: Driving to school **prior** to the completion of an application and attendance at a student parking permit meeting will result in a rejected application for the entire school year. Additionally, disruptive or disrespectful behavior, excessive lateness (10 or more), any other code of conduct violation, or unsafe driving could possibly result in having your child's parking privileges revoked or suspended for a period to be determined by administration. At all times, parking for eligible students will only be in the North parking lot. In the past, students without parking privileges have been found to park on the side streets surrounding the school. Please note that the high school administration in no way supports or encourages this behavior. Students that are eligible to receive parking privileges should do so. **Students that are not eligible should not, under penalty of law, drive to school at all**, as this can lead to their license being suspended or revoked for up to 60 days as per NYSDMV regulations. Please also note that the Suffolk County Police Department regularly monitors and stops student drivers for enforcement. Additionally, parking on school grounds without a parking sticker is a violation of the school code of conduct and all violators are subject to disciplinary consequences up to and including suspension from school.

Please remember parking on school grounds is a privilege not a right and your child's safety as a new and relatively inexperienced driver is our main priority.

Should you have any questions, feel free to contact us at 631-687-6500.

Patchogue-Medford High School Parking Regulations

Allowing a student to operate a motor vehicle on Patchogue-Medford High School grounds is an honored privilege that we take seriously and carefully consider before granting to our students. Operating a motor vehicle unsafely on or near our schools is of grave concern to the school and the entire community. Our main objective is to make sure all students are safe. It is expected that you will always maintain safe driving habits such as wearing a seat belt, using sound judgment, using directional signals, maintaining cautious speeds and avoiding the use of cellphones for any reason while operating a vehicle. It is our hope that if granted, you will not jeopardize this privilege.

Student parking on Patchogue-Medford High School grounds is intended and permitted for only those students with a Class D New York License. Students driving vehicles to school must park in the North Parking Lot (adjacent to the gymnasium). All vehicles must be locked. The school is not responsible for theft, damage or accidents while on school property. Parking stickers will be issued to students based on a limited number of parking spaces on a first-come first-serve basis.

Only the registered student is eligible to park on school grounds. Parking stickers cannot be loaned to other students or transferred to other vehicles for any reason. If this should occur, both parties' privilege to park will be revoked indefinitely.

Procedures:

- Vehicle application is below and requires a student signature, parent/guardian signature, vehicle registration, Class D New York license, and a current vehicle insurance card.
- Parking permits must be properly displayed behind interior mirror that is visible from the outside.
- Students must park vehicles in North Parking Lot only.
- Speeding and careless driving are not permitted on or near school grounds.
- The use of cell phones while driving on school grounds is not permitted.
- Students are not allowed to sit in parked vehicles on school grounds.
- Smoking (including vaping) is not permitted anywhere on school property. This includes the student parking lot.
- Students will be issued only **ONE** parking sticker per school year. If there is a car change at any time a new application must be applied for with new registration and current insurance card. Failure to do so will result in automatic revocation.
- Students may not allow other students to use their parking sticker for any reason.
- Students may have their parking privileges revoked or temporarily suspended due to academic failure(s), disciplinary problems, continued unexcused absences and/or lateness.
- Any student illegally leaving the building, especially with other students in their car, will result in an automatic revocation of student parking privileges for the remainder of the school year, in addition to receiving disciplinary action by school administration.
- Students using false, stolen, or recreated parking stickers will be suspended from school and will not be issued a parking sticker for the remainder of the year.
- Student vehicles may be subject to a search if there are reasonable grounds to believe that drugs, alcohol, stolen property or other contraband might be present in the vehicle. Failure to allow entry will result in automatic vehicle removal from school grounds and revocation of the parking permit.
- Students must get permission from the Main Office to enter their vehicle during the school day.
- Student vehicles are always required to keep valid state registration and insurance.

Students violating these procedures will lose their driving privilege, have their vehicle towed away at the owner's expense, and may be ticketed by the Suffolk County Police.

I have read and understand all the above rules and regulations for operating and parking my vehicle at the Patchogue-Medford High School.

STUDENT SIGNATURE: _____

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

STUDENT PARKING APPLICATION

PLEASE PRINT:

Student Name: _____ Grade: _____

Parent/Guardian Name: _____

Home#: _____ Cell#: _____

Vehicle Information:

Year: _____

Make: _____ Model: _____

Color: _____

Type of Vehicle: Automobile _____ Truck _____ SUV _____

New York State License Plate Number: _____

My parent/guardian and I have both read, discussed and understand the High School student parking regulations, procedures, and consequences. Both the student and parent/guardian signature indicate permission for the filing of this application.

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

To be completed by School Official only:

Date Issued: _____ Approved by: _____

Sexual Harassment Of Students

Sexual harassment in an educational environment is illegal. Therefore, the Patchogue-Medford Board of Education condemns all sexual harassment and further forbids all students from engaging in such activity. The board also strongly opposes any retaliatory behavior against complainants or witnesses. The school board is committed to maintaining a learning environment that is free from all forms of sexual harassment.

The Equal Employment Opportunity Commissioner's (EEOC) definition of sexual harassment will be applied, by the board, to the educational environment as follows:

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of a student's right to a fair and equal educational opportunity,
2. submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting such student,
3. such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, hostile, or offensive learning environment.

Conduct is deemed to be sexual harassment when it consists of unwelcome conduct of a sexual nature. Sexual harassment is not dependent upon the alleged harasser's intention. It is irrelevant that the alleged harasser had no intent to sexually harass the person. The board recognizes that sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from peers as well as district employees or visitors.

Students who believe that they have been subjected to sexual harassment should report the alleged misconduct immediately pursuant to Administrative Regulations relating to this board policy, so that an investigation can begin at once. Upon a finding of sexual harassment, corrective action, up to and including suspension or discharge of the offender, may be taken. In the absence of a victim's complaint, the board, upon learning of, or having a reasonable basis to suspect, the occurrence of sexual harassment, will cause an investigation to be promptly commenced by appropriate individuals. Formal complaints should be recorded on forms annexed to this policy as Schedule A. Appeals of previous decisions should be recorded on forms annexed to this policy as Schedule B.

The superintendent of schools will oversee the implementation of procedures on reporting, investigating and remedying allegations of sexual harassment.

Suspension

Students may be suspended from required attendance according to Section 3214 of the New York State Education Law for the following reasons:

1. Insubordinate or disorderly conduct; or conduct which otherwise endangers the safety, moral, health, or welfare of themselves or others;
2. A physical or mental condition that endangers the health, safety or morals of the student or others.

Students may not be suspended for a period in excess of five school days unless the student and the person in parental relation shall have had an opportunity for a hearing at which students shall have the right to be represented by an attorney, the right to present witnesses and other evidence on their own behalf, and the right to cross-examine witnesses called against them.

Verbal threats to a staff member will result in Out-of-School Suspension. Inappropriate behavior in In-School Suspension or refusing In-School Suspension will result in Out-of-School Suspension.

Detention

Detention will be assigned for infractions of school rules. Detention will be in the afternoon. There is one session in the afternoon to accommodate student schedules. PM detention time is:

2:00 PM - 2:25 PM

A student late to detention is not allowed to enter without a pass. A student who fails to serve detention on any date to which the student agreed is subject to in school suspension. Refusal to serve ISS will result in Out-of-School Suspension.

Unauthorized Area

Students who do not have early release and who do not have permission to be in any part of the building will be considered to be in an unauthorized area. A consequence may be implemented as indicated in the Rules and Consequences found in this document.

Lori Cannetti
Interim Superintendent of Schools

Randy E. Rusielewicz Ed.D.
Principal

Board of Education
Kelli Anne Jennings, President
Diana Andrade, Vice President
Jennifer A. Krieger
Lauren Kuban
Marc A. Negrin
Francis Salazar
Bernadette M. Smith

Patchogue-Medford High School
181 Buffalo Avenue
Medford, NY 11763
(631) 687-6500

Theresa DeLeva, District Clerk

August 2025

Dear Parents/Guardians and Students,

As you may be aware from various media reports, the use of e-cigarettes or Juuls, commonly known as "vaping," have unfortunately become commonplace, especially among students nationwide, including here in the Patchogue-Medford School District. The electronic products have become the "new" cigarette of the past. Originally marketed as a safer alternative to smoking, vaping has become a concerning trend among our students that may lead to significant health implications.

The belief that vaping is safe is misguided; scientific evidence on its long-term health effects, particularly on young users, is becoming increasingly apparent as detrimental to both their immediate and future health. These devices deliver high doses of nicotine and expose the lungs to various chemicals, posing serious health risks. Moreover, we have observed an alarming trend where vaping devices, such as Juul cartridges, can be modified to include marijuana concentrates, heightening the risks associated with these devices.

We address vaping incidents on school grounds through our district's disciplinary measures. The Patchogue-Medford School District classifies e-cigarettes, Juuls, and all vaping materials as drug paraphernalia in our code of conduct. The consequences for possession or use are as follows:

1. **Possession of Vaping Devices:** Any student found with any component of a vaping device or caught vaping will be subject to a first offense of a three-day out-of-school suspension.
2. **Vaping with Cannabis:** Any student caught using a vaping device containing cannabis will face an immediate five-day out-of-school suspension and a referral to the Superintendent of Schools for potential further disciplinary action with a Superintendent's Hearing.

We urge you to discuss the dangers of vaping with your child. Vaping devices can resemble everyday items and are easily concealed. Please take the time to ask questions and check your children's belongings often for any suspicious items.

For more information on vaping and its risks, please visit the following resources:

- Center of Disease Control: [Health Effects of Vaping | Smoking and Tobacco Use | CDC](#)
- New York State Department of Health: https://www.health.ny.gov/press/releases/2024/2024-01-11_vaping.htm

Thank you for your support and cooperation in ensuring the health and safety of your children.

Sincerely,



Randy E. Rusielewicz, Ed.D. Principal

EXTREME HEAT CONDITION DAYS

The Board of Education adopts this policy to address the health and safety of students and employees on extreme heat condition days. “Extreme heat condition days” are defined as days when occupiable educational and support services spaces are eighty-two degrees Fahrenheit or higher. “Support services spaces” do not include kitchen areas used in the preparation of food for consumption by students. Pursuant to Education Law § 409-n, room temperature will be measured at a shaded location, three feet above the floor near the center of the room.

Actions to be Taken at Eighty-Two Degrees

When the temperature of an occupiable educational or support service space reaches eighty-two degrees Fahrenheit, the School District will aim to take actions to relieve heat-related discomfort (consistent with fire and building codes), including but not limited to the following:

1. Turning off the overhead lights;
2. Pulling down shades or blinds;
3. Turning on fans;
4. Opening classroom doors and windows to increase circulation;
5. Turning off unused electronics that produce heat; and
6. Providing water breaks.

The Superintendent of Schools, Director of Facilities, and Building Principals will determine appropriate action to relieve heat-related discomfort. The staff member in charge of the room or space may act within their ability in reducing heat-related discomfort.

This policy does not preclude air conditioning from being used pursuant to an Individualized Education Program, Section 504 Plan, or documented medical need.

Actions to be Taken at Eighty-Eight Degrees

Students and staff will be removed from educational and support services spaces when the temperature reaches eighty-eight degrees Fahrenheit, when practicable. The Superintendent will direct Building Principals to evacuate the space, including but not limited to the following:

1. Move students and staff to cooler locations; or
2. Close school early and send students and staff home according to the district’s early closing protocols.

Cross-ref:

Ref: Education Law §§409-n; 2801-a

Adoption date:

August 5, 2025

STUDENTS AND PERSONAL ELECTRONIC DEVICES

The Board of Education recognizes that students may have personal electronic devices that can perform different functions. Such devices include “internet-enabled devices,” defined as 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. However, these devices do not include any such devices supplied by the district for educational purposes. Other personal electronic devices include those that are not capable of connecting to the internet and accessing content on the internet, as well as fitness trackers, wireless headphones and earbuds, e-readers, voice recorders, cameras, and music devices.

These devices can create significant distractions in the school environment, negatively impact student mental health, contribute to disciplinary infractions, and reduce student engagement. Additionally, in an emergency, the use of personal electronic devices can distract students from following the directions of staff or emergency responders, contribute to the spread of misinformation, create congestion in the emergency response system, and interfere with the district’s emergency response protocols.

Generally, the district is not responsible for stolen, lost, or damaged personal electronic devices brought to school.

Communication with Parents/Persons in Parental Relation

During the school day, to minimize distractions, parents (which, for purposes of this policy, includes persons in parental relation) may contact their children via the following methods:

- calling the school offices.
- the district-provided email address (for grades 9-12 only).

Students may contact their parents by:

- using the phones located in the school offices.
- the district-provided email address (for grades 9-12 only).

The district will notify parents in writing of the communication protocol at the beginning of each school year and upon enrollment.

Device Access and Storage

As required by Education Law §2803, this policy prohibits student use of internet-enabled devices during the school day (including all classes, homeroom periods, lunch, recess, study halls, and passing time) on school grounds (any building, structure, athletic playing field, playground, or land contained within the boundary of a school or district or BOCES facility), unless under an exception (e.g., IEP/Section 504 or as permitted below).

1. At the elementary school level, students are strongly discouraged from bringing devices to school. Any device that is brought to school must be silenced and kept in a backpack that will be stored in the student's personal cubby or the school office.
2. At the middle school level, students are strongly discouraged from bringing devices to school. At the middle school level, student devices must be silenced and stored in the student locker or the school office.
3. At the high school level, students are strongly discouraged from bringing devices to school. At the high school level, student devices must be silenced and stored in individual pouches, or the school office.

The Superintendent or his/her designee may also restrict use of student electronic devices during school events and activities held outside of the school day and/or off school grounds.

Exceptions for Specific Purposes

Use of internet-enabled devices must be permitted where included in a student's Individualized Education Program, Section 504 plan, or where required by law. Additionally, the district permits the use of internet-enabled devices in the event of an emergency, and under the following circumstances:

1. Where necessary to manage a student's healthcare (e.g., diabetes, asthma, medication, etc.);
2. For translation services, and/or
3. For students who are routinely responsible for the care and wellbeing of a family member (on a case-by-case basis, upon review and determination by a school psychologist, school social worker, or school counselor).

Parents may request an exception for their children to use internet-enabled devices during the school day as listed above. Requests must be made to the Building Principal, and for healthcare exceptions, must include documentation from an appropriate healthcare professional.

The district provides students with one-to-one devices; therefore, personal electronic devices are not permitted for educational purposes except as authorized by law.

Under any of these exceptions, devices may only be used for the purposes outlined in the exception, and the device must be silenced and put away when not in use, to the extent compatible with the reason for the exception.

Enforcement, Consequences, and Reporting

Enforcement of this policy is chiefly the responsibility of the building administrative staff; however, all designated employees are expected to assist in enforcement. Students will be reminded of this policy regularly and consistently, especially at the start of the school year and after returning from breaks.

For students out of compliance with this policy, the device will be held in the school office until the end of the school day.

- The first time this happens, the student may retrieve the device, and the parent will be notified.
- For subsequent instances, the parent or an adult listed as an emergency contact must retrieve the device.

The district will exercise reasonable care to maintain the security of devices that are held by the district, but cannot guarantee the devices will be secure. For students with exceptions under this policy, the district will examine alternative ways to achieve the purpose of the exception, including different storage or access provisions.

Administrators will also discuss the aims of this policy with students and their parents, the benefits of a distraction-free environment, the reasons the student had difficulty following this policy, and how the district can help the student contribute to a distraction-free environment.

The district may not impose suspension from school if the sole grounds for the suspension is that the student accessed an internet-enabled device as prohibited by this policy. However, the district may utilize consequences under the district's Code of Conduct, including detention, in-school suspension, and exclusion from extracurricular activities. The district may also utilize assignments on the detrimental impact of social media on mental health, smartphones in school, or other relevant topics.

Some uses of personal electronic devices may constitute a violation of the school district's Code of Conduct or other district policies, and in some instances, the law. The district will cooperate with law enforcement officials as appropriate.

Beginning September 1, 2026, and annually thereafter, the district will publish an annual report on its website detailing the enforcement of this policy over the past year, including non-identifiable demographic information of students who have faced disciplinary action for non-compliance with this policy, and an analysis of any demographic disparities in the enforcement of this policy. If a statistically significant disparate enforcement impact is identified, the report will include a plan to mitigate such disparate enforcement.

Electronic Devices and Testing

To ensure the integrity of testing, in accordance with state guidelines, students may not bring cell phones or other electronic devices into classrooms or other exam locations during all testing.

Test proctors, monitors, and school officials have the right to collect cell phones and other prohibited electronic devices prior to the start of the test and to hold them for the duration of the test taking time. Admission to the test will be prohibited to any student who has a cell phone or other electronic device in their possession and does not relinquish it.

Students with Individualized Education Plans, Section 504 Plans, or documentation from medical practitioners specifically requiring the use of electronic devices may do so as specified.

Policy Distribution and Translation

As required by law, the district will post this policy in a clearly visible and accessible location on its website.

The district will also include this information, or a plain language summary, in student/family handbooks.

Cross-ref: 6147, Technology Acceptable Use
Code of Conduct

Ref: Education Law §2803
Price v. New York City Board of Education, 51 A.D.3d 277, lv. to appeal denied, 11 N.Y.3d 702 (2008) (District may ban possession of cell phones on school property)
NYSED, *Prohibition of Cell Phones and Electronic Devices in New York State Assessments*, www.nysed.gov/educator-integrity/prohibition-cell-phones-and-electronic-devices-new-york-state-assessments

Adoption date:
July 21, 2025

BELL SCHEDULE 2025-2026 SCHOOL YEAR

Teacher Arrival	7:07 a.m.
Bus Arrival	7:10 a.m.
Period 1	7:20 a.m. - 8:03 a.m.
Period 2	8:07 a.m. - 8:47 a.m.
Period 3	8:51 a.m. - 9:31 a.m.
Period 4	9:35 a.m. - 10:15 a.m.
Period 5	10:19 a.m. - 10:59 a.m.
Period 6	11:03 a.m. - 11:43 a.m.
Period 7	11:47 a.m. - 12:27 p.m.
Period 8	12:31 p.m. - 1:11 p.m.
Period 9	1:15 p.m. - 1:58 p.m.
<i>Bus Dismissal</i>	<i>2:06 p.m.</i>
Teacher Dismissal	2:25 p.m.

Change of Address, Telephone Number or Emergency Contact

Any change of telephone number or emergency contact information is to be updated by the parent/guardian on the Parent Portal. If parent/guardian have not yet gained access to the Parent Portal, please refer to the following link for instructions. www.pmschools.org/ParentPortal

Any change of address needs to be reported to Central Registration Office by calling them at 631-687-6430. Proof of residency will be required.

These changes are very important as emergencies can happen at any time and need to be reported as soon as they become effective. Please be sure our school always has the most up-to-date contact information.

Revised August 2021

Deliveries To Students

The high school main office frowns upon acceptance of deliveries of packages to students. This includes, but is not limited to, flowers, balloons and gifts. Please do not send packages to students, as it is not educationally related to academics and it requires the student to be pulled from class, which is a loss of instructional time.

Equal Opportunity

It is the policy of the Patchogue-Medford Schools not to discriminate on the basis of age, color, race, marital status, religion, national origin, or military status in its educational programs, activities or employment policies. Additionally, discrimination on the basis of sex is prohibited by Title IX of the 1972 Education Amendments and of the basis of a handicapping condition is prohibited by Section 504 of the Rehabilitation Act of 1973. Inquiries regarding equal opportunity compliance may be directed to the principal. The school district's compliance officer is Assistant Superintendent for Human Resources.

The Patchogue-Medford School District presents:



Need Help?

For families & students enrolled in Patchogue-Medford School District

• **Short term counseling / Crisis intervention (for District students)**



• **Free parent support / educational workshops**

• **Seasonal Assistance - School supplies, holidays and home heating**



• **A Food Pantry on site-nonperishable food available for families**

• **Assistance with: Parent Portal, Parent Square, FinalForms, Before and After care, & more**



All Services offered in English & Spanish

Get to know us!

For More Information Contact us at (631)687 - 6751 or scan below:

Carolyn Candela, LMSW, M.S.Ed.
Director of Social Emotional Learning

Robert Christie, M.S.
District-Wide School Psychologist

Carolyn Walsh
Lead District-Wide School Psychologist

Janice Guzman, LMSW
Lead District-Wide School Social Worker

Nilsa Catalano
(Spanish Speaking)
Office Assistant



We are Open
Monday, Wed - Fri 8:30 AM - 4:00 PM
Tuesdays 10:00 AM - 5:30 PM

Field Trips

Students must adhere to all school rules and regulations when participating in school sponsored field trips. Disciplinary action will be taken for any infraction and may include exclusion from future school activities. The student's teacher has the right to deny students access to the trip based on attendance, owed assignments, and/or grades.

Fraternities And Sororities

Student fraternity and sorority groups are not recognized by the Patchogue-Medford School District.

I.D. Cards

All students will be issued a free I.D. card entering 9th grade and are expected to always carry their cards throughout their years at Patchogue-Medford High School. If lost, damaged, worn, and/or inoperable there will be a \$4.00 fee for replacement. These cards are necessary for various reasons during the school day including the following:

1. Entering the building. (Attendance is taken when students enter the building.)
2. Entering the school library and checking out books from the library
3. Identification at all school functions (e.g., dances, sporting events).
4. Seniors who are leaving high school building with permission.
5. For all exams such as the PSAT, SAT or ACT exam, Midterms, Regents, and Finals
6. Entering the cafeteria.
7. Purchasing of tickets for any school sponsored events and admission to school events.

I.D. cards are required daily for students to enter the building, as well as various locations within the building as indicated above. Students who frequently report to school without an I.D. card delay the entry processes for themselves and others at these locations. As entry to these locations are tracked, students who repeatedly do not have their I.D. card will be met with, and given an opportunity to purchase a replacement. Students who continue to not have their I.D. Cards after this reminder will be issued a new card and billed a \$4.00 fee for replacement.

Lost And Found

Students finding lost articles should bring them to the main office. Inquiries concerning lost belongings can be made in the main office during lunch or study hall periods.

School Closing And Delayed School Opening

Should the opening of school be delayed or canceled due to inclement weather or other emergencies, residents may expect timely announcements to that effect via Parent Square and the school district website pmschools.org

Patchogue-Medford School District's District-wide Phone Alert System whenever a school closing occurs, it includes the cancellation of all sports and activities.

