ONTEORA MIDDLE & HIGH SCHOOL STUDENT/PARENT HANDBOOK 2026-2027

ONTEORA
CENTRAL SCHOOL DISTRICT

A Message from the Onteora Middle & Senior High School

On behalf of the faculty and staff of Onteora Middle and Senior High School, we wish to extend a warm welcome to all of our students.