TWO-HOUR DELAY BELL SCHEDULE 2025-2026 SCHOOL YEAR

Teacher Arrival	9:07 a.m.
Bus Arrival	9:10 a.m.
Period 1	9:20 a.m. - 9:50 a.m.
Period 2	9:54 a.m. - 10:21 a.m.
Period 3	10:25 a.m. - 10:52 a.m.
Period 4	10:56 a.m. - 11:23 a.m.
Period 5	11:27 a.m. - 11:54 p.m.
Period 6	11:58 p.m. - 12:25 p.m.
Period 7	12:29 p.m. - 12:56 p.m.
Period 8	1:00 p.m. - 1:27 p.m.
Period 9	1:31 p.m. - 1:58 p.m.
Bus Dismissal	2:06 p.m.
Teacher Dismissal	2:25 p.m.

Students who take a bus should arrive to their bus stop two hours later than normal.

School Activities Off Campus—Use of School Name

No activities that use the school name and are participated in by Patchogue-Medford High School students outside the school or off campus are permitted. Unless it explicitly states that it is a school or school district sponsored event. Always feel free to contact the High School Main Office at (631) 687-6500 for confirming information.

Availability of Student Records In Accordance With Family Education Rights And Privacy Act Of 1974

This policy has been developed to assure that information regarding individual students is available to their parents and is not made a matter of public discussion. The program guarantees that any material used by the schools to make educational judgments regarding a student is available for review by that student's parents or guardians. A qualified professional will be made available to assist these parents in fully understanding the materials. On the other hand, this regulation protects the privacy of children and parents. It specifically denies access to these materials by unauthorized persons. School principals are obligated to review pupil records with parents within a reasonable time following such a request. Special provision has been made for parents to request removal of materials from pupil files if parents feel that its inclusion is not appropriate. Full details regarding procedures to make pupil records available to parents are included in [Board of Education Policy No. 5125](#).

Access To School District Records

In compliance with the New York State Freedom of Information Law, residents of the school district may review official records of the school district. To minimize interruptions in the regular routine of the offices of the schools, requests to review these records should be made to the Superintendent of Schools on a form, which has been developed for this purpose. Copies of school district records will be made for residents at a nominal fee. Exceptions to this policy, of course, are matters of a personal nature regarding particular pupils. Furthermore, the school district is not obligated to develop information in a format, which is not generally maintained. Full details of this program are contained in the [Board of Education Policy No. 1111](#).

Availability Of Student Records

Permanent record files are intended to provide information that can be used to develop the best possible educational program for each student. A student's file contains information useful for counseling, individual instructional program design, recommendations as to advanced study, job placement, and a variety of similar purposes. A parent or legal guardian is entitled to inspect the student's cumulative record by making an appointment with counseling department staff members.

Safety Regulations

Emergency evacuations are held regularly to refine safety practices that will help students move quickly and in an orderly manner in the event of a fire or other emergency. Exit instructions are posted in each classroom. Students must remain on school grounds during an emergency evacuation drill. Safety regulations are posted in all shops, laboratories and instructional areas where required. Students are to follow these regulations carefully and discuss any questions with the classroom teacher. Other emergencies will result in public emergency instructions being given by administrators or teachers or broadcast over the public address system. Students may not leave the school area.

Visitors

All visitors must have photo identification and must report to the GREETER before touring the building or seeing a particular individual. Extended Day High School students are considered visitors during school hours. Day school students may not visit the Extended Day High School without the permission of the Extended Day Program High School administrator.

Closed Campus

Students may not leave the building without permission during the school day. Students who leave the school building or grounds or enter into unauthorized areas will be subject to out of school suspension. Seniors scheduled for an early release that remain in, or return to the school building or grounds will be considered trespassing if they are not attending a supervised school activity.

Students must come directly into the building when they get off the morning bus, are dropped off by a parent or park their car in the student parking lot. Students walking off school property will be subject to an Out-of- School Suspension for leaving school grounds.

Telephones

Public telephones are available for use by students and are located in the main office. Office telephones are for business use only. Office telephones may not be used by anyone other than designated personnel, except by permission of a building administrator.

Subject: Enhanced Visitor Procedures and New Visitor Management System

Dear Patchogue-Medford Families and Community Members,

The Patchogue-Medford School District believes that the health and security of our students and staff is a top priority. We are continually implementing proactive measures to strengthen our security presence throughout the district. As part of these efforts, we are pleased to announce the implementation of a new **Visitor Management System** across all district buildings, effective September 1st, 2025.

Our schools value the partnership between families, community members, and school staff. Your participation in meetings, events, and academic support is a vital part of student success. To preserve a safe and welcoming learning environment, all visitors must follow the district's **Guest Guidelines** and new sign-in procedures, outlined below.

District Guest Guidelines

- **Appointments Encouraged:** Visitors are encouraged to make appointments with school staff before arriving.
 - **Main Entrance Protocol:** Upon arrival, visitors must communicate with the greeter or security personnel via the intercom system, clearly stating their name, purpose of visit, and presenting photo ID.
 - **ID Requirement:** Acceptable identification includes a driver's license, military ID, or other government-issued ID.
 - **Administrative Approval:** Visitors without acceptable ID must be approved by a building administrator or designee before entry.
 - **Check-In and Badge:** Once approved, visitors must scan their ID into the Visitor Management System. If cleared, they will receive a visitor pass to be displayed on their outermost garment at all times.
 - **Lobby Escort:** Visitors are not permitted to enter the building unescorted. Staff must meet visitors in the lobby and escort them to and from their destination.
 - **Sign-Out:** All visitors must return to the greeter desk to check out and return their visitor pass before exiting.
-

Visitor Management System Procedures

1. Present a valid government-issued ID.
2. Place your ID on the designated cardholder so the system can capture an image.
3. Select your preferred language using the top-right menu on the screen.
4. Tap the **Sign-In** button to begin.
5. Follow prompts to take a live photo (remove hats/sunglasses).
6. Select the location or department you are visiting.

7. A visitor badge will print if cleared; if not, the greeter will review system alerts.
 8. All visitors must be escorted by a staff member at all times.
 9. At the end of your visit, return the badge to the greeter's desk and sign out.
-

Security Measures and Metal Detector Policy

In accordance with **Board of Education Policy 5154.1**, periodic metal detector searches will take place throughout the school year, particularly during high-attendance events such as concerts, moving-up ceremonies, or other public functions. On these occasions:

- Signs will be posted in advance to alert guests.
 - Designated entrances must be used.
 - Additional security protocols may be in place.
-

The Patchogue-Medford School District considers the safety and security of our students and staff to be our number one priority. These enhanced protocols represent our ongoing commitment to fostering a secure, respectful, and inclusive learning environment. We thank you for your cooperation and support in keeping our schools safe.

If you have any questions, please contact John Ahern, Director of Security, at 631-687-6580 or email at jahern@pmschools.org

Sincerely,

John Ahern

Director of Security

Patchogue-Medford School District

“An error
doesn’t
become a
mistake until
you refuse to
correct it.”

- Orlando A.
Battista

High School Admin/ Deans:

R.Rusielewicz, Ed.D., Principal
RRusielewicz@pmschools.org
631-687-6500

K.Houlihan, Assistant Principal
KHoulihan@pmschools.org
631-687-6631

G.Comanzo, Assistant Principal
GComanzo@pmschools.org
631-687-6509

A.Mroczkowski, Assistant Principal
AMroczkowski@pmschools.org
631-687-6567

C.Ordonez, Assistant Principal
COrdonez@pmschools.org
631-687-6512

M.Mars, Dean
MMars@pmschools.org
631-687-6508

A.Leal, Dean
ALeal@pmschools.org
631-687-6568

K.Sweeney, Dean
KSweeney@pmschools.org
631-687-3531

D.Walsh, Dean
Dwalsh@pmschools.org
631-6876562

P.A.S.S. PROGRAM



IN-PERSON PASS:
DATES: _____

**POSITIVE
ALTERNATIVE
TO STUDENT
SUSPENSION**

R. Rusielewicz, Ed.D. Principal
Patchogue-Medford High School
P.A.S.S. Program
181 Buffalo Avenue
Medford, NY 11763
631-687-6500



SCHEDULE

Session 1: 7:25 a.m. – 9:55 a.m.

Session 2: 11:20 a.m. – 1:50 p.m.

P.A.S.S. PROGRAM

- Based on New York State Education Law and the District's Code of Conduct, there are various infractions that remedy an out-of-school suspension. All questions about suspension should be directed to the school principal. After a student receives an out-of-school suspension, school districts are required to take immediate steps to provide suspended students with alternative instruction as long as they are of compulsory age.
- The Patchogue-Medford School District created the Positive Alternative to Student Suspension Program (P.A.S.S.). This alternative instruction does not have to match every aspect of the instructional program the student received in school prior to the suspension. However, it must be substantially equivalent so the student can complete the required courses in most of his or her academic subjects scheduled throughout the suspension period. If a student is currently taking a class that is NOT offered at the P.A.S.S. Program when the student is suspended, the student must consult with the guidance counselor.
- Students are expected to arrive to P.A.S.S. with their district laptop. Additionally, no air pods and/or cellphones are to be out during P.A.S.S. Failure to adhere to this rule may result in an increase of suspension and/or referral to the Superintendent of Schools.

Bus transportation is provided (mini-buses) with specifically designated pickup and drop-off points and times. Consult District Transportation at 631-687-6460 with any questions.

If there is an extenuating situation when the student misses the bus, a parent/guardian may bring their child to the PPS entrance at the rear of Saxton Middle School.

Parent/Guardian will be required to sign the child in. I.D. is required.

Students are not permitted to drive themselves to P.A.S.S.

Attendance is mandatory and must align with the District Attendance Policy.

Any classified or Section 504 student placed in the P.A.S.S. Program will receive all of his/her testing accommodations and special services during the prescribed suspension.



PATCHOGUE-MEDFORD SCHOOL DISTRICT

WHERE EDUCATION IS MET WITH EXCELLENCE!

Lori Cannetti
Interim Superintendent of Schools

Randy E. Rusielewicz Ed.D.
Principal

Board of Education
Kelli Anne Jennings, President
Diana Andrade, Vice President
Jennifer A. Krieger
Lauren Kuban
Marc A. Negrin
Francis Salazar
Bernadette M. Smith

Patchogue-Medford High School
181 Buffalo Avenue
Medford, NY 11763
(631) 687-6500

Theresa DeLeva, District Clerk

Guidelines for the Positive Alternative to Student Suspensions (P.A.S.S.) PROGRAM

- The P.A.S.S. Program will take place Monday through Friday.
- Alternate instruction will be provided for the amount of days your child is suspended.
- Your child will be assigned **Session 1: 7:15 a.m.-10:45 a.m.** for alternate instruction or **Session 2: 11:00 a.m.-2:30 p.m.** It will take place at Saxton Middle School in Room 120.
- Bus transportation will be provided (mini-buses) with specifically designated pick-up and drop-off points and times. See bus schedule on reverse side. Consult District Transportation at 631-687-6460 with any questions.
- Students may be dropped off by parents. All entry for P.A.S.S. will be at the PPS entrance at the rear of Saxton Middle School. **Students are prohibited from driving their personal vehicles to and from school for P.A.S.S. even if they have approval to park during the day with a vehicle.**
- Classroom teachers will provide work. Students are asked to bring their school issued laptops and any additional work with them.
- Students who fail to attend these alternate instruction sessions will still be responsible for missed class work and will be graded accordingly. No other instruction will be provided.

CODE OF CONDUCT

VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

IX. PROCEDURES

d. SUSPENSIONS

Parents will be notified of suspensions. The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "suspension". The suspension teacher will be a certified teacher.

A student subjected to a 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 suspension to discuss the conduct and the penalty involved.

**** If school, or after school activities are cancelled for any reason during the time your child is out of school and/or assigned to P.A.S.S, the suspension will continue as of the next school day until the full period of this suspension is served.**

Positive Alternative To Student Suspension (P.A.S.S.)

The P.A.S.S. program is designed to provide students who receive out-of-school suspensions with the opportunity to access their education, under the direction of a certified teacher, in an alternative learning environment. Students are assigned to the P.A.S.S. program for various district code of conduct violations. Suspensions can range from one day to an entire school year. The P.A.S.S. program is staffed with two educators per session, one of which is always a special education teacher. It is the responsibility of the classroom teachers to provide the P.A.S.S. instructors with work for their student(s) that:

- Is comparable in scope and rigor to what is/was taught in their classroom during the days of suspension.
- Has an instructional component (i.e. model problems, electronic content, Power Point, PPT handouts).
- Includes homework (if homework was given in class during the days of suspension).
- Is NOT an exam or quiz, unless the student is suspended for more than five (5) days.

It is unreasonable to expect that the P.A.S.S. teachers, though highly qualified, to be content experts in all areas. Therefore, whenever appropriate and possible, it is expected that technology will be used to supplement instruction and bridge the gap between the classroom and our P.A.S.S. program. All work that is assigned to a suspended student and sent to P.A.S.S will be returned to the classroom teacher for the purpose of grading. Suspended students should always be held accountable for the work that they complete, or fail to complete, while suspended.

See [PASS GUIDLINES](#) and brochure ([English](#)) and ([Spanish](#)).

HOW TO APPLY and NAVIGATE YOUR WAY THROUGH THE PARENT PORTAL

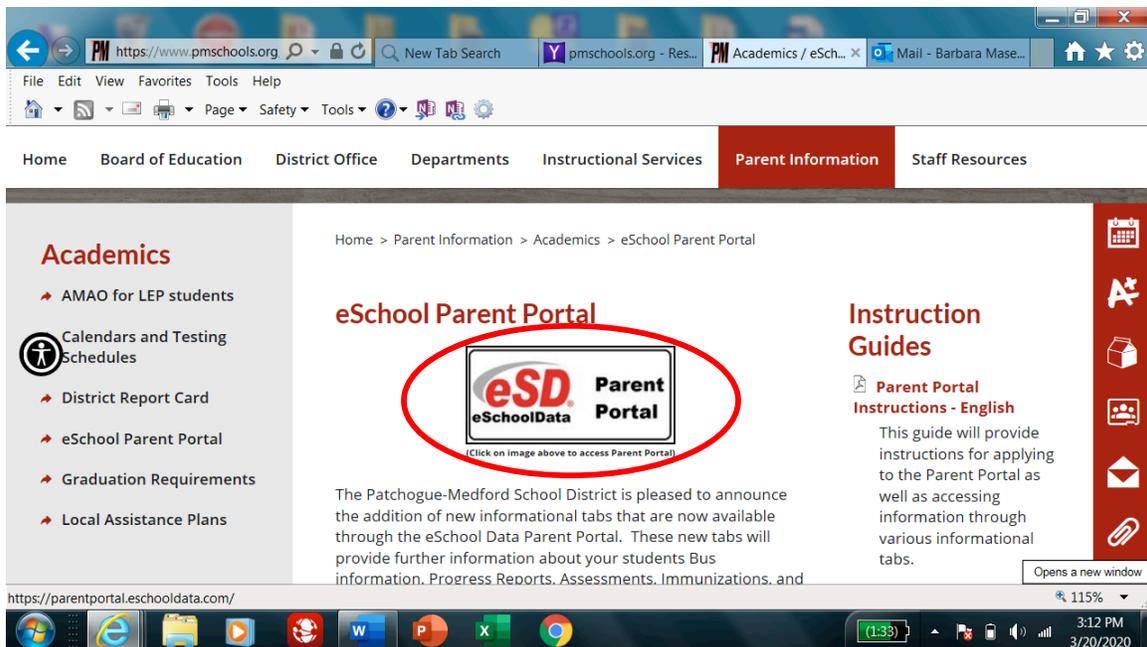
Please note that eSchool is only supported by Internet Explorer, and Google Chrome, **it is not supported by firefox.**

Go To: www.pmschools.org

Click on the icon on the side bar that looks like a group of people. See below

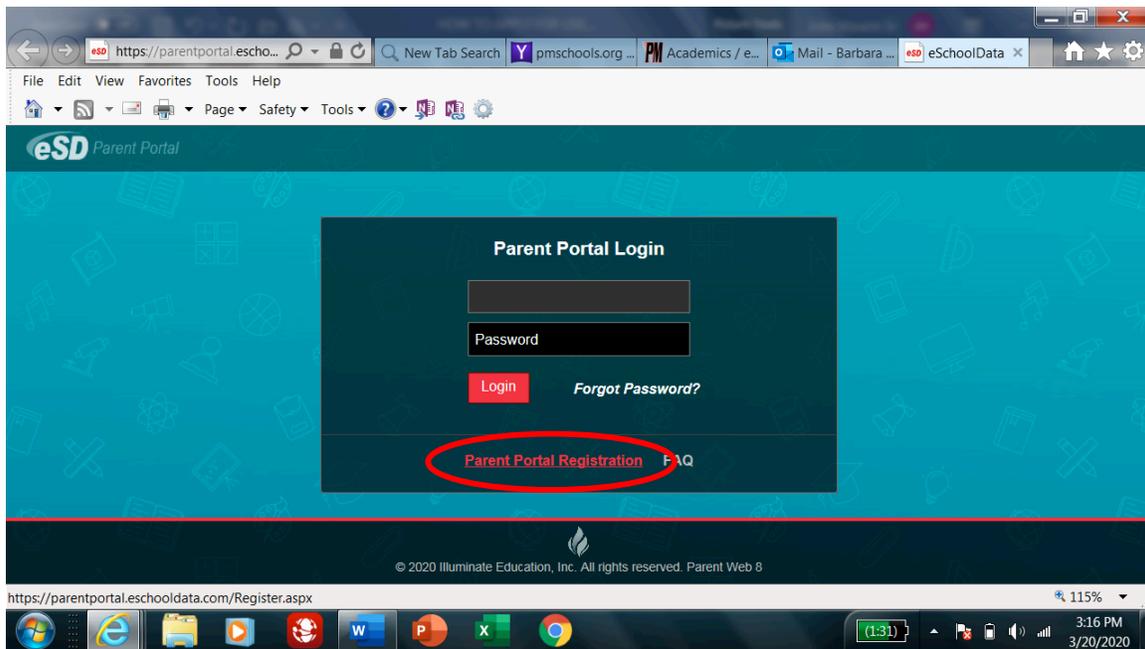


Step 1 Click on the eSD icon



Step 2

Click on the Parent Portal Registration link



Step 3

Fill out the information on the page and when complete with this page, click create account information.

Registration

Account Information	Personal Information	Student Information
Welcome to Parent Portal Registration! STEP 1: Please enter your parent portal logon information below.		
* School District <input type="text" value="Patchogue-Medford"/> <small>(Start typing your school district then select your district in the list)</small>		
* Username <input type="text" value="janedoe"/> <small>(Your ID is what you will use to login to the portal. You can change at any time from within the portal.)</small>		
* Email Address <input type="text" value="jdoe@yahoo.com"/> <small>(Your email address can be updated at anytime from within the portal. If you forget your password the account reset information will be sent to this account)</small>		
* Confirm Email Address <input type="text" value="jdoe@yahoo.com"/>		
* Password <input type="password" value="....."/> <small>(Should be a minimum of 6 characters with at least 1 number)</small>		
* Confirm Password <input type="password" value="....."/>		
* Authentication Question <input type="text" value="What was the name of your first school?"/>		
* Authentication Answer <input type="text" value="woodpark"/>		
Create Account Information >>		

Step 4

Fill in parent name (Please be sure to use your formal name **ex: if your name is Charles do not use Charlie**), home address, phone number. Then click on create personal information.

Registration

Account Information **Personal Information** Student Information

STEP 2: Information will be used to verify your identity. Please make sure you provide the information the district already has on file.

* First Name

Middle Name

* Last Name

* Street Address

Apartment #

* City

* State

* ZIP Code

* Phone - - x

[<< Back to Account Information](#) [Create Personal Information >>](#)

Step 5

Please remember when filling out the student portion to use your child's formal name **ex: if your child's name is Christine do not use Chrissy**.

Registration

Account Information Personal Information **Student Information**

STEP 3: Please also make sure you provide at least one of your student(s) on file to verify your identity.

My Student(s) Your student(s) will show below after you have added.

ID Number	First Name	Last Name	Grade	School
-----------	------------	-----------	-------	--------

Add Student

* ID Number * First Name * Last Name

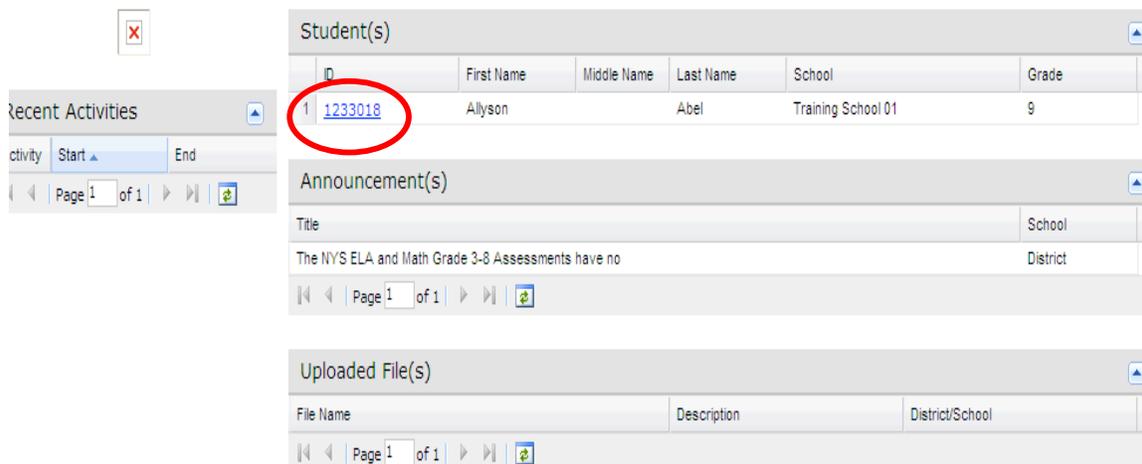
* School * Grade

[<< Previous](#) [Finish Registration!](#)

You will receive a confirmation email that your application was received. You will also receive an email stating that your account was approved. When your account is approved you will be able to log in using the ID and password you created when you first signed up.

Navigating your way through the parent portal

When you log in the page will open up to your home page which will look like the page below. Click on your child's student ID number.

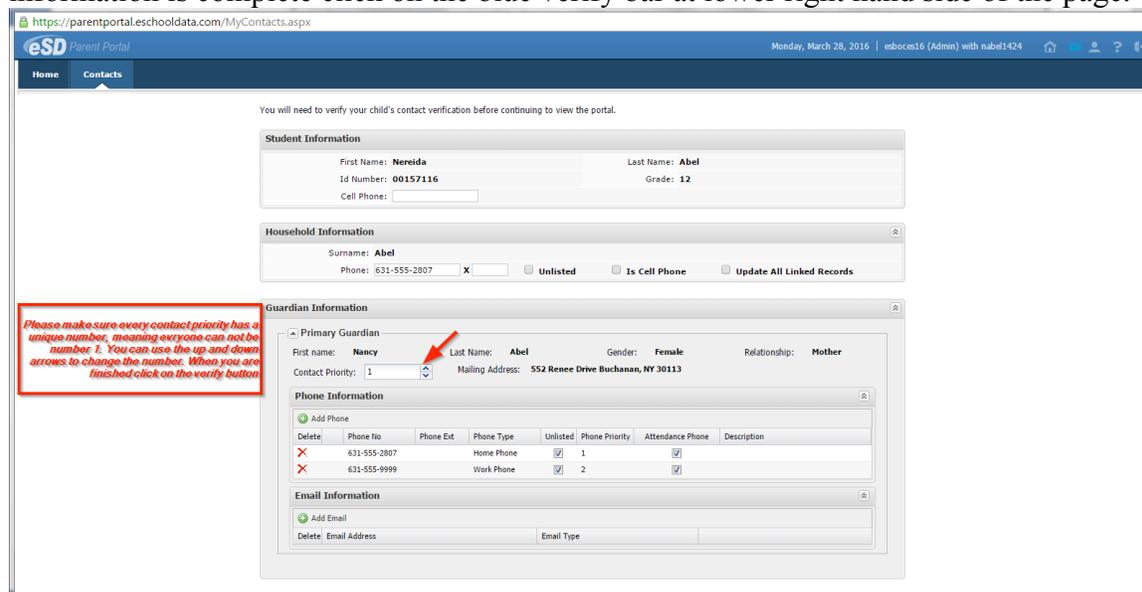


The screenshot shows the parent portal home page. On the left, there is a 'Recent Activities' sidebar. The main content area is divided into three sections: 'Student(s)', 'Announcement(s)', and 'Uploaded File(s)'. The 'Student(s)' section contains a table with the following data:

ID	First Name	Middle Name	Last Name	School	Grade
1 1233018	Allyson		Abel	Training School 01	9

The ID '1233018' is circled in red. The 'Announcement(s)' section shows a title 'The NYS ELA and Math Grade 3-8 Assessments have no' and a school 'District'. The 'Uploaded File(s)' section is currently empty.

When you log in for the first time it will open up to the contact verification page. Please make sure when verifying your child's contact's that you make sure every contact priority number is unique, as everyone cannot be contact priority 1. When verifying information is complete click on the blue verify bar at lower right hand side of the page.



The screenshot shows the 'MyContacts.aspx' page in the parent portal. The page title is 'eSD Parent Portal' and the URL is 'https://parentportal.eschooldata.com/MyContacts.aspx'. The page displays the following information:

- Student Information:** First Name: Nereida, Last Name: Abel, Id Number: 00157116, Grade: 12, Cell Phone: [empty]
- Household Information:** Surname: Abel, Phone: 631-555-2807, Unlisted: [checkbox], Is Cell Phone: [checkbox], Update All Linked Records: [checkbox]
- Guardian Information:** Primary Guardian: Nancy Abel, Gender: Female, Relationship: Mother, Contact Priority: 1, Mailing Address: 552 Renee Drive Buchanan, NY 30113
- Phone Information:** A table with columns: Delete, Phone No, Phone Ext, Phone Type, Unlisted, Phone Priority, Attendance Phone, Description. Two entries are shown: Home Phone (631-555-2807, Priority 1) and Work Phone (631-555-9999, Priority 2).
- Email Information:** Add Email, Delete: Email Address, Email Type

A red box highlights a note: 'Please make sure every contact priority has a unique number, meaning everyone can not be number 1. You can use the up and down arrows to change the number. When you are finished click on the verify button'. A red arrow points to the 'Contact Priority' dropdown menu.

Once you have verified your child's contacts, each time you click on their student ID it will bring you to their profile page. If you have to update any emergency contacts or update your home phone just click on the blue bar that says contact verification.

https://parentportal.eschooldata.com/Student.aspx

eSD Parent Portal Monday, March 28, 2016 | esbores16 (Admin) with nabel1424

Home Profile Attendance Schedule Immunization Transcript Report Card Buses Course Request Gradebook Progress Report Assessments

Bridgett's Profile District/School's Event(s) and/or Assignment(s) eSD High School

District Level Events School Level Events Bridgett's Assignments

February 28 - April 2, 2016

Day Week Month

Sun	Mon	Tue	Wed	Thu	Fri	Sat
09 Feb 28, 2016	28 Day:1	29 Day:2	Mar 1 Day:1	2 Day:2	3 Day:1	4
10	6 Day:2	7 Day:1 test 1 test 2	8 Day:2	9 Day:1	10 Day:2	11
11	13	14 Day:1 Class Participa...	15 Day:2	16 Day:1	17 Day:2	18
12	20 Day:2	21 Day:1	22 Day:2	23 Day:1	24 Day:2	25
13	27	28	29	30	31	1

First Name: Bridgett
Middle Name:
Last Name: Abel
Grade: 11

Contact Verification

From here you can click on the various tabs that are available, such as Attendance, Schedule, Grade Book, Progress Report & Report Card.

Schedule Tab

Student - Windows Internet Explorer

esbores16 (Admin) with aadamson2556 Wednesday, April 09, 2014

Home Profile Attendance Schedule Report Card Gradebook Progress Report

Student Information

First Name: **Tyler** Middle Name: Last Name: **Adamson** Gender: **Male**
ID Number: **1231072** Grade: **10** Location: **Mini Team**

Locker Information

Locker Number	Locker Type	Locker Location	Locker Combination
0557	Hall	C	43-45-5

Student Schedule

Days	Periods	Room #	Course #	Course	Sec	Date	Webpage
1,2	1	101	409	The Physical Setting: Physics Regents	1	09/10/2013	
2	1	209	1401A	Health Alt.	6	07/01/2013	
1	2	310	1454	iLead (Alt)	1	07/01/2013	
1	2	101	409	The Physical Setting: Physics Regents	1	09/10/2013	
2	2	328	708	Fashion Illustration	2	07/01/2013	
1,2	3	122	343	Geometry	2	07/01/2013	
1,2	5	CAFE	9893	Lunch 10 Full Year	2	07/01/2013	
1,2	6	330	508	French III	1	07/01/2013	
1,2	9	210	204	Global History & Geography II 10R	8	07/01/2013	

You are able to view your child's daily schedule and know where he should be at what time.

Attendance Tab

Student Information
 First Name: **Tyler** Middle Name: Last Name: **Adamson**
 ID Number: **1231072** Grade: **10** Gender: **Male**

Student Attendance

Day	Attendance									AE	AU	TE	TU	
	1-1	2-2	3-3	4-4	6-6	7-7	8-8	9-9	D					
10/04/2013	P	AE (FLD)	P	P	6	0	0	0						
01/16/2014	P	P	AE (FLD)	N.A	AE (FLD)	AE (FLD)	P	P	P	P	3	0	0	0
03/27/2014	AE (HOS)	AE (HOS)	AE (HOS)	AE (HOS)	AE (HOS)	N.A	N.A	AE (HOS)	DP (HOS)	DP (HOS)	6	0	0	0
04/08/2014	AE (AB)	AE (AB)	AE (AB)	P	P	N.A	N.A	P	P	P	3	0	0	0
Grand Total											18	0	0	0

Periods Total	1-1	2-2	3-3	4-4	6-6	7-7	8-8	9-9	D
AE	2	3	4	2	3	2	1	1	0
AU	0	0	0	0	0	0	0	0	0
TE	0	0	0	0	0	0	0	0	0
TU	0	0	0	0	0	0	0	0	0

* = Unknown, A = Absent, E = Excused, P = Present, T = Tardy, U = Unexcused, N.A = No Attendance
 Red = Absent, Yellow = Tardy, Green = Present, Blue = N.A (No Attendance)

You will only see something under attendance if there was an attendance issue, such as late to class or absent from class or school.

Grade Book Tab

Class Info

Course	Course #	Teacher	Section	Semester	Days	Period	MP Grade	CMPA	MP Avg
The Physical Setting...	409	Howard Barnes	1	1,2	1,2	1-1			85.47

Class Work

Category	Weight	Drop Lowest	Drop Highest	Category Avg
Homework	20	1	0	88.33

Assign	Description	Due Date	Max. Pt.	Mult.	Bonus	Grade	Te
Ho...		02/24/2014	100	1	0	98	
Ho...		02/19/2014	100	1	0	88	
Ho...		02/19/2014	100	1	0	72	
Ho...		03/18/2014	100	1	0	79	

Assign	Description	Due Date	Max. Pt.	Mult.	Bonus	Grade	Te
Tes...		02/19/2014	100	1	0	55	
Tes...		02/19/2014	100	1	0	78	
Tes...		02/19/2014	100	1	0	88	
Tes...		02/19/2014	100	1	0	86	

Assessments/Term Exams

The grade book tab shows you the current grades in their classes, as long as the teacher uses the on line grade book. When you get to the grade book tab, make sure choose the correct marking period, you then have to click on each class to open up the drop down of assignments and this where you will see what their assignments are and any quizzes and tests or projects.

Progress Report Tab

esD Parent Portal | Wednesday, April 09, 2014 | esboces16 (Admin) with aadamson2556

Home Profile Attendance Schedule Report Card Gradebook **Progress Report**

Print

Progress Report: 3 01/31/2014-03/07/2014

eSD High School
 Snedecor Avenue
 Montauk, New York 11716
 School Telephone No: 631-555-0078
 Mr. Smith, Principal

Student: Tyler Adamson
Student ID: 1231072
Grade: 10

Counselor: Chester Williamson
Phone: 631-555-0078

Course: Geometry Workshop	Staff: Ms. Mathews
<ul style="list-style-type: none"> • Excellent student • Positive attitude • A pleasure to have in class 	
Period Attendance: Abs/Cum Abs: 0/0	Tardy/Cum Tardy: 0/0
Daily Attendance:	Absences: 0.00 Tardy: 0
Cumulative Daily Attendance:	Absences: 0.00 Tardy: 0

This is your child's progress report for the current period.

The progress and report card tabs will bring up the most current report sent home.

Report Card Tab

Student - Windows Internet Explorer | esD Parent Portal | Wednesday, April 09, 2014 | esboces16 (Admin) with aadamson2556

Home Profile Attendance Schedule **Report Card** Gradebook Progress Report

Print

eSD High School
 Report Card: Marking Period 2 (11/14/2013 - 01/30/2014)
 Snedecor Avenue Montauk, New York 11716
 School Telephone No: (631) 555-0078
 Mr. Smith, Principal

Student: Adamson, Tyler
Surname: Adamson
ID Number: 1231072
Counselor: Williamson, Chester
Grade: 10
Phone: 631-555-0078

MP Avg: (Wt.) Cumulative Avg: 92.86 (Wt.)

Course	MP1	MP2	MP3	MP4	MT	FE	FNL CRS. GRD.	ABS. Cum. Abs.	Tardy. Cum. Tardy.	Staff	C.A./C.E
104 English 10R, Sec:5	96.00	--	--	--	--	--	--	--	--	Ms. Ramirez	1.00/0.00
1401A Health Alt., Sec:6	89.00	--	--	--	--	--	--	--	--	Mr. Mason	0.50/0.00
1454 iLead (Alt), Sec:1	88.00	--	--	--	--	--	--	--	--	Mr. Dale	0.50/0.00
508 French III, Sec:1	97.00	--	--	--	--	--	--	--	--	Ms. Freeman	1.00/0.00
343 Geometry, Sec:2	89.00	--	--	--	--	--	89	--	--	Ms. Lewis	1.00/1.00
344 Geometry Workshop, Sec:1	99.00	90.00	--	--	--	--	--	--	--	Ms. Mathews	0.00/0.00
1105 Physical Education Full Year (Alt), Sec:41	99.00	--	--	--	--	--	--	--	--	Ms. Burgess	0.50/0.00
404 The Living Environment Biology Regents, Sec:8	97.00	--	--	--	--	--	--	--	--	Mr. Herring	1.00/0.00
204 Global History & Geography II 10R, Sec:8	85.00	--	--	--	--	--	85	--	--	Mrs. Armstrong	1.00/1.00
708 Fashion Illustration, Sec:2	96.00	--	--	--	--	--	96	--	--	Ms. Cooper	0.50/0.50
Daily Attendance:							Absences: 0.00	Tardy: 0			
Cumulative Daily Attendance:							Absences: 0.00	Tardy: 0			

The report card tab allows you to view the most current report card

ASSESSMENT TAB

<https://parentportal.eschooldata.com/Student.aspx>

Monday, March 28, 2016 | esboces16 (Admin) with jabel1425

Home Profile Attendance Schedule Immunization Transcript Report Card Buses Course Request Gradebook Progress Report **Assessments**

Student Information

First Name: **Bridgett** Middle Name: Last Name: **Abel**
 ID Number: **00209916** Grade: **11** Gender: **Female**

Assessments

Date	Assessment	Language	Modification	GR	SM	GS	RA	CSI	SS	LP	NP	NC	NS	LS	LV	AS	BM
06/24/2014	Regents Phy Set/Chemistry	English					96										
06/20/2014	Regents Geometry	English					99										
06/14/2013	Regents Phy Set/Earth Sci	English					88										
06/12/2013	Regents Integrated Algebra	English					92										
04/24/2013	Grade 8 Math	English						331								3	
04/16/2013	Grade 8 ELA	English						381								4	
06/13/2012	Regents ELA	English					93										
04/25/2012	Grade 7 Math	English						700								4	
04/17/2012	Grade 7 ELA	English						723								4	
05/11/2011	Grade 6 Math	English						703								4	
05/03/2011	Grade 6 ELA	English						694								4	
05/25/2010	Grade 5 Math	English			23			689								3	
04/25/2010	Grade 5 ELA	English			24			795								4	
11/25/2009	Grade 5 Social Studies	English			24		88									4	
05/25/2009	Grade 4 Sci: Scale	English			24		93									4	
03/25/2009	Grade 4 Math	English			24			719								4	
01/25/2009	Grade 4 ELA	English			23			703								3	
03/25/2008	Grade 3 Math	English			23			700								3	
01/25/2008	Grade 3 ELA	English			24			720								4	

GR Grade Equivalent SM Standard Met GS Grade Stanine RA Score
 CSI Cognitive Skills Index SS Scaled Score LP Percentile NP National Percentile
 NC NCE Normal Curve Equivalent NS National Stanine LS Local Stanine LV Level
 AS Age Stanine BM Benchmark

The Assessment Tab allows you to view all your child's assessments throughout their school career.

BUS TAB

<https://parentportal.eschooldata.com/Student.aspx>

Monday, March 28, 2016 | esboces16 (Admin) with sacker2740

Home Profile Attendance Schedule Immunization Transcript Report Card **Buses** Course Request Gradebook Progress Report Assessments

Student Information

First Name: **Lowell** Middle Name: Last Name: **Acker**
 ID Number: **00223416** Grade: **10** Gender: **Male**

Student Buses

Bus Type	Bus Route	Bus Stop	Alternate Route	Reason
AM	2	6:33 AM 125 Lake Ave	Not Specified	Not Specified

The Bus Tab allows you to view all your child's bus information, if the take a bus to school.

COURSE REQUEST TAB

https://parentportal.eschooldata.com/Student.aspx

eSD Parent Portal Monday, March 28, 2016 esboce16 (Admin) with jabel1425

Home Profile Attendance Schedule Immunization Transcript Report Card Buses **Course Request** Gradebook Progress Report Assessments

Student Information

First Name: **Bridgett** Middle Name: Last Name: **Abel**
 ID Number: **00209916** Grade: **11** Gender: **Female**

Course Request

Pending Approved Requests Approved Requests

Del	Course#	Course Name	Department	Subject	Comments
	215	Psychology	Social Studies	Social Studies	
	201	Global History & Geography I 9R	Social Studies	Social Studies	
	107	English 11R	English	English Language Arts	
	1314 *	English 12RM	Special Education	English Language Arts	
	312	Math 12	BOCES	Mathematics	
	10560	Physics I Honors	Science	Science	
	1126	Physical Education Fall 11-12	Physical Education	Physical Education	
	216	Criminal Justice	Social Studies	Social Studies	

The Course Request Tab allows the parent to view course requests approved by the student's guidance counselor for the up coming school year.

IMMUNIZATION TAB

https://parentportal.eschooldata.com/Student.aspx

eSD Parent Portal Monday, March 28, 2016 esboce16 (Admin) with jabel1425

Home Profile Attendance Schedule **Immunization** Transcript Report Card Buses Course Request Gradebook Progress Report Assessments

Student Information

First Name: **Bridgett** Middle Name: Last Name: **Abel**
 ID Number: **00209916** Grade: **11** Gender: **Female**

Student Immunization

DTaP ⁵	Administered	Verified	Proof	Waiver	
11/08/2003	09/01/2004	Verified	Physician Record		
04/07/2001	09/01/2004		Physician Record		
04/21/2000	09/01/2004		Physician Record		
02/19/2000	09/01/2004		Physician Record		
DTP ⁶	12/11/1999	09/01/2004	Verified	Physician Record	
Hep A ²	08/26/2009	10/08/2010	Verified	Physician Record	
11/27/2007	10/08/2010		Physician Record		
Hepatitis B ³	04/07/2001	09/01/2004	Verified	Physician Record	
07/01/2000	09/01/2004		Physician Record		
04/21/2000	09/01/2004		Physician Record		
HIB ⁵	01/20/2001	09/01/2004	Verified	Physician Record	
04/21/2000	09/01/2004		Physician Record		
02/19/2000	09/01/2004		Physician Record		
12/11/1999	09/01/2004		Physician Record		
Measles Vaccine ¹	09/29/2014	10/01/2014	Verified	Physician Record	
Meningitis ³	03/02/2016	03/04/2016	Verified	Other State Approved Registry	

The Immunization Tab allows the parent to view the immunizations currently on file with the School District

STANDARDS BASED TAB

The screenshot shows the 'Standards Based Tab' for student Alderman, Ahmad. The page includes a navigation menu with options like Home, Profile, Attendance, Immunization, Buses, Elem Report Card, and Assessments. The main content area displays a 'Print Summary' for the 2015-2016 school year, showing scores for Trimester 1, 2, and 3 across various knowledge areas. A table below the summary lists specific standards and their corresponding scores for each trimester.

Knowledge Area	Standards/KeyIdea/Comments	Trimester 1	Trimester 2	Trimester 3
Elementary	* Reading			
	-Indicator	3		3
	-Effort	3		3
	Phonological and Phonemic Awareness	3		3
	Decoding Phonics/Structural Analysis	3		3
	Print Awareness	3		3
	Fluency			
	Background Knowledge and Vocabulary Development	3		3
	Comprehension Strategies			
	Motivation to Read			
Elementary	* Writing			
	-Indicator			
	-Effort			
	Spelling			
	Handwriting			
	Composition			
	Motivation to Write			
Elementary	* Listening			
	-Indicator			
	-Achievement			
Elementary	* Speaking			
	-Indicator			
	-Achievement			
Elementary	Mathematics			
	-Indicator			
	-Effort			
Elementary	* Operations and Algebraic Thinking			

The Standards Base Tab allows the parent to view their elementary child's most current report card that went home with the student.

TRANSCRIPT TAB

The screenshot shows the 'Transcript Tab' for student Bridgett Abel. The page includes a navigation menu with options like Home, Profile, Attendance, Schedule, Immunization, Transcript, Report Card, Buses, Course Request, Gradebook, Progress Report, and Assessments. The main content area displays student information and a detailed transcript table showing course history, levels, and scores from 2012 to 2016.

Course	Level	Grade Level	Final Grade	Crdt Ernd	Crdt Atmpt	Date	Test	Score Type	Score
2012 - 2013									
FRENCH I	Regents Level	8	100	0.50	1.00	06/13/2012	Regents ELA	Score	93
Integrated Algebra	Regents Level	8	90	1.00	1.00	06/12/2013	Regents Integrated Algebra	Score	92
The Physical Setting: Earth Science Regents	Regents Level	8	91	1.00	1.00	06/14/2013	Regents Phy Set/Earth Sci	Score	88
Total			2.50	3.00					
2013 - 2014									
Pre - AP English 9	Honors Level	9	96	1.00	1.00	06/20/2014	Regents Geometry	Score	99
Creative Writing-Alt	Non-Regents Level	9	100	0.50	0.50				
Career Exploration Alternate Days	Non-Regents Level	9	98	0.50	0.50	06/24/2014	Regents Phy Set/Chemistry	Score	96
French II	Regents Level	9	98	1.00	1.00				
Geometry Enriched	Honors Level	9	98	1.00	1.00				
Physical Education Full Year (Alt)	Non-Regents Level	9	98	0.50	0.50				
The Phys Setting-Regents Chemistry Acc/Lab	Honors Level	9	96	1.00	1.00				
Pre - AP Global History & Geography I	Honors Level	9	97	1.00	1.00				
Total			6.50	6.50					
2014 - 2015									
English 10R	Regents Level	10	85	0.50	0.50				
Economics 12R	Regents Level	10	85	0.50	0.50				
Summer School									
English 9R	Regents Level	9	99	1.00	1.00				
Total			2.00	2.00					
2015 - 2016 (Current Year)									
English 10R	Regents Level	10	0.00	1.00					
Pre - AP English 10	Honors Level	10	0.00	1.00					
Health Alt.	Non-Regents Level	10	0.00	0.50					

The Transcript Tab allows the parent to view their child's current transcript as well as print put an unofficial copy.

So now you have navigated your way through the parent portal.

Parent Portal

<https://www.pmschools.org/ParentPortal>

Parents are encouraged to use the Parent Portal, accessible from the school's website, that is available 24 hours/day, 7 days/week. The following student information can be accessed:

- Attendance
- Assessment
- Bus Information
- Course Request
- Grade Book
- Immunization Record
- Progress Report
- Report Card
- Schedule
- Transcript
- Emergency Contact

SCHOOL PHILOSOPHY

Patchogue-Medford High School is a comprehensive high school aimed at developing positive, productive citizens who will be analytical and critical thinkers. All students will be introduced to a balance of humanities, the arts and sciences. They will learn to care for their bodies and develop physical prowess. Integral parts of a comprehensive education are learning to respect another's opinion, assuming responsibility, taking a role in local affairs, and developing pride in school and community.

The high school shares in the responsibility for preparing each student for life's goals. This does not mean that a student will be educated as a specialist, but rather, that the student will be given a sufficient background for entering college, technical or commercial school, or to join the world of work.

It is the high school's aim to develop in each student an appreciation of democratic principles. All students are made aware of the other types of government found throughout the world so that they may better analyze, appreciate, and understand their own heritage and freedom. This understanding, coupled with knowledge, creates an atmosphere conducive to an enlightened citizenry.

Restorative Practices are a framework for building community and responding to challenging behavior through authentic dialogue, coming to an understanding, and making things right. When conflict occurs, Restorative Practices encourage dialogue between the victim and offender and emphasize the values of empathy, respect, honesty, acceptance, responsibility, and accountability. Patchogue-Medford High School has implemented Restorative Practices to enhance our approach to discipline, focusing on prevention and positive responses to problematic behavior.

Staff members believe that self-discipline is developed by respecting authority, by promoting the democratic way, and by cherishing the ideals upon which this country was founded. At Patchogue Medford High School, every effort is put forth to make each student feel the genuine pleasure of learning and the sense of pride the faculty has for those who value effort and achievement.



PATCHOGUE-MEDFORD SCHOOL DISTRICT

WHERE EDUCATION IS MET WITH EXCELLENCE!

Lori Cannetti
Interim Superintendent of Schools

Randy E. Rusielewicz Ed.D.
Principal

Board of Education
Kelli Anne Jennings, President
Diana Andrade, Vice President
Jennifer A. Krieger
Lauren Kuban
Marc A. Negrin
Francis Salazar
Bernadette M. Smith

Patchogue-Medford High School
181 Buffalo Avenue
Medford, NY 11763
(631) 687-6500

Theresa DeLeva, District Clerk

Dear Parent or Guardian:

We are pleased to announce that all students enrolled at Barton Elementary, Bay Elementary, Canaan Elementary, Eagle Elementary, Medford Elementary, Oregon Middle, River Elementary, Tremont Elementary, Saxton Middle, South Ocean Middle and Patchogue-Medford High School will be able to receive a FREE breakfast and lunch meal at school beginning on September 2, 2025.

This implementation is a result of the United States Department of Agriculture (USDA) expanding access to the federal Community Eligibility Provision (CEP). CEP allows eligible schools participating in the National School Lunch and School Breakfast Programs to offer school meals at no charge to all students.

What does this mean for your child(ren) attending the school(s) identified above? Effective September 2, 2025, all students enrolled at Barton, Bay, Canaan, Eagle, Medford, Oregon, River, Tremont, Saxton, South Ocean and Patchogue-Medford High School will receive meals at no cost to your household. No further action is required of you. Students may continue to buy healthy snacks, drinks and second portions using money on account or with cash.

If you have any further questions, please contact us at 631-687-6525.

Sincerely,
Daniel Erwin
Food Services Director

Respectfully,

Daniel Erwin
Food Services Director



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Patchogue-Medford High School
181 Buffalo Avenue
Medford, NY 11763
(631) 687-6500

Theresa DeLeva, District Clerk

Nondiscrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:

<https://www.usda.gov/sites/default/files/documents/ad-3027.pdf> from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

fax:

(833) 256-1665 or (202) 690-7442; or

email:

program.intake@usda.gov

This institution is an equal opportunity provider.

Anticipated Clubs and Organizations

Patchogue-Medford High School recognizes that a great deal of learning takes place outside, as well as within, the formal classroom. Students are offered many clubs and organizations in which they may participate. Those students who do participate in these activities will increase their learning opportunities and enjoyment of school. The following clubs and organizations may be offered to Patchogue-Medford High School students depending upon budget outcomes and interest.

CLUBS

African American Caribbean Club
American Red Cross Club American Sign
Language
Anchor Club
Asian Culture Club
Athletics for all
Buddies Club
C h e s s C l u b
Computer Science / Coding Club
Corporate Raiders
DECA
Earth & Space Club
Ecology Club
English Honor Society
E- Sports Gaming Club
Faith Club
Fashion Club
Future business Leaders of America (FBLA)
French Honor Society
Freshman Class 2029
Future First Responders Club
Genders & Sexual Alliance (GSA)
Green Thumb Garden Club
Hall of Fame Ambassadors
Healthcare Club
Historical Society Club
Intercambio Club
Interact Club
Italian Honor Society
Jewelry Club Jovial
Club
Junior Class 2027
Key Club
LEO Club
Letters for Rose Library
Club
Math Team
Model UN
Mural Club
National Art Honor Society National
Business Honor Society National Honor
Society
National Stem Honor Society Next
Generation Wellness
Peer Excellence Initiative
Photography Club
Raider Express School Store
Red & Black News Club
Rise Club
Robotics Team 329
Science Olympiad
Senior Class 2026
Senior Prom Liaison
Skills USA Club
Sophomore Class 2028

Spanish Honor Society
Stage Crew Club
Student Detectives
Summer Work Experience Program
Theater Club
Tri-M Music Honor Society
Well Club
Yearbook

INTRAMURALS

Soccer (Boys)
Lacrosse(Girls) Wrestling
Boys Volleyball
Girls Volleyball
Field Hockey Boys
Badminton Girls Badminton
Girls Basketball Girls Soccer
Flag Football
Golf
Track and Field Lacross (Boys)

Guidance Counseling Services

Director - Michael Zanfardino - (631) 687-6530 – mzanfardino@pmschools.org

Counseling Department: (631) 687-6530

Guidance counselors are the most important people in a student's high school career. Counselors are available to assist students with their high school concerns, as well as to discuss career planning, college placement, and provide social and emotional support. Students wishing to speak to their counselor should make an appointment via Schoology or scan the QR code for their counselor posted outside the Guidance Office. Students can choose the date and period that fits best within their individual schedule.

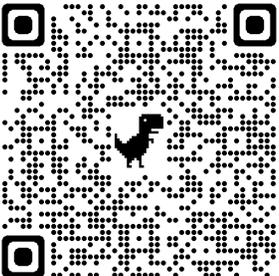
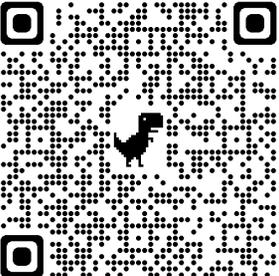
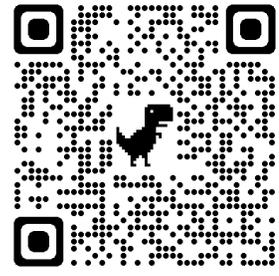
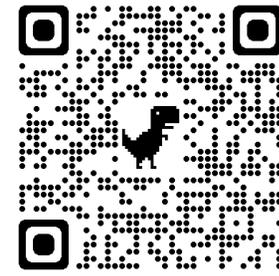
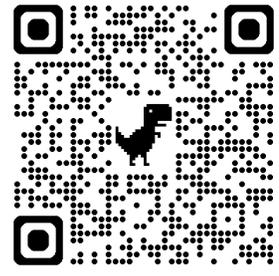
Please visit our Counseling Department page throughout the school year for updates at <https://www.pmschools.org/domain/132>.

August 2024

BOOK AN APPOINTMENT WITH YOUR COUNSELOR

- Log into Schoology and access the guidance group. Look for the list of links and choose your guidance counselor.
- Scan a QR Code at home.

- Los estudiantes pueden iniciar sesión en Schoology y acceder al grupo de orientación. En ese grupo hay un enlace con todos los enlaces de reserva del consejero.
- Escanee un código QR a continuación para encontrar el consejero apropiado

MR. MATAMOROS		MS. NORTE		MS. LEON—PINEROS		MS. LIEBERMAN		MS. SILSBE	
									
ENL 9—12		ENL 9—12		ENL 9—12		GRADE 9—11	GRADE 12	GRADE 9—11	GRADE 12
A — G		H — O		P — Z		A — COL	A — CAP	COM — FE	CAQ — FOW
MS. ROHME		MS. NIETO		MS. TIRADO		MS. SANTARPIA		MS. SPACE	
									
GRADE 9—11	GRADE 12	GRADE 9 — 12		GRADE 9	GRADE 10—12	GRADE 9	GRADE 12	GRADE 9—10	GRADE 12
FI — JO	FOX — JO	JP — MIR		MIS — P	MIS — REY	Q — STQ	RI — SSA	STR — Z	ST — Z

IS IT AN APPOINTMENT OR IS IT AN EMERGENCY?

APPOINTMENT / UNA CITA	EMERGENCY / EMERGENCIA
<p>An APPOINTMENT is a scheduled time for you to meet with your counselor at a future date and do not require immediate attention. Appointments are usually for the following reasons:</p> <ul style="list-style-type: none"> • Schedule Changes • College/Post Secondary Planning • Discuss academics and grades • Naviance Questions and Issues <p>On the reverse side are instructions on how to make a guidance appointment. Time slots are limited per day, its recommended to make your appointments as soon as possible.</p>	<p>*If you are having an emergency, tell an adult right away!*</p> <p>An “EMERGENCY” usually involves one or more of the following situations:</p> <ul style="list-style-type: none"> • Someone will or has hurt you • You will or have hurt someone else • You will or have hurt yourself • You have a personal or emotional issue that prevents you from focusing in class <p>The wellness room is available for all students who are having an emergency. It is located in room 111, across from the student cafeteria.</p>
<p>Una CITA es una hora programada para que usted se reúna con su consejero en una fecha futura y no requiere atención inmediata. Las citas suelen ser por los siguientes motivos:</p> <ul style="list-style-type: none"> • Cambios de horario • Planificación universitaria/postsecundaria • Discutir aspectos académicos y calificaciones. • Preguntas y problemas de Naviance <p>En el reverso hay instrucciones sobre cómo programar una cita de orientación. Las franjas horarias son limitadas por día y se recomienda concertar vuestras citas lo antes posible.</p>	<p>*¡Si tienes una emergencia, díselo a un adulto de inmediato!*</p> <p>Una “EMERGENCIA” generalmente involucraba una o más de las siguientes situaciones:</p> <ul style="list-style-type: none"> • Alguien te hará o te ha lastimado • Harás o habrás lastimado a alguien más. • Te harás o te habrás lastimado • Tienes un problema personal o emocional que te impide concentrarte en clase. <p>La sala de bienestar está disponible para todos los estudiantes que tengan una emergencia. Está ubicado en el salón 111, frente a la cafetería de estudiantes.</p>

Health Office

Nurses: Students A-K - Lori Reilly, (631) 687-6523, LReilly@pmschools.org
Students L-Z - Tara Baker, (631) 687-6524, TBaker@pmschools.org

<https://www.pmschools.org/domain/88>

A registered nurse is on duty at the high school from 6:45 a.m. to 2:45 p.m. The school nurse will gladly assist students who require services for treatment of emergencies, obvious illnesses or for consultation. Students with communicable disease will not be permitted to attend school. During the school year, the school nurse will conduct the following health appraisals:

Height and Weight	- Entire student body
Vision	- Entire student body
Hearing	- Tenth grade students only
Scoliosis	- Ninth and Tenth grade students
Physical examinations	- Tenth grade students and those participating in sports

State regulations prohibit the school nurse from dispensing any medication without a physician's prescription. School district regulations require a student who is to take medication in school to meet the following criteria:

- Students are not permitted to be in possession of any medication (including over the counter) without approval from the school nurse.
- A physician's authorization for any medication must be on file in the nurse's office.
- A note from the parent authorizing the taking of any medication must be on file.
- The medication must be dispensed from the original pharmacy container.
- Only prescription medication will be distributed by the nurse, any student disseminating prescription medication will be subject to the fullest disciplinary administrative action.
- All students visiting the nurse's office must obtain a pass from the teacher whose class is being missed. Students must sign in and out of the nurse's office.
- The Health Office Lavatory is for students that are either experiencing a medical situation or have a medical documentation on file.

Revised July 2024

Homebound and Hospital Bound Instruction and Special Transportation

A child shall be eligible for homebound and hospital bound instruction and for provision of special transportation when such a child is disabled as defined in Section 4401 of the New York State Education Law and is unable to attend school or is able to attend school only with the provision of special transportation. Such transportation and instruction shall be provided upon written application of the parents or guardians and other required persons, upon recommendation of the appropriate district staff members, or by recommendation for such services by the Committee on Special Education or district administrators to grant approval.



HOMEBOUND INSTRUCTION OVERVIEW

Dear Parent/ Guardian,

Please be aware of the following timeline and requirements while your child is awaiting placement on homebound instruction or transitioning to a truncated day.

All packets are provided via our Nurse and the date is catalogued, please note that the student’s homebound instruction does not begin until it has been approved by District administration. Receipt of this packet does not guarantee home instruction will be approved. The Patchogue-Medford school district reserves the right to contact your medical professional.

- a. During the period you receive this packet and until approval is granted it is expected that your child makes every attempt to come to school as placements can take as long as 10 business days to put in place. Exceptions are made at the discretion of the district in consultation with the child’s physician.
- b. The district does not begin to organize home instruction until the packet is submitted with proof from a medical professional that the child was seen within 10 days of receipt of this packet.
- c. Home instruction cannot typically does not begin until 10 absences has been recorded, however the district retains the right to begin home instruction backdated to include those dates if the packet is executed within those 10 days.
- d. Once this form has been submitted it can take up to 10 business days to gain approval and establish the tutors. If after 10 business days you have not received confirmation, please contact the students current instructional building

Elementary School Principal	See District Website
Oregon Guidance Department	(631) 687-6820
Saxton Guidance Department	(631) 687-6720
South Ocean Department	(631) 687-6620
Patchogue Medford High School Department	(631) 687-6530

- e. Students on Home instruction still must honor the Patchogue-Medford School Districts Attendance Policy in the student handbook. A student who misses more than 3 sessions of home instruction without medical documentation can receive a failing grade for the quarter as 1 session is equal to almost a week of school.

When submitting this application please keep this page as a reference and for contact information.

Thank You,

Michael Zanfardino
Director of Guidance and Home Instruction



APPLICATION FOR HOMEBOUND INSTRUCTION

Homebound instructional service is intended for school-age children of the Patchogue-Medford School District who are unable to attend school because of physical, mental, emotional illness, injury or disciplinary problems.

Extension and/or Truncated Day Only –

Is this for an Extension? * Yes or No (please check one)

* Please note extensions could result in changes to a schedule based on the ability to provide instruction while on extended homebound instruction.

Truncated day means that a student is taking classes at school when possible and instruction is completed at home or at the library. My child is on a truncated day Yes or No (please check one)

Will the child be absent from school more than ten (10) consecutive school days?

Yes or No (please check one)

Directions:

The following serves as a means to ensure that all the required information is obtained so that a decision can be rendered. Please check the reason under one of the three categories (Medical, Special Education or Suspension) listed below and then provide the information requested on the pages associated with the reason. All information should be written in ink. A decision regarding Homebound Instruction is made only on the basis of a completed application.

1. Medical

It is the parent/guardian’s responsibility to see that all required pages are completed in their entirety. Return completed application to your child’s school nurse.

- A. Social and/or emotional concern related to attending school
 - Page 4 – Child and Parent/Guardian Information
 - Page 5 – Treatment Plan for Social/Emotional Concern (Additional information may be required)
 - Page 6 – Patient Information/Medical provider
- B. Injury/Physical
 - Page 4 – Child and Parent/Guardian Information
 - Page 5 – Instructional Plan
 - Page 6 – Patient Information/Medical provider
- C. Illness
 - Page 4 – Child and Parent/Guardian Information
 - Page 5 – Instructional Plan
 - Page 6 – Patient Information
- D. Covid-19
 - Page 4 – Child and Parent/Guardian Information
 - Page 5 – Instructional Plan
 - Page 6 – Patient Information

2. Special Education

- CSE – Committee on Special Education
 - Page 4 – Child and Parent/Guardian Information
 - Page 5 – Instructional Plan
 - Page 7 – School Personnel

3. Disciplinary

- A. OSS – Out-of-School Suspension
 - Page 4 – Child and Parent/Guardian Information
 - Page 5 – Instructional Plan
 - Page 7 – School Personnel (Section C)
- B. Superintendent Suspension
 - Page 4 – Child and Parent/Guardian Information
 - Page 5 – Instructional Plan
 - Page 7 – School Personnel



Child & Parent/Guardian Information Form

Parent/Guardian Information

Name

First: _____

Middle: _____

Last: _____

Contact Information:

Home Phone: _____

Work Phone: _____

Cell Phone: _____

Email Address: _____

Preferred Number to be contacted on:

(check one) Home Work Cell

Please sign the Statement of Consent below. Your signature is necessary in the event additional information is required from your child's health care provider to approve the request for Homebound Instruction.

Statement of Consent by Parent or Guardian

I consent to the release of information, pursuant to HIPPA regulations, from my child's Health Care Provider(s) to School Personnel who are *directly* involved in my child's educational welfare such as: school nurse, social worker, guidance counselor, administrator, and psychologist.

Signature of Parent or Guardian

Date



Alternatives to Home Bound Instruction offered by Patchogue Medford

The following is a list (with a brief description of services/accommodations/modifications from least to most intensive) that can be provided for a student. Please select the one(s) that are most appropriate for the student at the present time.

- Hall/Bus Pass – provides for additional time for student to get to and from classes or to the bus
- Comfort Pass – allows student to seek comfort/support from class on as needed basis – to speak with nurse, guidance, psychologist or other support personnel
- Peer buddy
- Reduced academic expectations
 - Reduced workload
 - Modified assignments
 - Alternative Pathway to Graduation
- Extended Day/Evening Program
 - Instruction in core subjects
 - Differentiated instruction
 - Monday – Thursday, 3 PM – 7 PM
- Truncated day
 - Late start
 - Early dismissal
 - Parent provided transportation
- On-line Learning Home Instruction
 - Self-paced program
 - Taught by On-Line teacher/tutor in real time
 - Intended for self-motivated student
- Home Instruction (In-person Instruction)
 - Weekdays
 - 5 hours/week - elementary
 - 10 hours/week – secondary

TREATMENT PLAN FOR SOCIAL AND/OR EMOTIONAL CONDITION (Must be completed by licensed health care provider)			
Patient Name		DOB	
		Examination Date	
Diagnosis and description of Problem/Symptom			
Long Term Goal(s)			
Short-term Objectives (behavioral benchmarks): See list below	Date Established	Projected Completion Date	Date Achieved
COORDINATION OF SERVICES			
Please describe how you will coordinate with school personnel and any other health care provider.			



PATIENT INFORMATION

PHYSICIAN'S STATEMENT OF INCAPACITATING CONDITIONS

(Must be completed by licensed Medical Doctor or Doctor of Osteopathy)

How long have you been seeing the patient for the diagnosis listed? _____

Is someone in the home Immunocompromised? Check one YES NO

Please summarize test and all other data collected that supports that supports the need for Home/Hospital Instruction at this time

What ancillary services are involved in treatment? _____

List consultants/specialists to whom this student has been referred

Name	Specialty	Phone

Will you be following the patient? (Yes, No) If not, who will?

Name _____

Phone _____

Address _____

Treatment Plan: (please briefly describe what the plan is to have the child return to school): _____

Physical restrictions and/or limitations caused by this condition that affects the child's ability to attend school (please describe):

List all prescribed medications: _____

Has the parent or guardian been advised of any further medical examination or treatment that may be needed by another health care provider? (Check one) YES NO

If yes, please indicate to whom the patient has been referred and for what reason: _____

If there is a social and/or emotional concern related to attending school, please complete page five (5).

Recommended period for homebound instruction. Typical recommendations **do not exceed eight (8) weeks.** *

** Please Refer to Page 5 for additional choices for instruction in place of Home Instruction*

*During a declared pandemic immune compromised homebound instruction recommendations can be Semester Based (Sept.-January) or (Feb. – June)

Start date: _____ End date: _____

PHYSICIAN INFORMATION

Physician Name (please print): _____

Physician Signature (original): _____

Office Address: _____

Office Phone Number: _____

Office Hours/Days: _____

Date: _____

PHYSICIAN STAMP

License No. _____



SCHOOL DISTRICT PERSONNEL

School Nurse – Section A

Empty box for School Nurse input.

School Principal – Section B

Empty box for School Principal input.

School Guidance Counselor – Section C

As the school guidance counselor, I reviewed the student’s academic record and recommend the following courses. Any comments, recommendations, or additional information I have so noted in the space below.

Comments/Recommendations/Information:

Two horizontal lines for comments.

Courses

Three columns of horizontal lines for course recommendations.

Should the PPS or Guidance Director contact you for further information (please check one)? Yes or No

Signature of Guidance Counselor: _____ Date: _____



Director of Pupil Personnel (if applicable): _____ **Date:** _____

Notes/comments:

If Category 1 (Medical), Section A (Social/Emotional Concern) is checked, please send ENTIRELY COMPLETED application to the Director of Pupil Personnel, otherwise send to the Director of Guidance.

Final Approved (Extension) Dates: Start date: _____ End date: _____

Director of Guidance Signature: _____ **Date:** _____

2025-26 School Year New York State Immunization Requirements for School Entrance/Attendance¹

NOTES:

All children must be age-appropriately immunized to attend school in New York State. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). Intervals between doses of vaccine must be in accordance with the [“ACIP-Recommended Child and Adolescent Immunization Schedule.”](#) Doses received before the minimum age or intervals shown on the schedule are not valid and do not count toward the number of doses listed below. See footnotes for specific information for each vaccine. Children who are enrolling in gradeless classes must meet the immunization requirements of the grades for which they are age equivalent.

Dose requirements MUST be read with the footnotes of this schedule

Vaccines	Pre-Kindergarten (Day Care, Head Start, Nursery or Pre-K)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older and the series was started at less than 1 year of age or 3 doses if 7 years or older and the series was started at 1 year or older	3 doses	
Tetanus and Diphtheria toxoid-containing vaccine adolescent booster (Tdap) ³	Not applicable		1 dose given after age 10 years	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older		
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses		
Hepatitis B vaccine ⁶	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart and between the ages of 11 years through 15 years		
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses		
Meningococcal conjugate vaccine (MenACWY) ⁸	Not applicable		Grades 7, 8, 9, 10 and 11: 1 dose	Grade 12: 2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable		

1. Demonstrated serologic evidence of measles, mumps or rubella antibodies or laboratory confirmation of these diseases is acceptable proof of immunity to these diseases. Serologic tests for polio are acceptable proof of immunity only if the test was performed before September 1, 2019, and all three serotypes were positive. A positive blood test for hepatitis B surface antibody is acceptable proof of immunity to hepatitis B. Demonstrated serologic evidence of varicella antibodies, laboratory confirmation of varicella disease or diagnosis by a physician, physician assistant or nurse practitioner that a child has had varicella disease is acceptable proof of immunity to varicella.

*Serological titers are never accepted for tetanus, diphtheria, pertussis, meningococcal, haemophilus influenzae type b, and pneumococcal diseases.
2. Diphtheria and tetanus toxoids and acellular pertussis (DTaP) vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a 5-dose series of DTaP vaccine at 2 months, 4 months, 6 months, 15 through 18 months and at 4 years or older. The fourth dose may be received as early as age 12 months, provided at least 6 months have elapsed since the third dose. However, the fourth dose of DTaP need not be repeated if it was administered at least 4 months after the third dose of DTaP. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
 - b. If the fourth dose of DTaP was administered at 4 years or older, and at least 6 months after dose 3, the fifth (booster) dose of DTaP vaccine is not required.
 - c. Children 7 years and older who are not fully immunized with the childhood DTaP vaccine series should receive Tdap vaccine as the first dose in the catch-up series; if additional doses are needed, use Td or Tdap vaccine. If the first dose was received before their first birthday, then 4 doses are required, as long as the final dose was received at 4 years or older. If the first dose was received on or after the first birthday, then 3 doses are required, as long as the final dose was received at 4 years or older.
 - d. [For further information, refer to the the CDC Catch-Up Guidance for Children 4 Months through 6 Years of Age.](#)
 - e. [For further information, refer to the the CDC Catch-Up Guidance for Children 7 through 9 Years of Age.](#)
3. Tetanus and diphtheria toxoids and acellular pertussis (Tdap) adolescent booster vaccine. (Minimum age for grades 6 through 11: 10 years; minimum age for grade 12: 7 years).
 - a. Students 11 years or older entering grades 6 through 12 are required to have one dose of Tdap.
 - b. In addition to the grade 6 through 12 requirement, Tdap may also be given as part of the catch-up series for students 7 years of age and older who are not fully immunized with the childhood DTaP series, as described above. In school year 2025-26, only doses of Tdap given at age 10 years or older will satisfy the Tdap requirement for students in grades 6 through 11; however, doses of Tdap given at age 7 years or older will satisfy the requirement for students in grade 12.
 - c. Students who are 10 years old in grade 6 and who have not yet received a Tdap vaccine are in compliance until they turn 11 years old.
 - d. [For further information, refer to the CDC Catch-Up Guidance for Children 10 through 18 Years of Age.](#)
4. Inactivated polio vaccine (IPV) or oral polio vaccine (OPV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a series of IPV at 2 months, 4 months, 6 through 18 months, and at 4 years or older. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
 - b. For students who received their fourth dose before age 4 and prior to August 7, 2010, 4 doses that are each separated by at least 4 weeks is sufficient.
 - c. If the third dose of polio vaccine was received at 4 years or older and at least 6 months after the previous dose, the fourth dose of polio vaccine is not required.
 - d. For children with a record of OPV, only trivalent OPV (tOPV) counts toward New York State school polio vaccine requirements. Doses of OPV given before April 1, 2016, should be counted unless specifically noted as monovalent, bivalent or as given during a poliovirus immunization campaign. Doses of OPV given on or after April 1, 2016, must not be counted.
 - e. [For further information, refer to the CDC Catch-Up Guidance for Children 4 Months through 17 Years of Age.](#)
5. Measles, mumps, and rubella (MMR) vaccine. (Minimum age: 12 months)
 - a. The first dose of MMR vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. Measles: One dose is required for pre-kindergarten. Two doses are required for grades kindergarten through 12.
 - c. Mumps: One dose is required for pre-kindergarten. Two doses are required for grades kindergarten through 12.
 - d. Rubella: At least one dose is required for all grades (pre-kindergarten through 12).
6. Hepatitis B vaccine
 - a. Dose 1 may be given at birth or anytime thereafter. Dose 2 must be given at least 4 weeks (28 days) after dose 1. Dose 3 must be at least 8 weeks after dose 2 AND at least 16 weeks after dose 1 AND no earlier than age 24 weeks (when 4 doses are given, substitute "dose 4" for "dose 3" in these calculations).
 - b. Two doses of adult hepatitis B vaccine (Recombivax) received at least 4 months apart at age 11 through 15 years will meet the requirement.
7. Varicella (chickenpox) vaccine. (Minimum age: 12 months)
 - a. The first dose of varicella vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. For children younger than 13 years, the recommended minimum interval between doses is 3 months (if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid); for persons 13 years and older, the minimum interval between doses is 4 weeks.
8. Meningococcal conjugate ACWY vaccine (MenACWY). (Minimum age for grades 7 through 12: 10 years).
 - a. One dose of meningococcal conjugate vaccine is required for students entering grades 7, 8, 9, 10 and 11.
 - b. For students in grade 12, if the first dose of meningococcal conjugate vaccine was received at 16 years or older, the second (booster) dose is not required.
 - c. The second dose must have been received at 16 years or older. The minimum interval between doses is 8 weeks.
9. Haemophilus influenzae type b (Hib) conjugate vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive Hib vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
 - b. If 2 doses of vaccine were received before age 12 months, only 3 doses are required with dose 3 at 12 through 15 months and at least 8 weeks after dose 2.
 - c. If dose 1 was received at age 12 through 14 months, only 2 doses are required with dose 2 at least 8 weeks after dose 1.
 - d. If dose 1 was received at 15 months or older, only 1 dose is required.
 - e. Hib vaccine is not required for children 5 years or older.
 - f. [For further information, refer to the CDC Catch-Up Guidance for Healthy Children 4 Months through 4 Years of Age.](#)
10. Pneumococcal conjugate vaccine (PCV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive PCV vaccine at 2 months, 4 months, 6 months and at 12 through 15 months*. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
 - b. Unvaccinated children ages 7 through 11 months are required to receive 2 doses, at least 4 weeks apart, followed by a third dose at 12 through 15 months.
 - c. Unvaccinated children ages 12 through 23 months are required to receive 2 doses of vaccine at least 8 weeks apart.
 - d. If one dose of vaccine was received at 24 months or older, no further doses are required.
 - e. PCV is not required for children 5 years or older.
 - f. [For further information, refer to the CDC Catch-Up Guidance for Healthy Children 4 Months through 4 Years of Age.](#)

*Depending on vaccine brand, schedule may change.

For further information, contact:

New York State Department of Health
 Division of Vaccine Excellence
 Room 649, Corning Tower ESP
 Albany, NY 12237
 (518) 473-4437

New York City Department of Health and Mental Hygiene
 School Compliance Unit, Bureau of Immunization
 42-09 28th Street, 5th floor
 Long Island City, NY 11101
 (347) 396-2433

New York State Department of Health/Division of Vaccine Excellence
health.ny.gov/immunization

Coverage

The district policy covers school-related accidents when incurred by students as follows:

1. Attending school during the hours and on days when school is in session.
2. Traveling by school bus directly and uninterruptedly to and from school for regular school sessions;
3. Participating in or attending school-sponsored activities, including supervised travel directly and uninterruptedly to or from such activities, during the school term.

If a child requires medical attention for a school-related injury, the parents or guardian should contact the school nurse's office regarding reporting procedures. Questions concerning insurance policy provisions may be directed to the district's central registrar:

Central Registration Office
Saxton Middle School
121 Saxton Street
Patchogue, NY 11772
(631) 687-6430

The information furnished here is simplified in order to provide a brief description of the district's pupil insurance program. It is neither a pupil insurance policy nor a description of the district's entire insurance program. Further information on insurance coverage will be sent home to each parent.

Interscholastic Athletic Opportunities

Athletic Office (631) 687-6420 www.pmschools.org/District Wide Athletics Patchogue-Medford High School is rich in athletic activities. Students are encouraged to participate in the following anticipated sports programs: [For Sport Physical information](#)

Fall

Football	Varsity	JV
Boys' Soccer	Varsity	JV
Girls' Soccer	Varsity	JV
Field Hockey	Varsity	JV
Boys' Volleyball	Varsity	JV
Girls' Volleyball	Varsity	JV
Gymnastics	Varsity	
Girls' Tennis	Varsity	JV
Boys' Cross Country	Varsity	
Girls' Cross Country	Varsity	
Boys' Golf	Varsity	
Sideline Cheerleading	Varsity	JV
Kick Line		

Winter

Boys' Basketball	Varsity	JV
Girls' Basketball	Varsity	JV
Wrestling	Varsity	JV
Boys' Winter Track	Varsity	
Girls' Winter Track	Varsity	
Boys' Bowling	Varsity	
Girls' Bowling	Varsity	
Competitive Cheerleading	Varsity	JV
Kick Line		

Spring

Baseball	Varsity	JV
Softball	Varsity	JV
Boys' Lacrosse	Varsity	JV
Girls' Lacrosse	Varsity	JV
Boys' Tennis	Varsity	JV

Boys' Spring Track	Varsity	
Girls' Spring Track	Varsity	
Boys' Badminton	Varsity	
Girls' Badminton	Varsity	
Girls' Golf	Varsity	
Girls' Flag Football	Varsity	JV

Unified Bowling	Winter
Unified Basketball	Spring
Unified Top Golf	Spring

Revised July 2024

Library

(631) 687-6855 <https://pmhslib.weebly.com/>

Library Media Specialists: Dawn Franzese—dfranzese@pmschools.org

Susan Sclafani — ssclafani@pmschools.org

The library media center is a comprehensive source of information, serving the needs of students for both the completion of assignments as well as their pursuit of individual interests.

High school library resources include:

- 17,000 volumes of fiction and non-fiction
- 50-60 online databases containing various encyclopedias, journal articles, magazine articles and more

Procedures for students using the library include:

- ◇ School I.D. card required to check out materials.
- ◇ Follow the instructions of the librarian and library aides.
- ◇ Respect the rights of others. Work quietly.
- ◇ Return books when due. Students may renew them if necessary. Additional books may not be borrowed until overdue books are returned.
- ◇ Pay for damaged and lost books.
- ◇ Ask the librarian for assistance.

Students who misuse the school library will be directed to return to class and may also be subject to further disciplinary action.

School Food Service Program

Supervisor Daniel Erwin - (631) 687-6525 - derwin@pmschools.org

<https://www.pmschools.org/FoodServices>

The USDA has ended the Free meals waiver for all students. Families must again complete the Free and Reduced meals application, that can be found on the district website in the Food Services tab, to obtain Free and Reduced meals.

Breakfast Program: A daily breakfast is vital to the health and wellbeing of growing children. Through the breakfast program, every child in the school is offered milk, fruit, and grain components at a reasonable cost. Breakfast provides students with the opportunity to start the day well nourished, alert, and ready. **Breakfast is now available at our breakfast kiosk located in the main lobby as well as in the student cafeteria.**

Lunch Program: The school lunch program allows students to choose from different entrees to constitute a well-balanced meal providing one-third of the daily nutritional requirements. For those wishing to bring lunch from home, milk may be purchased to supplement lunch.

Any additional questions can be directed to our Food Services Department at (631) 687-6525.

Sign Language Interpretive Services For Deaf Parents

The district will provide sign language interpretive services free of charge to deaf parents of district students. These services will be available for school-initiated conferences dealing with academic or disciplinary matters. Eligible parents requiring these services must complete a registration form to be filed in the student registrar's office. These registration forms are available in each school building. Additional information regarding this service may be obtained from the student registrar's office.

Spectator Rules for Athletic Contests

All students will be expected to behave in the same manner they would in any regular school situation. Inappropriate behavior will result in disciplinary action. Students suspended out of school for any reason may not attend events during suspension period. In addition, the Spectator Code of Conduct of the New York State Public High School Athletic Association must be observed. It states, in part:

1. Spectators are an important part of the game and should at all times conform to accepted standards of good sportsmanship and behavior.
2. Spectators should at all times respect officials, coaches and players and extend all courtesies to them.
3. Wholesome cheering is encouraged.
4. Taunting, foul and abusive language, noisemakers, inflammatory remarks, and disrespectful signs and behavior are not acceptable.
5. Faculty supervised pep bands are permitted during dead ball time. However, spectator noisemakers or sound devices are not acceptable.
6. Spectators shall observe and obey the rules and regulations of the school concerning smoking, food and soft drink consumption, and use of lavatory facilities and parking of cars.
7. New York State Law prohibits alcoholic beverages of any kind on school property; the law further prohibits any person under the influence of alcohol to be on school property.
8. Spectators shall respect and obey all school officials, supervisors, and police at all athletic contests.

[Board of Education Policy # 3250](#)

Section XI, New York State Public High School Athletic Association

Transferring or Leaving School

If a student plans to transfer or leave school, a sign-out notice, available in the Counseling Center, is required to be completed by a parent/guardian on record. ID must be presented at the time a sign-out notice is requested. A guidance counselor or assistant principal will meet with the student. Once the packet is completed and the student returned all schoolbooks, an official transfer card will be issued.

Working Papers

Any student between the ages of 14 and 18 years of age must obtain working papers in order to accept employment. New York State Law regulates the type of work students may do as well as work hours and conditions. Students should return completed applications to the Guidance Office along with all required documentation.

See [Working Papers Application](#) for procedures and application.

PATCHOGUE-MEDFORD SCHOOLS



PROCEDURES FOR WORKING PAPERS FOR STUDENTS AGED 14 -17

Minors must apply for an employment certificate or permit on a form prescribed by the Commissioner of Education. Before issuing a certificate or permit the applicant must present the following:

•**Evidence of Age** - This must be a birth certificate or a duly certified transcript of a record of baptism giving the date of birth. A passport showing the date of birth is acceptable as is any evidence on school records which has been in existence for two years or more. An affidavit of age is not acceptable.

•**Parental Signature** - The parent or guardian must sign all applications for an employment certificate or permit. The minor is responsible for securing this signature. When the application is for the first certificate for full-time work, the parent must appear personally at the school or issuing center to sign the application, unless the minor is a high school graduate.

•**Certificate of Physical Fitness** - The applicant must present a certificate of physical fitness from a school or private physician. The school district must provide the physical examination if the applicant so requests. The annual school examination, the examination given for sports, or any other complete physical examination is acceptable for employment purposes. In any case, the physical examination must have been given within twelve (12) months prior to the issuance of the employment certificate or permit. **EXCEPTION:** A physical fitness certificate is not required for the issuance of a Newspaper Carrier Permit if the applicant is qualified to participate in the school's physical education program. If the applicant is not qualified to so participate, a physician's permission is required.

•**Pledge of Employment** - The Pledge of Employment, which appears only on the Application for Employment Certificate (not on the Application for Employment Permit), **must be completed only** (a) for a minor with a medical limitation and (b) for a minor 16 years of age who is leaving school, prior to high school graduation, and who resides in a district (New York City and Buffalo) which requires a minor under 17 years of age, who is not employed, to attend school.

•**School Record** - On the Application for Employment Certificate, the Schooling Record **must be completed only for minors** residing in New York City or Buffalo.

STUDENT MUST BRING COMPLETED FORMS TO:

PATCHOGUE MEDFORD HIGH SCHOOL

NAVY (SEAL) LT MICHAEL P. MURPHY CAMPUS

GUIDANCE OFFICE @ 181 Buffalo Avenue, Medford, NY 11763

GENERAL INFORMATION

An employment Certificate (Student Nonfactory, Student General, or Full Time) may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

A Nonfactory Employment Certificate is valid for 2 years from the date of issuance or until the student turns 16 years old, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months unless the limitation noted by the physician is permanent, then the certificate will remain valid until the minor changes job. It may be accepted only by the employer indicated on the certificate.

A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked by school district authorities for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker, or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

PROHIBITED EMPLOYMENT

Minors 14 and 15 years may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as: construction work; helper on a motor vehicle; operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment; painting or exterior cleaning in connection with the maintenance of a building or structure; and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as: construction worker; helper on a motor vehicle, the operation of various kinds of power-driver machinery; and others listed in Section 133 of the New York State Labor Law.

HOURS OF EMPLOYMENT

Minors may not be employed during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork and delivering, or selling and delivering newspapers):

When school is in session:

- more than 3 hours on any school day, more than 8 hours on a nonschool day, more than 6 days in any week, for a maximum of 18 hours per week, or a maximum of 23 hours per week if enrolled in a supervised work study program approved by the Commissioner.
- after 7 p.m. or before 7 a.m.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 40 hours per week.
- after 9 p.m. or before 7 a.m.

This certificate is not valid for work associated with newspaper carrier, agriculture or modeling.

Minors 16 and 17 years of age may not be employed: --

When school is in session:

- more than 4 hours on days preceding school days; more than 8 hours on days not preceding school days (Friday, Saturday, Sunday and holidays), 6 days in any week, for a maximum of 28 hours per week.
- between 10 p.m. and 12 midnight on days followed by a school day without written consent of parent or guardian and a certificate of satisfactory academic standing from the minor's school (to be validated at the end of each marking period).
- between 10 p.m. and 12 midnight on days not followed by a school day without written consent of parent or guardian.

When school is not in session:

- more than 8 hours on any day, 6 days in any week, for a maximum of 48 hours per week.

EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NY 12234

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors.

All signatures must be handwritten in ink, and applicant must appear in person before the certifying official.

PART I – Parental Consent – (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date.....

I, Age

[Applicant]

Home Address apply for a certificate as checked below

[Full Home Address including Zip Code]

- Nonfactory Employment Certificate – Valid for lawful employment of a minor 14 or 15 years of age enrolled in day school when attendance is not required.
- Student General Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age enrolled in day school when attendance is not required
- Full-Time Employment Certificate – Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school

I hereby consent to the required examination and employment certification as indicated above.

.....
[Signature of Parent or Guardian]

PART II – Evidence of Age – (To be completed by issuing official only)

..... – Check evidence of age accepted – Document # (if any)

[Date of Birth]

Birth Certificate State Issued Photo I.D Driver's License Schooling Record Other [Specify].....

PART III – Certificate of Physical Fitness

Applicant shall present documentation of physical exam from a school or private physician, physician's assistant or nurse practitioner authorized to practice within New York State. * Said examination must have been given within 12 months prior to issuance of the employment certificate. Date of physical exam on file with school If physical exam is over 12 months, provide student with Certificate of Physical Fitness to be completed by school medical director or private health care provider.

If the physical exam or Certificate of Physical Fitness is limited with regard to allowed work/activity, the issuing official shall issue a Limited Employment Certificate, which will be valid for a period not to exceed 6 months, unless the limitation noted by the physician is permanent, in which case, the certificate will remain valid until the minor changes jobs. Enter the limitation on the employment certificate.

THE PHYSICIAN'S CERTIFICATION SHOULD BE RETURNED TO THE APPLICANT.

**Education Law Article 131, Section 6526 lists exempted physicians authorized to practice in the state without a NYS license. Education Law Article 139 section 6908(f) lists exempted persons authorized to practice nursing (inclusive of nurse practitioners) in the state without a NYS license.*

PART IV – Pledge of Employment – (To be completed by prospective employer)

Part IV must be completed only for: (a) a minor with a medical limitation; and (b) for a minor 16 years of age or legally able to withdraw from school, according to Section 3205 of the Education Law, and must show proof of having a job.

The undersigned will employ residing at

[Applicant]

as at

[Description of Applicant's Work]

[Job Location]

for days per week hours per day, between a.m. and p.m.

Starting date

..... Factory Nonfactory

[Name of Firm]

[Address of Firm]

.....
[Telephone Number]

.....
[Signature of Employer]

PART V – Schooling Record – (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of [Name of School] [Address]

Show that whose date of birth is [Name of Applicant]

Is in grade..... [Signature of Principal or Designee]

PART VI – Employment Certification – (To be completed by issuing official only)

Certificate Number Date Issued

.....
[School or Issuing Center]

.....
[Address]

.....
[Signature of Issuing Officer]

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

PHYSICAL FITNESS CERTIFICATION

(Name of Applicant)

(Address)

(Date of Birth)

Male

Female

INSTRUCTIONS TO PHYSICIAN:

Complete Part A unless certificate is limited --in which case complete Part B

A. I hereby certify that I have examined the above-named applicant and find he/she is physically qualified for lawful employment.

(Date of Physical)

(Signature of Physician)

(Address of Physician)

B. I hereby certify that I have examined the above-named applicant and find he/she has a disability that requires limited employment.

(1) Disability ---

(2) Occupation ---

(3) Employer ---

(Date)

(Signature of Physician)

(Address of Physician)

If a limited certificate is indicated, the disability, occupation, and employer must be indicated to make this certificate valid.

Class Officer's Agreement

2025 - 2026

I, _____, having been elected to the position of _____ for Patchogue-Medford School's class of _____ for the year 2025 - 2026 hereby accept the position and its associated responsibilities. The following are requirements for a class officer, as set forth by the General Organization and the Class Advisors:

- **I must attend 70% of class meetings and activities.** Any excused absence must be approved by my Class Advisors prior to the meeting.

Note: In order to be marked present at a meeting, an officer must stay for the full amount of time. Excused absences are defined as absence from school, extra help, a medical reason, or permission from advisors due to other issues.

- I must represent the wishes, interests, and ideas of the student body to the best of my ability. I will be a positive and hard-working member of this class.
- I must fulfill my responsibilities of my elected position as set forth by the Class Advisors. These requirements may exist in written form, by set precedent, or as determined at any time by the Student Government.
- I understand that I am to be perceived as a ***role model for my class.*** Should I be guilty of any significant disciplinary action that reflects poorly on my position, I understand that I may be removed from my position. This determination will be made at the sole discretion of the Class Advisors and/or General Organization Advisors and/or Principal, and following the terms as outlined in the Constitution of the Patchogue-Medford High School Student Council.
- I understand that being disrespectful towards another officer, my Advisors, or any administrator will not be tolerated, and I may be removed from the office.

- I understand that at no time will I approach an administrator or Board Member on behalf of the class without prior approval from the Class Advisors.
- I must attend the required events as per my Class Advisor and if I am not present, I understand I may be removed from the office.
- I must read and follow the Constitution of the Patchogue-Medford High School Student Council and be aware of its information that provides oversight of the student government process. Any questions that are raised or a need for clarification of anything in it will be brought to my Advisor.

Note: If you feel you cannot commit to this, please let your advisors know as soon as possible, so we may find someone else to take over your position.

I have read and agree to the above requirements, and hereby formally accept the elected position.

(Student name) (Student signature) Date

(Parent name) (Parent signature) Date

PATCHOGUE-MEDFORD SCHOOL DISTRICT

CODE OF CONDUCT

Project S.A.V.E.
(Safe Schools Against
Violence in Education)

May 21, 2001
Revised: August 24, 2001
Revised: June 20, 2005
Revised: June 19, 2006
Reviewed, no revisions: June 2007
Reviewed, no revisions: June 2008
Revised: March 24, 2009
Revised: April 18, 2016
Revised: July 27, 2020
Revised: August 29, 2022
Revised: August 21, 2023
Revised: August 26, 2024
Revised: August 18, 2025

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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.

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

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

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

II. DEFINITIONS

For purposes of this code, the following definitions apply.

- “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.
- “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 in or on a school bus, as defined in New York Vehicle and Traffic Law § 142.
- “School function” means any school-sponsored extracurricular event or activity.
- “Violent student” means a student under the age of 21 who:
 - a. Commits an act of violence upon a school employee, or attempts to do so.
 - b. 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.
 - c. Possesses, while on school property or at a school function, a weapon.
 - d. Displays, while on school property or at a school function, what appears to be a weapon.
 - e. Threatens, while on school property or at a school function, to use a weapon or inflict harm.
 - f. Knowingly and intentionally damages or destroys the personal property of any student, school employee, or any person lawfully on school property or at a school function.

g. Knowingly and intentionally damages or destroys school district property.

- “Firearm” means a firearm as defined in 18 U.S.C. § 921, for purposes of the Gun-Free Schools Act.
- “Weapon” means: (a) any other gun, including, but not limited to: BB guns, pistols, air guns, spring guns, revolvers, shotguns, rifles, machine guns, disguised guns, paintball guns, electronic stun guns, and electronic dart guns; (b) all knives and/or blades (with the exception of plastic cutlery solely used for eating meals), including, but not limited to: daggers, dirks, razors, razor blades, stilettos, switchblade knives, gravity knives, metal knuckle knives, box cutters, cane swords, and Kung Fu stars; as well as (c) brass knuckles, sling shots, pepper spray or other noxious spray, explosive or incendiary bombs, or other devices, instruments, materials or substances that can cause physical injury or death when used to cause physical injury or death.
- “Restorative Practices” are a response to student actions that violate the dignity, safety, or well-being of others by connecting the person responsible for the harm with those who have been harmed, in order to reach a resolution that guides, and assists the person responsible for the harm in accepting responsibility, apologizing for the harm, making meaningful reparation and improving the relationship between parties.

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:

- Take part in all district activities on an equal basis regardless of actual or perceived race, sex, color, weight, creed, national origin, ethnic group, religion, religious practice, gender, sexual orientation, or disability.
- Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- Be informed of school rules and consequences.

B. STUDENT RESPONSIBILITIES

All district students have the responsibility to:

- Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and property.
- Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- Attend school every day unless they are legally excused, and be in class, on time, and prepared to learn.
- Work to the best of their ability in all academic and extracurricular pursuits

- and strive toward their highest level of achievement possible.
- Follow directions given by teachers, administrators, and/or other school personnel in a respectful, positive manner.
- Adhere to safety protocols implemented by the District including but not limited to appropriate physical distancing, participation in health screenings, wearing of personal protective equipment such as face coverings, gloves, or other protective equipment, and following directives by teachers, administrators, and/or other school personnel as to such protocols.
- Seek help in solving problems.
- Dress appropriately for school and school functions.
- Accept responsibility for their actions
- Conduct themselves as representatives of the district when participating or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- Arrive at school prepared to learn with all necessary learning equipment (textbooks, charged laptop, calculator, writing utensils).
- Students are responsible for the safekeeping of all district devices provided to them.
- Protect and safeguard all District property lent to support student instruction.

IV. ESSENTIAL PARTNERS

A. PARENTS/GUARDIANS

Parents will be encouraged to promote participation in restorative practices to resolve incidents and conflict and to support their child in receiving the maximum benefit from a restorative justice approach.

All parents/guardians are expected to:

- Recognize that the education of their child(ren) is a shared responsibility of the parents and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time and verify absences.
- Send their children to school dressed in a manner consistent with the student dress standards.
- Reinforce school rules with their child(ren).
- Be supportive of education.
- Help their child(ren) deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Support the District 1:1 device program (laptops, iPads, tablets), by teaching your children to care and respect the equipment that has been lent to them.

B. TEACHERS

1. All district teachers are expected to:
 - Maintain a climate of mutual respect and dignity.
 - Be prepared to teach.
 - Demonstrate concern for student achievement.
 - Know school policies, regulations, and rules, and enforce them in a fair and consistent manner.
2. Communicate to students and/or parents through district approved software platforms including email, Parent Square, etc. Teachers may not communicate via private cell phone text messaging:
 - Course objectives and requirements
 - Marking/grading procedures
 - Assignment deadlines
 - Expectations for students
 - Classroom rules and regulations
 - Regarding student performance.
3. Be open to active participation in resolving conflicts through a restorative process.

C. GUIDANCE COUNSELORS

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor or conferences and parent/teacher/student/counselor conferences, as necessary.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Be open to active participation in resolving conflicts through a restorative process.

D. PRINCIPALS/ASSISTANT PRINCIPALS

1. Promote a safe and orderly school environment.
2. Support teaching and learning.
3. Communicate regularly with the staff, students and parents.
4. Support and promote extracurricular activities.
5. Be responsible for enforcing the Code of Conduct consistently and ensuring that all cases are resolved promptly and fairly.
6. Be open to active participation in resolving conflicts through a restorative process.

E. DIRECTORS

1. Promote a safe and orderly school environment.
2. Support teaching and learning.
3. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
4. Evaluate on a regular basis all instructional programs.
5. Be open to active participation in resolving conflicts through a restorative process.

F. SUPERINTENDENT

1. Promote a safe and orderly school environment.
2. Support teaching 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 of Education 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 consistently, and ensuring all cases are resolved promptly and fairly.
7. Be open to active participation in resolving conflicts through a restorative process.

G. 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 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, and courteous manner.
4. Be open to active participation in resolving conflicts through a restorative process.

V. STUDENT DRESS STANDARDS

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

A student's attire, grooming and appearance shall:

- Be safe, appropriate and not disrupt or interfere with the educational process.
- Recognize that extremely brief and/or revealing garments are not appropriate.
- Ensure that undergarments are appropriately concealed so as not to be a distraction to the

educational process.

- Not include the wearing of hats or headwear in the school except for medical and religious purposes, or personal protective equipment as ordered by safety protocols implemented by the District.
- Not include items that are vulgar, obscene, libelous, or denigrate others.
- Not promote, endorse and/or encourage illegal or violent activities.
- Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities, including, but not limited, to those related to gangs or organizations promoting violence (e.g., bandanas, articles of clothing promoting gang colors, etc.).

Each building principal or his or her designees shall be responsible for informing all students and their parents of the student dress standards at the beginning of the school year and any revisions to the dress standards made during the school year.

Students who violate the student dress standards shall be required to modify their appearance. Any student who refuses to do so shall be subject to disciplinary action, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress standards shall be subject to further discipline, up to and including out of school suspension if after restorative justice principles have been implemented the student continues to refuse to cooperate.

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, according to generally held standards of conduct, 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 consequences 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:

- Running in hallways.
- Making unreasonable noise.
- Using language or gestures that are profane, lewd, vulgar or abusive.

- Obstructing vehicular or pedestrian traffic.
- Engaging in any willful act which disrupts the normal operation of the school community.
- 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.
- Computer/electronic communication misuse, including, but not limited to, any unauthorized use of computers, software, Internet/Intranet, or social media platforms; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- The unauthorized display or use of personal electronic devices, including, but not limited to, radios, smart phones, smart watches, iPods and other music, video, and/or media players, cameras, laptops, and tablets.
- Purposefully damaging school equipment.
- Loitering in hallways between classes.

B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:

- Failing to comply with the reasonable directions of teacher, teaching assistants, teacher aides, monitors, security personnel, bus drivers, school administrators or other school employees, or otherwise demonstrating disrespect.
- Lateness for missing or leaving school without permission.
- Skipping detention.
- Loitering in hallways and ignoring directions to go to class.

C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:

- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
- Inappropriate public sexual contact.
- The unauthorized display or use of personal electronic devices, including, but not limited to, radios, smart phones, smart watches, iPods and other music, video, and/or media players, cameras, laptops, and tablets.

D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:

- Committing an act of violence (such as hitting, kicking, punching, or scratching) upon students, teachers, administrators, other school employees, or any other person lawfully on school property, or attempting to do so.
- Possessing a firearm or 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.
- Displaying what appears to be a firearm or weapon.
- Threatening to use any firearm or weapon.
- 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.

- Intentionally damaging or destroying school district property.
- Verbal or written threats on any public platforms.

E. Engage in any conduct that endangers the safety, morals, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:

- Lying to school personnel.
- Subjecting other students, school personnel or any other person lawfully on school property, or attending a school function, to danger, by engaging in conduct which creates a substantial risk of physical injury or intimidation or humiliation.
- Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. Discrimination, which includes an act of prejudice against any student, by a student(s) and/or employee(s) on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including identity and expression) or sex, to deny rights, equitable treatment or access to facilities available to others.
- Harassment, which includes: (a) the creation of a hostile environment by conduct or by verbal threats, intimidation, or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; (b) conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety, including, but not limited to, conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, as an actual or perceived basis for treating another in a negative manner.
- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
- Acts of sexual harassment, as defined in the District's sexual harassment policy.
- Hazing, which includes 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 a person, as a precondition for the student to be initiated into, affiliated with, or maintaining membership in any school sponsored activity, organization, club, or team, or, for any other comparable improper purpose. The term "hazing" includes, but is not limited to:
 - a) Any humiliating, degrading or dangerous activity demanded of a student to join a group, regardless of the student's willingness to participate, that has the potential to endanger the mental or physical health or safety of that student, including, but not limited to, the creation and/or distribution and/or

transmission of photographs, videos, or any other image or other recording that shows exposed private parts of the human body in a lewd or indecent manner (e.g., sexting).

- b) Any hurtful, aggressive, destructive or disruptive behavior that subjects a student to risk of harm or that adversely affects the mental or physical health or safety of that student.
 - c) The coerced use or abuse of tobacco, alcohol, drugs or other illegal substances.
 - d) Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of District policies and regulations.
 - e) An induction, initiation, or membership process involving harassment.
- Selling, using, possessing, or distributing obscene or pornographic material.
 - Using vulgar or abusive language, cursing or swearing.
 - Possessing or smoking a cigarette, cigar, pipe; possessing or using chewing or smokeless tobacco or an electronic cigarette, vaporizer, vapor pen/e-cigarette, liquid nicotine, or other device that can be used for smoking and/or vaporizing. “Electronic cigarette” and “vapor pen” shall include any refill, cartridge, and /or any other component of an electronic cigarette or vapor pen.”
 - Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either.
 - Illegal substances include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as “designer drugs”, which are substances designed and synthesized to mimic the intended effects and usages of illegal substances, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
 - Inappropriately using, sharing, or possessing prescription and over-the-counter drugs.
 - Gambling.
 - Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 - Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging of a fire extinguisher.
 - Distribution or electronic transmission of photographs, videos, or any other image or other recording that shows exposed private parts of the human body in a lewd or indecent manner, whether or not photographs, videos, or other recordings were recorded and/or distributed and/or transmitted consensually by all parties involved in the making and recording of such photographs, videos, or other recordings.
 - Any form of electronic messaging that causes disruption to the educational environment (e.g., texting, sexting, tweeting, instant messaging, other social media applications and websites).
 - Failure to mitigate, hinder, attempt to stop, or report to a school official or the proper authorities any violation of the Code of Conduct.
 - Failure to adhere to safety protocols implemented by the District including but not

limited to appropriate physical distancing, participation in health screenings, wearing of personal protective equipment such as face coverings, gloves, or other equipment, and following directives by teachers, administrators, and/or other school personnel as to such protocols.

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, but are not limited to:

- Plagiarism.
- Cheating.
- Copying.
- Altering records.
- Assisting another student in any of the above actions.
- Damaging another student’s personal property or lent district equipment.

VII. REPORTING 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 or firearm on school property or at a school function must report this information immediately to a teacher, the building principal, the principal’s designee or the superintendent.

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.

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

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical.

VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Historically, the discipline of students in schools has focused mainly on handing out punishments based on specific actions. These punishments include reprimands, loss of privileges, office referrals, detentions and suspensions.

However, understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline with the ultimate goal of teaching pro-social behavior. Therefore, the board authorizes restorative justice practices to be employed where appropriate, use conflict resolution, restitution to those harmed, and group, classroom, community and re-entry circles to address misbehaviors with the ultimate goal of teaching pro-social behavior. This approach seeks concurrent accountability and behavioral change.

The main principles of restorative justice are valuing and restoring relationships, repairing the harm done to affected parties, respecting others’ opinions, and reintegrating into the school community.

Under this model, we ask:

- Who has been hurt?
- What are their needs?
- Whose obligations are these?

Essential to the implementation of restorative justice practices is helping students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it caused;
- Understand what could have been done differently in the same situation;
- Take responsibility for their actions;
- Make reparations and or restitution to repair the harm done;
- Be given the opportunity to learn pro-social strategies/skills to use in the future; and
- Understand the progression of more increasingly punitive consequences may be imposed if the behavior reoccurs.

While there may be more traditional punishments in conjunction with teaching behavior expectations and treating disciplinary matters as teachable moments, this is a more effective approach than merely reacting to specific events unless student behaviors pose an immediate or ongoing threat to the safety of other students and staff.

The Board directs staff and administration to utilize restorative justice practices where appropriate in addressing student disciplinary issues.

In the application of restorative principles, the process is always voluntary for the students. Any parent (or student over the age of 18) can request to go to the traditional disciplinary route and not participate in the restorative process. This may happen at any time during the process, or if a student is unwilling to accept responsibility for their actions and is not demonstrating willingness to make amends.

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:

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

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

A. CONSEQUENCES

Practices which allow educators to address disciplinary matters as opportunities for learning instead of punishment are expected by the Board rather than a reliance on increasing punitive measures. When choosing interventions and consequences of student's behavior, teacher, administrators, and staff must balance the District's dual goals of eliminating school disruptions and maximizing student instruction time.

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.

In conjunction with the list below, administration (with supports from counselors) can employ conflict resolution meetings, restitution to those harmed, and group, classroom, classroom, community, and/or re-entry circle. Except in limited circumstances, restorative justice practices will always be considered first in dealing with disciplinary issues.

Should a parent or student over the age of 18 opt out of participating in the restorative practices or if restorative practices have not been effective with the student in question, the list below will be utilized to determine consequences.

- Oral warning – any member of the district staff.
- Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, principal or designee, administrators, superintendent.
- Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, principal or designee, administrators, superintendent.
- Detention – teachers, principal, administrators, superintendent.
- Suspension from transportation – director of transportation, principal or designee, superintendent.

- Suspension from social or extracurricular activities – activity director, principal or designee, superintendent.
- Suspension of other privileges – principal, superintendent.
- In-school suspension – principal, superintendent.
- Removal from classroom – teachers, principal or designee.
- Short-term (five days or less) suspension from school – principal, superintendent, and Board of Education.
- Long-term (more than five days) suspension from school – superintendent, Board of Education.
- Permanent suspension from school – superintendent, Board of Education.
- Charged fees associated with continued damage of district devices as outlined by the fee schedule which can be found in Board of Education Policy 6147 Technology Acceptable Use Policy

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, 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

Parents will be notified of assigned 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. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objections to the penalty and the student has appropriate transportation home following detention.

2. Suspension From Transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem on the bus may have their riding privileges suspended by the principal or the superintendent or their designee. In such cases, the student's parents 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 parents will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension From Athletic Participation, Extracurricular Activities And Other School Functions

Parent will be notified of suspension from participation in athletic activities, extracurricular activities or other school functions. A student subjected to a suspension from athletic participation, extracurricular 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. Suspensions

Suspensions will be used to the minimum degree necessary to promote improved student behavior and maximize student attendance.

Students who participate in restorative practices ending in restorative conference and written agreement may be permitted to return to school sooner than those who do not. Early return is entirely at the discretion of the District.

Parents will be notified of in-school suspensions. The board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a Code of Conduct violation in "in-school suspension". The in-school suspension teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law § 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the 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 cases the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques and standard practices.

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 the teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

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

If the disruptive student poses an ongoing threat to the educational 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 to himself/herself or others, 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 form and must notify 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. The teacher must call the student's parent/guardian within 24 hours to explain the circumstances of the removal.

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

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 not 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.

The principal or principal's designee shall inform the person in parental relation to such pupil of the removal and the reason therefore within 24 hours of the pupil's removal.

The principal may require the teacher who ordered the removal to attend the informal conference, when scheduled during the teacher's normal workday.

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

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

The principal or his or 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 until he or she is permitted to return to the class. A removed student may not be temporarily placed in another classroom. Appropriate class work must be provided for the removed student by the removing teacher.

Each teacher must keep a complete log (on a district-provided form) for all cases of removal of students from his or her class. The principal and/or his/her designee 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, the principal or principal's designee shall verify whether the present removal is in violation of the student's rights under state or federal law. Accordingly, the principal or principal's designee shall verify the present removal is not in violation of the student's rights under state or federal law.

6. Suspension from School (Out Of School)

Suspensions will be limited to students who pose an immediate or ongoing threat to oneself or others or are repeatedly substantially disruptive or for whom restorative practices have not been effective.

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.

Suspensions will be used to the minimum degree necessary to promote improve student behavior and maximize student attendance.

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

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

Students who participate in restorative practices ending in restorative conference and written agreement may be permitted to return to school sooner than those who do not. Early return is entirely at the discretion of the Patchogue Medford Union Free School District.

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

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

When the superintendent or 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. 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 the complaining witnesses under such procedures as may be established by the building principal.

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 (5) business days. The superintendent shall issue a written decision regarding the appeal within ten (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 thirty (30) business days of the date of the superintendent’s decision, unless they can show extraordinary circumstances precluding them from doing so or new circumstances develop which could impact the decision rendered by the superintendent. Only final

decisions of the board may be appealed to the commissioner within thirty (30) calendar days of the decision.

b. Long-Term (more than 5 days) Suspension From School

When the superintendent or building principal determines that a suspension for more than five (5) 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 presented 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, which 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 thirty (30) 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 thirty (30) calendar days of the decision.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances, such as when 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.

7. Damaging of lent technology devices

- a. Accidentally damaging a school lent technology device. Should a student damage a device accidentally, it must be reported immediately. No disciplinary action will be taken if it is truly an accident. Should accidents become more frequent (more than two per school year) the guardian of the student will be required to meet with a building administrator to discuss how to prevent future accidents. A replacement device will not be given until this meeting has occurred.
- b. Should a student intentionally damage their or another student's technology

device lent to them, the district will implement restorative practices and require that the student pay the cost of the repair or for a replacement technology device; should these not prove to be effective or sufficient due to the severity of the incident, the list below will be utilized to determine consequences:

- i. Parent will be required to meet with a building administrator to discuss the incident before the student receives a replacement device.
- ii. Student may lose the ability to take the device home for a specified period of time or indefinitely.
- iii. Require that the parent purchase insurance in order for the student to receive a replacement device.
- iv. Written warning - principal or designee.
- v. Written notification to parent – principal or designee, administrators, superintendent.
- vi. Detention – teachers, principal, administrators, superintendent.
- vii. Suspension from social or extracurricular activities – principal or designee, superintendent.
- viii. Suspension of other privileges – principal, superintendent.
- ix. In-school suspension – principal, superintendent.
- x. Short-term (five days or less) suspension from school – principal, superintendent, and Board of Education.
- xi. Long-term (more than five days) suspension from school – superintendent, Board of Education.
- xii. Permanent suspension from school – superintendent, Board of Education.

8. Repairs to Lent Devices

- a. Student/Parent/Guardians are responsible for the safekeeping of all electronic devices provided to students.
- b. Students will be given one “free” repair each school year (July 1 – June 30).
- c. All accidental or intentional damages after the first “free” incident will result in a fee being charged as outlined by the fee schedule which can be found in Board of Education Policy 6147 Technology Acceptable Use Policy
- d. Students will be provided with loaner devices when possible. Loaner devices will incur fees if they are damaged.
- e. Should a student frequently damage a device, they will lose the ability to bring the device home in addition to other disciplinary action as determined by the building administration.

9. Reporting Damages to Lent Devices

- a. Methods for Reporting:
 - i. Students can complete a technology request using the online form found on the district website.
 - ii. Students or Parents can reach out to the technology department through email or phone.
 - iii. Students can see the building computer aide, librarian, or ask their teacher for assistance.
- b. Evaluation

- i. If it is determined to be a mechanical or software issue not caused by the student, the District will service, repair, or replace the device for the student as quickly as possible.
 - 1. Should a device not readily be available, students can borrow one from the library during the school day.
- ii. If it is determined that the device is damaged at the fault of the student:
 - 1. First incident: Each student will receive one “free” at fault repair each school year. Parents will be notified by the Technology Department via ParentSquare direct message. The free incident does not cover intentionally damaging the device.
 - 2. More than one incident: The Technology Department will evaluate the device and prepare an invoice based on the fee schedule which can be found in Board of Education Policy 6147 Technology Acceptable Use Policy. The invoice will be shared with the parent through ParentSquare and the building administrator so that they may follow up.
 - a. Students may receive a loaner device until their device is repaired. Loaner devices fall under the same repair procedure. If payment is not made within 30 days, the loaner will be returned to the Technology Department.
 - 3. Excessive damages (three or more in one school year)
 - a. The technology department will evaluate the device and prepare an invoice based on the fee schedule which can be found in Board of Education Policy 6147 Technology Acceptable Use Policy. The invoice will be shared with the parent through ParentSquare and the building administrator will follow up with the parent.
 - b. Students will not receive a loaner while their device is being repaired.
 - 4. Intentional Damage
 - a. The technology department will evaluate the device and prepare an invoice based on the fee schedule which can be found in Board of Education Policy 6147 Technology Acceptable Use Policy. The invoice will be shared with the parent through ParentSquare and the building administrator will follow up with the parent/guardian.
 - b. Student will not receive a loaner device.
- c. Lost or Stolen Devices
 - i. Students are responsible for the safe keeping of their device. A police report and a fee will be assessed for all lost or stolen devices in order for the student to receive a replacement device.

C. MINIMUM PERIODS OF SUSPENSION

1. Students Who Bring To, Or Possess, A Firearm Or Weapon On School Property

Any student, other than a student with a disability, found guilty of bringing to, or possessing, a firearm or weapon onto school property will be subject to suspension from school for at least one (1) 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 based upon the following conditions:

- The student's age.
- The student's grade in school.
- The student's prior disciplinary record.
- The superintendent's belief that other forms of discipline may be more effective.
- Input from parents, teachers and/or others.
- Other extenuating circumstances.

A student with a disability may be suspended 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 to, or possessing a firearm or weapon onto school property, shall be subject to suspension from school for at least five (5) days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. The superintendent may consider the same factors considered in modifying a one-year suspension for possessing a firearm or weapon.

3. Students Who Are Repeatedly Substantially Disruptive of the Educational Process or 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 up to five (5) 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) on four (4) or more occasions during

a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. The superintendent may consider the same factors considered in modifying a one-year suspension for possessing a firearm or weapon.

D. REFERRALS

1. Counseling

Students may be referred to counseling with a school guidance counselor according to the nature of the reason for the student's referral or the availability of services. 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 eighteen (18) who demonstrates that he or she requires supervision and treatment by:

- Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- 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.
- Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquent and Juvenile Offenders

The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

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

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

IX. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher, or a student of compulsory attendance age is suspended from school pursuant to Education Law § 3214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

X. DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student Code of Conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board expects that this will be a sparingly used option and staff will employ conflict resolution meetings, restitution to those harmed, and group, classroom, or community circles as appropriate for a particular student. Restorative justice practices will be the considered first in dealing with disciplinary issues, as long as the student with disabilities is able to meaningfully participate in the process and such practices are allowable under their IEP. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The Code of Conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable 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 education setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to himself or herself or others.
- A "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 program, 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:

- The Board, the Superintendent of Schools, or a building 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 (5) consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
- The superintendent may order the placement of a student with a disability in an IAES, another setting or suspension for up to ten (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 student would be subject to suspension for the same behavior.
- The superintendent may order additional suspensions of not more than ten (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.
- 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 forty-five (45) days, if the student carries or possesses a firearm or 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.
 - “Weapon” means the same as “dangerous weapon” under 18U.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 two (2) inches in length.
 - “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 applicable to this policy.
 - “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.

- Subject to specified conditions required by both federal and state law, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to forty-five (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 RULES

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

- For more than ten (10) consecutive school days; or
- For a period of ten (10) consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten (10) school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspension 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 or 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 firearms, weapons, illegal drugs or controlled substances.

C. SPECIAL RULES REGARDING THE SUSPENSION OR REMOVAL OF STUDENTS WITH DISABILITIES

1. The Committee on Special Education shall:

- 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 ten (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 firearms, 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 ten (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.

- 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 firearms, 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 constitute a disciplinary change in placement.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law 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.

- The superintendent, building 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.
- 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:
 - Conducted an individual evaluation and determined that the student is not a student with a disability, or
 - 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. 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 firearms, weapons, illegal drugs or controlled substances; or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner of Education shall accompany the notice of disciplinary removal.

4. The parents of a student with disabilities subject to a suspension of five (5) 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 (5) 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 ten (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.

8. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:

- The district requires 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.
- 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.

- During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving firearms, 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 on the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.
- 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.

9. An expedited due process hearing shall be completed within fifteen (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 (5) business days after the last hearing date, and in no event later than forty-five (45) calendar days after receipt of the request for a hearing, without exceptions or extensions.

D. 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 student with a disability to the 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.**

XI. CORPORAL PUNISHMENT

Corporal punishment is defined as any act of physical force directed at a student with the intention of punishing that student. In accordance with New York State regulations, the use of corporal punishment by any employee of the Patchogue-Medford School District is strictly prohibited under all circumstances.

However, school personnel may use reasonable and necessary physical force in the

following limited situations when alternative methods are ineffective or impractical:

- To protect oneself, another student, staff member, or other person from physical injury.
- To protect the property of the school or others.
- To restrain or remove a student whose behavior is substantially disrupting the orderly exercise and performance of school district functions, powers or duties, and who refuses to comply with a lawful directive to cease such behavior.

All incidents involving the use of physical force must be immediately reported to the building principal or designee and documented in accordance with district procedures. When appropriate, parents or guardians will be notified, and the incident will be reviewed by district administration to ensure compliance with applicable laws and policies.

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

XII. STUDENT SEARCHES, STUDENT INTERVIEWS, AND METAL DETECTOR SEARCHES

The Patchogue-Medford School District Board of Education is committed to providing an atmosphere for a positive, safe and orderly school environment. Therefore, student searches and interrogations will be conducted in accordance with applicable Federal and State laws and Board of Education policy numbers 5154 and 5154.1.

XIII. VISITORS TO THE SCHOOLS

The Patchogue-Medford School District encourages parents, guardians and community members to visit our schools and participate in the educational process. However, schools are places of learning, and all visits must maintain the safety, security, and integrity of the learning environment.

Visitors are subject to Board of Education policy number 1340.1 and the following guidelines:

A. GENERAL VISITOR GUIDELINES

- Any individual who is not a regular staff member or student of the school will be considered a visitor.
- All visitors must enter the school building through the main entrance, present valid photo identification, and sign in using the district's visitor management system.
- All visitors must wear a district-issued visitor badge visibly at all times while in the school or on school grounds.
- Before leaving, visitors must return the badge and sign out at the main office.
- Teachers are expected not to take class time to discuss individual matters with visitors.

B. PUBLIC EVENTS AND AFTER-HOURS ACCESS

Visitors attending public events (e.g., concerts, board meetings, PTO functions) outside of regular school hours are not required to register using the visitor management system.

C. UNAUTHORIZED VISITORS

Any person found on school property without authorization will be reported to the building principal or designee and may be asked to leave. Law enforcement may be contacted if necessary.

D. HEALTH AND SAFETY PROTOCOLS

- Any visitor to the school that has knowingly contracted or is exhibiting symptoms of an epidemic or pandemic disease or are living with an individual that has knowingly contracted or is exhibiting symptoms of an epidemic or pandemic disease shall Disclose such condition and may be excluded.
- All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct. All visitors are expected to adhere to safety protocols implemented by the District.

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

Public conduct on school property is governed by Board of Education policy number 1340 and the following terms. No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- 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.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- 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.
- Intimidate, harass or discriminate against any person on the basis of race, color, weight, creed, national origin, ethnic group, sex, religion, religious practice, age, gender (including gender identity and expression), sexual orientation, or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances, or any synthetic versions (whether or not specifically illegal or labeled for human consumption) or be under the influence of either on school property or at a school function.
- Possess or use firearms or weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.

- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this Code of Conduct.
- Violate any Federal or State statute or regulation, local ordinance, or board policy while on school property or while at a school function.
- Smoke a cigarette, cigar, pipe, electronic cigarette, vaporizer, vapor pen/e-cigarette, liquid nicotine, or use chewing or smokeless tobacco on school property.

XV. DISSEMINATION AND REVIEW

A. DISSEMINATION OF CODE OF CONDUCT

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

- Providing copies of a summary of the Code of Conduct to all students at a general assembly held at the beginning of each school year.
- Making copies of the Code of Conduct available to all parents at the beginning of each school year.
- Making a summary of the Code of Conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
- Providing all current teachers and other staff members with a copy of the Code of Conduct and a copy of any amendments to the Code of Conduct as soon as practical after adoption.
- Providing all new employees with a copy of the current Code of Conduct when they are first hired.
- Making copies of the Code of Conduct available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the Code 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.

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

TEACHER REMOVAL OF STUDENT FORM
Use Only For Three Day Removal

Student Name _____

Date of Referral _____

Period _____

Teacher Name _____

Directions: Check off the situation that applies and follow the steps outlined.

Student was substantially disruptive of the educational process or substantially interfered with the teacher's authority over the classroom *and posed a danger to himself/herself or others.*

- Teacher may order the removal of the student immediately.
- Teacher must explain to the student the reason for the removal. Within 24 hours, the student will be allowed to present the student's version of the relevant events.
- Teacher must notify the administrative office that a child has been removed from class.
- 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 upon which the removal occurred.
- By the start of the day following the removal, the teacher must supply the main office with a copy of assignments for the student to complete during the removal period.

Student is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

- Teacher/student conference must be held before student is removed.
- Teacher will inform the student of the work that needs to be completed for the remainder of the period.
- Teacher must notify the administrative office that a child has been removed from class.
- 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 upon which the removal occurred.
- By the start of the day following the removal, the teacher must supply the main office with a copy of assignments for the student to complete during the removal period.

Describe the events leading up to the removal and the steps taken to modify the child's behavior prior to removal _____

What explanation was given to the student for his or her removal?

What was the student's response?

Notice to Parents from Principal

Date/Time/Manner

Check One and Date ____ Personal Delivery

____ Other Means: Explain _____

Express Mail ____

Outcome: _____

White Copy - Principal

Yellow Copy - File

Pink Copy - Teacher

Code of Conduct



**PATCHOGUE-MEDFORD
SCHOOL DISTRICT**

WHERE EDUCATION IS MET WITH EXCELLENCE!

Lori Cannetti
Interim Superintendent of Schools

Randy E. Rusielewicz Ed.D.
Principal

Board of Education
Kelli Anne Jennings, President
Diana Andrade, Vice President
Jennifer A. Krieger
Lauren Kuban
Marc A. Negrin
Francis Salazar
Bernadette M. Smith

Patchogue-Medford High School
181 Buffalo Avenue
Medford, NY 11763
(631) 687-6500

Theresa DeLeva, District Clerk

August 2025

Dear School Community:

The Patchogue-Medford School District is committed to promoting safe and healthy learning environments where students are secure in their pursuit of educational success, free from the distracting incidence of violent behaviors by others in their school setting. These acts include bullying, threats of intimidation, disruptive behavior in class, the carrying of weapons, fighting, physical assaults and other behaviors that impede learning.

The Patchogue-Medford School Board has developed a Code of Conduct governing the behavior of students, staff and visitors to the District. This summarized version and the full Code of Conduct document are available below.

Sincerely,

Lori Cannetti
Interim Superintendent of Schools

THE PATCHOGUE-MEDFORD SCHOOLS CODE OF CONDUCT

The code includes:

- Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property including school functions, including safety protocols implemented by the District addressing appropriate physical distancing, participation in health screenings, wearing of personal protective equipment such as face covering, gloves, or other equipment; conduct, dress and language deemed *unacceptable and inappropriate* on school property; and the range of penalties associated with violating these provisions.
- Standards regarding acceptable, civil, and respectful treatment of teachers, school administrators, other school personnel, students, and visitors on school property, including the range of penalties associated with violating these provisions.
- Provisions defining the roles of teachers, administrators, other school personnel, boards of education and parents.
- Standards and procedures to assure security and safety of students and school personnel.
- Provisions for removals from the classroom and from school property, including school functions, of students and other persons who violate provisions of the code.
- Disciplinary measures to be taken in incidents involving the possession or use of illegal substances or weapons, physical force, vandalism, violation of the civil rights of others, and the threats of violence.
- Provisions for detention, suspension, and removal of students, which are consistent with federal, state, and local laws, including provisions for school authorities to establish policies and procedures to ensure the maintenance of educational programming and activities for students removed from the classroom or suspended from school.
- Procedures by which violations are to be reported, determined, and by which discipline measures are imposed and carried out.
- Provisions ensuring that the codes, and the enforcement thereof, are in compliance with state and federal laws relating to students with disabilities.
- Provisions setting forth the procedures by which local law enforcement agencies will be notified of code violations that constitute a crime.
- Provisions setting forth the circumstances under, and procedures by which, parents will be notified if their child violates the code.
- Provisions setting forth the circumstances under, and procedures by which, criminal court complaints, juvenile delinquency petitions or person in need of supervision petitions will be filed.
- Circumstances under the procedures by which referral to appropriate human service agencies shall be made.

- Procedures by which minimum suspension periods will be set for students who are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case by case basis to be consistent with any other state or federal law or regulation.
- Provisions for minimum suspension periods for acts that would qualify the pupil to be defined as a violent pupil, provided that the suspending authority may reduce such period on a case by case basis to be consistent with any other state or federal law or regulation.

NOTE: Any person wishing to examine the complete document may do so by formal application to the school or district office.

Constitution of the Patchogue-Medford High School Student Council 25-26

We, the students of Patchogue-Medford High School, in order to promote harmony among the student body and the various inter-school organizations and raise the standards and ideals of the students themselves, do ordain and establish this Constitution for the Patchogue-Medford High School Student Council.

Article 1 – Name

This organization shall be known as the Patchogue-Medford High School Student Council. The Student Council covers both Class Officer and General Organization (G.O.) positions.

Article 2 – Purpose

The purpose of this organization shall be:

- A. To promote activities for the betterment of the school, community, state, and nation.
- B. To bring about close cooperation between the faculty and student body.
- C. To cooperate with the administration in addressing problems concerning the school and the student body.
- D. To promote a desire for good citizenship in each individual student of Patchogue-Medford High School.
- E. To create and maintain school spirit, loyalty, unity, and support for all of its organizations and activities.
- F. To provide a forum for student expression.
- G. To develop leadership skills in its members.

Article 3 – Powers and Limitations

The Student Council shall have the power to:

- A. Make and enforce all rules necessary for the conduct of its business.
- B. Promote the development of the extra-curricular and co-curricular activities of the school in concert with school advisors and administration.
- C. Recommend and appoint necessary committees.

- Any Executive Board appointments for committees created by the class officers must go through the traditional application process and executive board candidates will be approved and appointed based on class officer and advisor recommendation.

- D. Promote respect for the school, its faculty, and its property.
- E. Investigate and report on matters referred to it by the faculty, student body, and/or administration.
- F. The Student Council shall report its activities to the principal on a regular basis.
- G. The Student Council shall obtain approval from the principal or another designated member of the administration prior to the implementation of any major project.

Article 4 – Membership for Class Officers

- A. Students who want to run for class office must have a current overall grade average of 70 from the prior quarter at the time of entrance to the Student Council.
- B. All Student Council members once elected must maintain an overall average of 70 or above every 10-week grading period.
- C. Prospective officers cannot have served time more than three (3) days of In-School Suspension (I.S.S.) or no out-of-school (O.S.S.) suspensions during the previous school year that they petition to be an officer.
- D. Prospective officers must obtain the required number of two signed recommendations from teachers.
- E. Student Council members must meet attendance requirements to be eligible for membership in the following year and/or to serve as an officer. For current students (9th through 11th grade), must have attended 70% of all class meetings.

For incoming prospective 9th grade officers, the 1st quarter grades will be used of the freshman year prior to its November Election. Must have attended 70% of class meetings/events from September up until November election.

- F. Student Council members must conduct themselves at all times according to the PMSD Code of Conduct and the Rules and Consequences Parent/Student Handbook at Patchogue-Medford High School.

Article 5 – Election to Office

Section 1 – Student Body

The student body at large shall elect the following Student Council Officers:

President, Vice-President, Secretary, Treasurer, and Historian.

Whenever a co-president is not present for a meeting, the vice-president and other co-president will preside to not diminish the role of vice-president when a co-president position is in effect.

In order for a co-president position to be considered there will be a secret ballot vote based on majority rule/vote by the other class officers (vice-president, treasurer, & secretary).

Only one “co” position can be created per class based on the need as brought forward through a conversation between president and vice-president. After consulting with advisors, if an agreement between the president and vice-president cannot be reached, the ultimate decision will rest with the president.

Section 2 – Qualifications

- A. All Student Council officer candidates shall be subject to the provisions for membership as stated under Article 4.
- B. Student Council candidates serving a term on the Student Council must maintain membership in good standing in order to file for a new term of office.

Section 3 – Election Procedures

- A. All elections shall be conducted by secret ballot.
- B. Each voter may record one vote for each Student Council Office.
- C. The election ballots will be reviewed by the Advisors/Election Committee (if there is one).
- D. Each Student Council candidate is limited to 5 campaign posters, each not to exceed 22” x 28”
- E. Each Student Council candidate is limited to 10 campaign flyers, each not to exceed 8 ½” x 11”.
- F. Each Student Council candidate may submit a digital landscape campaign poster to be displayed on monitors throughout the building and posted to ParentSquare.

- G. Student Council candidates shall not pass out food as part of their campaign.
- H. Student Council candidates shall not wage a negative or smear campaign. This includes but is not limited to any reference in any campaign materials written, posted, electronic video clips, posting on social media etc. about any other candidate for any office position.
- I. Even if a position is unopposed, the candidate still must campaign, perform, and adhere to all election requirements and their name must appear on the ballot.
- J. Any candidate found to violate the election procedures shall be removed from the ballot.

Article 6 – Duties and Responsibilities of Members

- A. Each member of the student council shall express the viewpoints of the students they represent.
- B. Each Student Council member shall serve as a role model for their peers and the community.
- C. Each member shall actively participate in the Patchogue-Medford High School Student Council.

Student Council Officers

- A. The **President** shall:
 - a. Preside over meetings of the Student Council.
 - b. Call special meetings with the permission of the administration and/or the Advisors.
 - c. Be responsible for carrying out the purposes of the Student Council.
 - d. Be the official representative of the student body.
 - e. Prepare an agenda for all meetings.
- B. The **Vice-President** shall:
 - a. Serve as Presiding Officer in the absence of the President.
 - b. Serve as President if that office is vacated.
 - c. Monitor and coordinate the work of all committees.

C. The **Secretary** shall:

- a. Keep the minutes of all Student Council meetings.
- b. Keep the Student Council files exact and up-to-date.
- c. Record attendance.
- d. Preside in the absence of the President and Vice-President

D. The **Treasurer** shall:

- a. Keep a record of all money held, acquired, and dispersed by the Student Council.
- b. Be responsible for any fundraising and money collected.

E. The **Historian(s)** shall:

- a. Prepare and keep a summary/photo of all Student Council events for council electronic scrapbook.
- b. Report all news that concerns the student body to the school newspaper, school web page, and to local newspapers.
- c. Supervise publicity of all Student Council activities.

Article 7 – Removal from Student Council/Office

Removal from Student Council may result from any of the following:

- A. Failure to maintain any of the membership requirements as stated in Article 4.

Removal will follow the guidelines below:

1. The first offense will result in a 5-week probation (i.e. not meeting officer responsibilities, not attending meetings, not attending class sanctioned events).
2. The second offense will result in suspension from office for the remainder of the year.
3. If any offense is deemed severe by School Administration and/or Advisors, the member will be dismissed from Student Council office immediately. Severe offenses include, but are not limited to, those involving drugs, tobacco, and/or violence in accordance with the stipulations of the PMHS Parent/Student Handbook and the PMSD Code of Conduct.
4. The Advisor(s) and/or General Organization Advisor(s) shall be present at all meetings where the dismissal of a member is being discussed.

5. A student(s) will have an opportunity to appeal the Advisor(s) decision with the Principal.
6. The member(s) will not be allowed to run for office for the next school year if removed from office.

Article 8 – Ratification and Amendment of the Constitution

Amendments shall be offered in the form of a written proposal to the Advisors. A two-thirds majority vote of the Council members shall be required to place the amendment on the agenda for the next regular Student Council meeting.

An amendment shall become effective upon a three-fourths majority vote of the membership present in regular session.

****Please detach, sign and return this portion of the page to Ms. Sullivan (General Organization Advisor) in the Guidance Office.**

I have read the Constitution of the Patchogue-Medford School Student Council. As an elected member of the Student Council, I agree to abide by the rules and regulations set forth for the 2025-26 school year.

_____	_____	_____
Name	Elected Position	Date

I have received and reviewed the Constitution of the Patchogue-Medford Student Council.

_____	_____
Parent/Guardian Signature	Date



PATCHOGUE-MEDFORD SCHOOL DISTRICT

WHERE EDUCATION IS MET WITH EXCELLENCE!

Lori Cannetti
Interim Superintendent of Schools

Randy E. Rusielewicz Ed.D.
Principal

Board of Education
Kelli Anne Jennings, President
Diana Andrade, Vice President
Jennifer A. Krieger
Lauren Kuban
Marc A. Negrin
Francis Salazar
Bernadette M. Smith

Patchogue-Medford High School
181 Buffalo Avenue
Medford, NY 11763
(631) 687-6500

Theresa DeLeva, District Clerk

August 2025

Dear School Community,

The Patchogue-Medford School District is committed to fostering an environment where honesty, trust, and personal achievement are valued above all else.

The policy clearly defines various forms of academic misconduct, including:

1. Cheating
2. Plagiarism
3. Fabrication of data/information
4. Academic dishonesty
5. Unauthorized use of Artificial Intelligence tools
6. Testing misconduct

It's crucial to understand that academic integrity is fundamental to a student's educational journey and personal growth. Engaging in academic misconduct not only undermines a student's own learning but also strains the trust within our school community and can have far-reaching consequences. Students should be aware that academic misconduct can lead to several serious outcomes, such as:

- Damage to relationships with teachers and peers.
- Potential loss of recommendation letters for college applications.
- Mandatory reporting of suspensions related to academic misconduct on college applications for private schools.
- Long-term impact on their academic and professional futures.

We encourage students to prioritize genuine learning and to develop strong study habits. If there is ever any uncertainty about proper citation methods or the appropriate use of resources, we urge students to consult with their teachers before submitting assignments.



**PATCHOGUE-MEDFORD
SCHOOL DISTRICT**

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Theresa DeLeva, District Clerk

We kindly request that all families review the Academic Integrity Policy with their children.

By working together to uphold academic integrity, we can ensure a fair and enriching educational experience for all our students. Thank you for your support in maintaining the high standards of our school community.

The Academic Integrity Policy governing this is available below in addition to Policy 5132 which covers our Grading Systems.

Sincerely,

Lori Cannetti
Interim Superintendent of Schools

STUDENT RIGHTS AND RESPONSIBILITIES

As student-citizens of the Patchogue-Medford High School, children are entitled to certain rights and are also bound to certain responsibilities. The school community extends some of the rights freely and others are guaranteed constitutionally. Students of Patchogue-Medford High School enjoy the following four basic rights:

1. To be educated to the extent of their capacity and willingness to learn
2. To participate in student government and extracurricular activities, including intramural and interscholastic sports
3. To exercise their right of free speech in a manner that is not disruptive or offensive
4. To have an opportunity to defend themselves if accused of wrongdoing

Students of Patchogue-Medford High School have the following two basic responsibilities:

1. To apply themselves as students to the best of their ability
2. To obey the regulations of the school

Rules And Regulations Of The Board Of Education For Maintenance Of Public Order on School Property

In accordance with Section 2801 of the New York State Education Law requiring the Board of Education to promulgate rules and regulations governing conduct of students, teachers, other staff, visitors, licensees and invitees on school property, the Board of Education adopts the following regulations to maintain public order on school property:

Section 1. Statement Of Purpose

The following rules are adopted in compliance with Article 55 of New York State Education Law enacted as Chapter 740 of the Laws of 1972.

Nothing contained in these rules is intended, nor should it be construed, to limit or restrict freedom of speech or peaceful assembly, or to curtail the right of students, teachers and other staff members to be heard in accordance with existing law with respect to any matter affecting them in their relations with the Board of Education. The purpose of these rules is to make clear what type of conduct will not be permitted on school property, and to provide further for certain penalties in addition to those which might otherwise be applicable by reason of the breach of any other statutory provisions.

Schools have been established as places where learning can take place. It is the purpose of these rules to maintain the degree of public order that is appropriate to a learning environment.

Section 2. Application Of Rules

The rules hereby adopted shall govern the conduct of students, faculty and other staff, members of the Board of Education, licensees, invitees and all other persons, whether or not their presence is authorized, upon the property of the school district, and also upon or with respect to any other

premises or property under the control of the district and used in its teaching program and activities, and its administrative, cultural, entertainment, recreational, athletic and other programs and activities.

Section 3. Conduct Prohibited By These Rules

This section is designed to provide general guidelines for behavior and attitudes. Students are expected to respect these rules. Specific rules, regulations and consequences are distributed each year by the principal. Parents and students are required to review and sign this document in the beginning of the school year. Note that the items included in this handbook and on the yearly list of rules, regulations and consequences are designed to ensure the safety of all students. No person, either singly or in concert with others, shall:

- a. willfully cause physical injury to any other person, nor threaten to do so, for the purpose of compelling or inducing such other person to refrain from any act which that person has a lawful right to do or to do any act which that person has a lawful right not to do; Any student actively engaged in fighting will be suspended for a minimum of 3 to 5 days. Local authorities could be contacted and additional days of suspension may be assigned after a superintendent's hearing.
- b. willfully damage, misuse, or destroy property of the district or under its jurisdiction, nor remove or use such property without authorization can be suspended. The pupil's parents will be expected to pay the school district for the damaged property.
- c. without permission, expressed or implied, enter into any posted area or private office of an administrative officer, member of the faculty or staff member;
- d. enter upon and remain in any building or facility for such purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;
- e. without authorization, remain in any building or facility after it is normally closed;
- f. refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty or staff member;
- g. obstruct the free movement of authorized persons and vehicles in any place to which these rules apply;
- h. deliberately disrupt or prevent the peaceful and orderly conduct of classes lectures and meetings or deliberately interfere with the freedom of any persons to express their views, including invited speakers; students must not disrupt classes or detract from the right of others to pursue instructional activities;
- i. obey posted traffic and parking signs and other vehicular traffic control devices;

- j. knowingly have in their possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, fireworks, or other firearm or weapon of any kind or nature, or drugs/drug paraphernalia or alcohol, without authorization of the chief administrative officer, expressed or implied, whether or not a license to possess the same has been issued to such person; weapons or instruments which are capable of doing bodily harm will be taken from students who carry them on the school grounds. A student who brings a weapon to school will be suspended a minimum of five days and will face a Superintendent's hearing regarding expulsion from school. Parents will be notified and the police will be called;
- k. fail to conform to fire drill or bomb threat procedures; or willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so; false alarms and arson – Any student who sets off a false alarm or causes a fire will be suspended immediately and referred to legal authorities;
- l. Suffolk County laws state that no one is permitted to smoke in the building or on the school grounds. Therefore, smoking is prohibited on school buses, in school buildings, and on grounds in the vicinity of the school. Students should be aware of the scientific facts and statistical evidence on the dangers of smoking. Cigarette smoking interferes with the respiratory and circulatory systems, and it may produce cancer or emphysema.

The use of tobacco in any form is prohibited in any Patchogue-Medford school building and on all Patchogue-Medford school grounds by any student at any time. Students who violate this policy will be subject to the following:

Items taken away, detention, parental contact, and/or suspension and the names of offenders will be sent to the Suffolk County Health Department where fines will be imposed.

- m. extortion or stealing – any student who takes the property of any member of the school community or from a visitor to the school, will reimburse that person and will be subject to further disciplinary action. The school is not responsible for students' personal property, and it will not reimburse students who have personal possessions stolen or damaged while in school. Suspensions will be imposed on students who are caught stealing. Students should not bring valuable property such as cell phones or DVDs to school unless it is related to a specific school learning experience. In such instances, prior approval from the principal should be obtained and security measures taken jointly by the school and the student;
- n. students may not gamble. Cards, dice or any other items used for gambling not directly related to a n. student's course work may not be brought to school. If a student is caught gambling or in possession of these items, appropriate disciplinary action will be taken;
- o. fireworks – possession of any type of explosive will result in immediate suspension and

referral to legal authorities when appropriate;

- p. students must dress appropriately for prevailing climate and in a manner, which is not disruptive to classes or to the supervision of students; no exposed undergarments or inappropriate attire will be tolerated. No beach attire is acceptable (athletic type shorts, halter tops, strapless tops, mesh shirts, crop tops, or clothing that expose the midriff, low cut tops, slippers, or offensive or inappropriately worded clothing. Students are not permitted to wear any “gang related” clothing such as bandanas, flags, beads, “do-rags”, or actively recruit, intimidate, or threaten other students for the benefit of the gang; to promote safety, security and an environment conducive to learning, students may not wear any type of headgear in the school building. Items worn will be taken and returned to a parent;
- q. students are responsible for materials or books issued to them and materials borrowed from the library. Textbooks are furnished free of charge. These books are a loan and must be returned at the end of the academic year. Any student who misplaces or mistreats these books will have to pay a fine for them. Students are requested to cover all books. Lost or damaged books or other school property must be paid for by the students. Accidental damage to school property should be reported to the main office immediately. Severe penalties will be imposed upon students who willfully damage school property;
- r. students are required to report to each class, study hall, or lunch period on time;
- s. pupils must obtain written permission (pass) from their teacher and/or supervisor to leave the area to which they are assigned;
- t. students caught on the roof of the school will be suspended;
- u. drug and alcohol abuse: students enrolled in Patchogue-Medford Schools who possess, use, dispense, or sell drugs/drug paraphernalia or alcohol on school district property, or are under the influence of, while otherwise under the jurisdiction of the school district will, upon evidence that is satisfactory to the school principal, be immediately suspended by the school principal for a period of not less than five days duration. Additionally, a superintendent’s hearing will be held, which could result in an additional suspension and local authorities could be contacted. During the suspension period, a plan of action to deal with the student’s problem will be developed. Persons acting in parental authority and the student will be invited to participate with school personnel in the formulation of an effective action plan; if a student is apprehended a second time for possessing, using, dispensing, or selling drugs/drug paraphernalia or alcohol on school district property, or while under the jurisdiction of the school district, that student, upon evidence that is satisfactory to the school principal, second offenders will not be readmitted to the regular school program until the school principal receives satisfactory evidence that psychiatric, psychological, or other appropriate counseling which includes an after-care component has been received by the suspended student. The school principal will require a

recommendation from the counselor that the student should be returned to a regular school program.

Section 4. Penalties And Procedures

A person who shall violate any of the provisions of these rules and regulations may be subject to the following penalties and procedures:

- a. A licensee or invitee may have their authorization to remain upon the property withdrawn, and they may be directed to leave the premises. In the event to their failure or refusal to do so, they shall be subject to ejection.
- b. A trespasser or visitor without specific license, or invitation, shall be subject to ejection and or an arrest.
- c. Students may be subject to ejection and may further be subject to suspension, expulsion, probation, or other appropriated disciplinary action. In the case of such person, the conduct prohibited by these rules and regulations shall be deemed also to be prohibited by Section 3214.3a(1) of the New York State Education Law, and, except for ejection, the penalties shall be such as are permitted by Section 3214 of the New York State Education Law, and the procedures for invoking and enforcing penalties shall also be as set forth therein.

Section 5. Enforcement

When invoked, the penalty of ejection shall be invoked by the chief administrative officer or designee, who shall first direct the violator to leave the school building, or school grounds, or other property of the school district.

In the event of the violator's failure or refusal to do so, such officer shall cause ejection from such building, grounds, or property. If, in the opinion of the school official, ejection by use of police officers is required, school officials shall have complete authority and power to call upon police forces for this purpose. Further, they may request the school district's attorney to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of such rules and regulations.

Section 6. Conduct Prohibited By Law

The rules set forth above and the remedies and penalties provided for their enforcement are in addition to all rules, regulations and requirements of all other federal and state statutes, all ordinances, and all rules and regulations, having the force of law, and are in no way intended as substitution therefore. Nothing contained in these rules and regulations shall be deemed to detract from the rights of the school district or any person to invoke the sanctions of any such statutes, ordinances or regulations, nor shall they bar action hereunder against any offender regardless of whether or not proceedings have been commenced pursuant to any other statutes, ordinances or regulations and regardless of whether acquittal shall have previously been had in any such case.

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Section 7. Amendment

These rules and regulations may be amended or modified from time to time by majority action of

the Board of Education taken at a regularly scheduled meeting.

Section 8. Access To School Building And Grounds

All persons other than a pupil enrolled in a building or authorized member of the building staff shall, immediately upon entering any school building, present photo identification for admittance. However, this regulation shall not apply to entertainment, sporting events, or public meetings held after regular school hours.

Section 9. Loitering On School Property

The Board of Education prohibits loitering on school property. A person is considered a loiterer when entering or remaining in or on school grounds without any specific legitimate reason for being there and without having written permission from someone authorized to grant it. Persons not requiring written permission are students; staff members; public officials; school board members; legitimate visitors, and invitees and licensees; the latter having obtained approval to use school facilities in accordance with Policy 1330.

If a school district representative determines that a person is loitering on school grounds, said official representative shall direct that the person leave the premises. The request shall be personally communicated to the individual determined to be loitering. The school district representative shall exercise discretion in those situations which involve a parent, a person who is not an employee, an employee not assigned to the facility involved, a student not assigned to the facility involved and a stranger. School district representatives shall exercise discretion in their actions, taking into account the scene of the visit, the possibility of violence, or the involvement of the use of drugs or alcohol.

If the situation is one, which, in the representative's discretion, does not require forceful action, the school district representative shall advise the person to leave the premises. Police may be called if there is a refusal to leave the premises or if the situation is one, which, in the request to leave the premises in the event of anticipated or actual turmoil or breach of law requiring immediate help.

The Board of Education authorizes unilateral action by police, including arrest, if any person is apprehended on school property and found to have entered or remained unlawfully during times when school is not in session, or if any of the following conditions exist:

1. The person refuses to leave the premises.
2. There is evidence of damage to school district property or theft of property.
3. The person is involved in an act of violence.
4. There is evidence of the use of an alcoholic substance or an illicit narcotic substance.
5. The person possesses a dangerous weapon.
6. The person is apprehended in an area barred to public admittance such as:
 - a. Vehicle or equipment compounds
 - b. The interior of building
 - c. Field houses
 - d. Fire escapes

e. Rooftops

7. The person is in violation of activities or actions prohibited in Section 1340.2 of this policy.

Section 10. Conflict

Nothing in these rules and regulations is intended to conflict with any provision of collective bargaining contracts entered into with appropriate employee units.

Policy Adopted: November 16, 1964

Policy Reviewed: February 15, 1971

Policy Adopted: November 27, 1972

Policy Approved by NYS Education Department: January 16, 1973

Policy Revised: January 21, 1980

Extra Help Classes

All teachers will provide extra help after school as per the following schedule:

PATCHOGUE-MEDFORD HIGH SCHOOL EXTRA HELP SCHEDULE 2025-2026

Extra help classes are offered after school 2:00 p.m. - 2:25 p.m.

Monday/Wednesday/Thursday

English
Math
Music
Physical Education
Business
*Special Education
Speech
Guidance Counselors
ENL
Librarians

Monday/Tuesday/Thursday

Social Studies
Science
Art
LOTE
CTE
Technology
Reading
Psychologists
Social Workers
Health
*Special Education

***Note - Special Education teachers will provide extra help according to the subject area they teach.**

Support staff that includes guidance counselors, social workers, and school psychologists are available Monday through Friday to support students. Students can e-mail support staff to set-up a time to meet any time between 7:20 a.m. – 2:00 p.m.

Late buses will be at 2:45 p.m. and 4:00 p.m. for the 2025-2026 school year.

Grade Level Promotion Requirements

- To be eligible for senior (grade 12) status, the proposed senior year program must include the potential to graduate in the upcoming June graduation.
- To be eligible for junior (grade 11) status, 7 credits are required.
- To be eligible for sophomore (grade 10) status, 4 credits are required.

Grade Level Promotion Requirements

Students who do not meet the aforementioned criteria will continue to be housed in the high school, but will not be able to avail themselves of the rights and privileges due students who have met the academic requirements for each grade level. Grade level determination will be set by the amount of credits earned (see Grade Level Promotion Requirements).

Graduation Requirements

For Diploma/Credential Requirements Summary and New York State Diploma Requirements applicable to all students enrolled in Grades 9-12 please refer to

<http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>

HOMWORK POLICY

Homework provides opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

Teachers are cautioned to avoid overloading students with excessively lengthy homework assignments or with overly brief and empty assignments. A teacher issuing a homework assignment should take into account the prevailing conditions that affect successful completion: the student's health, home environment, non-school responsibilities, assignment deadlines for other teachers, and special observances and events related to the academic calendar. Planning homework assignments should be given as much care as the planning of any other aspect of a lesson. An assignment important enough to be done must be considered worthy of teacher evaluation.

Homework is defined as:

- Assignments that are a properly planned part of the curriculum extending and reinforcing the learning experience of the school.
- Assignments that help children learn by providing practice in the mastery of skills.
- Experience in data gathering and integration of knowledge
- An opportunity to remediate learning problems.
- Assignments that help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.

Homework shall be assigned according to these guidelines:

1. The number, frequency, and degree of difficulty of homework assignments should be based on the abilities, activities, and needs of the student. However, the grade given for the homework is dependent on the student's performance.
2. Weekends and holiday periods are to be free of homework. Weekend and holiday periods can be utilized when completing long-range assignments. A long-range assignment is defined as an assignment that students have five (5) or more school days to complete.
3. No single homework assignment should exceed 20 minutes per class at the secondary level. AP courses may, at the discretion of the teacher, exceed 20 minutes based on the scope and sequence of the course.
4. Students in grades 1-12 will only be assigned homework four (4) nights per week.
5. Students in grades 1-5 shall have no more than twenty (20) minutes of homework a night. This does not include independent reading.
6. Students in Kindergarten should be assigned no more than (10) minutes of homework not to exceed three (3) nights per week. Teachers are encouraged to focus primarily on reading and keeping assignments simple and engaging.
7. As a valid educational tool, homework should be clearly assigned and its product carefully and promptly checked and reviewed in class with students.
8. Homework may not be assigned for punitive reasons.
9. Regulate the distribution of homework and test schedules to avoid simultaneous or excessive demands of the students.
10. "Homework grades" refers to completion or effort toward completion of the homework assigned, not a numerical grade assigned to the homework. The weighted percentage for homework when calculating a child's quarterly average will be determined by the criteria outlined in Board of Education Policy 5132.

Homework Policy (Continued)

11. Students who are absent from school for a full day the day an assignment is given will have two days for each day out to make up all homework without penalty if the absence was an excused absence and one day to make up all homework without penalty if it was an unexcused absence (lessons, appointments during periods and trips do not constitute absence – students must get the assigned homework that day from a classmate, district approved student learning management system or the teacher).
12. If a student was present the day an assignment was given, but is absent on subsequent days, that assignment should be turned in on the first day the student returns to school.
13. Each department at the Middle School/High School must establish criteria for what type of assignments will be defined as homework.
14. Each department at the high school and middle level must establish a Departmental Homework Policy adhering to #1-6 above. This policy must be posted on the district website under the appropriate department, handed out, reviewed with all students in the first week of school, distributed, and discussed at Back-to-School Nights.

The Board of Education believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents are expected to encourage and monitor homework assignments and, to the extent possible, provide conditions that are conducive to their successful completion.

Policy Adopted:

May 18, 1987

Policy Revised:

December 16, 1991

Policy Revised:

August 24, 1992

Policy Revised:

August 26, 2013

Policy Revised:

March 18, 2019

Policy Revised:

June 24, 2024

Policy Revised:

June 23, 2025

Honor Roll

Students who attain a cumulative quarterly average of 85.0 in all course grades excluding Regents Prep lab, AND who have no course failures including Regents Prep lab, will be placed on the Honor Roll.

Honor Society

Eligibility requires a 90.0 unweighted overall average. Students' entrance into the National Honor Society is based on their grade point average for their freshman, sophomore and junior years. In addition to scholarship, the application process includes demonstration of leadership, service and character. Any questions, please contact the advisor Teresa Perez via email at TePerez@pmschools.org

Marking Periods for Current School Year

Report cards are distributed every ten weeks. Interim progress reports are sent home between reporting periods to alert parents of problems or difficulties. We have included the approximate dates below, so that if your child is not performing to expectation, you may reach out to your child's guidance counselor or teacher for discussion. If desired, you may also set-up a parent/teacher meeting.

For the Academic Calendar refer to:

[www.pmschools.org/District Calendars](http://www.pmschools.org/District%20Calendars)

Program Modifications

It is suggested that students carefully select their academic programs. Courses that are offered at our high school are determined by student course requests. Students who are removed from a course will receive a Withdraw Failure (WF), and a final grade of 50 will be assigned to the course if the student has not completed assignments (class or homework) or attended extra help, etc. A Withdrawal (WD), in which no final grade will be assigned to the course is dependent upon the extenuating circumstance(s) of the drop request. Consideration to award a WF or WD will be made as a collaborative decision by the counselor, teacher, and an administrator after a meeting with the parent/guardian and student. A final recommendation will be made to the Principal and Director at which time the Principal will make the final determination and then the parent/guardian will be informed. All withdrawals remain part of cumulative high school record and thus appear on an academic transcript.

PATCHOGUE-MEDFORD HIGH SCHOOL

Randy E. Rusielewicz, Ed.D., Principal

Students planning to pursue a college education should take the SAT and/or the ACT exams at least once during the spring of their junior year and once again during the fall of their senior year.

It is very important that students requiring testing accommodations must submit accommodations prior to registration. Apply early! Review can take up to 8 weeks from receipt of complete documentation. Visit Collegeboard.com.

For more information, contact the Counseling Center at 687-6530 or visit www.pmschools.org. Other websites to visit include www.collegeboard.com and www.act.org.

** PSAT – students no longer receive their PSAT booklets. Scores can be found on the College Board website. As of 2024 all College Board exams are digital and accommodations must be approved by the college board.*

2025- 2026 Testing Calendar at Patchogue-Medford High School			
Exam Date	Exam	Registration Deadline	Late Registration Deadline
September 13,2025	SAT	August 29, 2025	September2,2025
October 4,2025	SAT	September19, 2025	September 23, 2025
October 18,2025	PSAT*/NMSQT	October 9,2025	
November 8, 2025	SAT	October 24,2025	October 28, 2025
December 6, 2025	SAT	November 21, 2025	November 25, 2025
March 14, 2025	SAT	February 27, 2026	March 3,2026
April 11, 2025	ACT (Not offered at PMHS)	March 6,2026	March 24, 2026
May 2, 2026	SAT	April 17, 2026	April 21, 2026

Estudiantes que piensan seguir una carrera universitaria deben tomar el examen SAT o el ACT durante la primavera del grado 11 y otra vez en el otoño del grado 12.

Es muy importante que los estudiantes que requieren comodidades de prueba deben someter comodidades antes del registro. ¡Aplíquese temprano! La revisión puede tomar hasta 7 semanas del recibo de la documentación completa. Visita Collegeboard.com.

Para más información hablen con el consejero de su hijo(a) o si tiene acceso al Internet baja a: www.pmschools.org, o www.collegeboard.com y www.act.org.

** PSAT: los estudiantes ya no reciben sus folletos de PSAT. Las puntuaciones se pueden encontrar en el sitio web del College Board.*

A partir de 2024, todos los exámenes del College Board son digitales y el College Board debe aprobar las adaptaciones.

2025-2026 Calendario de Exámenes Universitaria de Patchogue-Medford			
Fecha de Examen	Examen	Registro	Ultimo Registro
Septiembre 13,2025	SAT	Agosto 29, 2025	Septiembre 2,2025
Octubre 4, 2025	SAT	Septiembre 19, 2025	Septiembre23,2025
Octubre 18,2025	PSAT*/NMSQT	Octubre 9,2025	
Noviembre 8, 2025	SAT	Octubre 24, 2025	Octubre 28, 2025
Diciembre 6, 2025	SAT	Noviembre 21, 2025	Noviembre 25, 2025
Marzo 14, 2026	SAT	Febrero 27, 2026	Marzo 3, 2026
Abril 11, 2026	ACT (Not offered at PMHS)	Marzo 6,2026	Marzo 24, 2026
Mayo 2, 2026	SAT	Abril 17, 2026	Abril 21, 2026

PATCHOGUE-MEDFORD HIGH SCHOOL

2026 AP EXAM SCHEDULE

2026 AP EXAM SCHEDULE		
Week 1	Morning 7:15 a.m.	Afternoon 11:20 a.m.
Monday May 4, 2026	Biology	European History Micro Economics
Tuesday May 5, 2026	Chemistry Human Geography	United States Government and Politics
Wednesday, May 6, 2026	English Literature and Composition	Computer Science A
Thursday, May 7, 2026	World History: Modern	Statistics
Friday May 8, 2025	United States History	Macro Economics
Week 2	Morning 7:15 a.m.	Afternoon 11:20 a.m.
Monday, May 11, 2026	Calculus AB Calculus BC	Seminar
Tuesday, May 12, 2026	French Language and Culture	Psychology
Wednesday, May 13, 2026	English Language and Composition	Spanish Literature and Culture
Thursday, May 14, 2026	Spanish Language and Culture	Computer Science Principles
Friday, May 15, 2026	Environmental Science	Computer Science A
* All exams are being given in digital version only		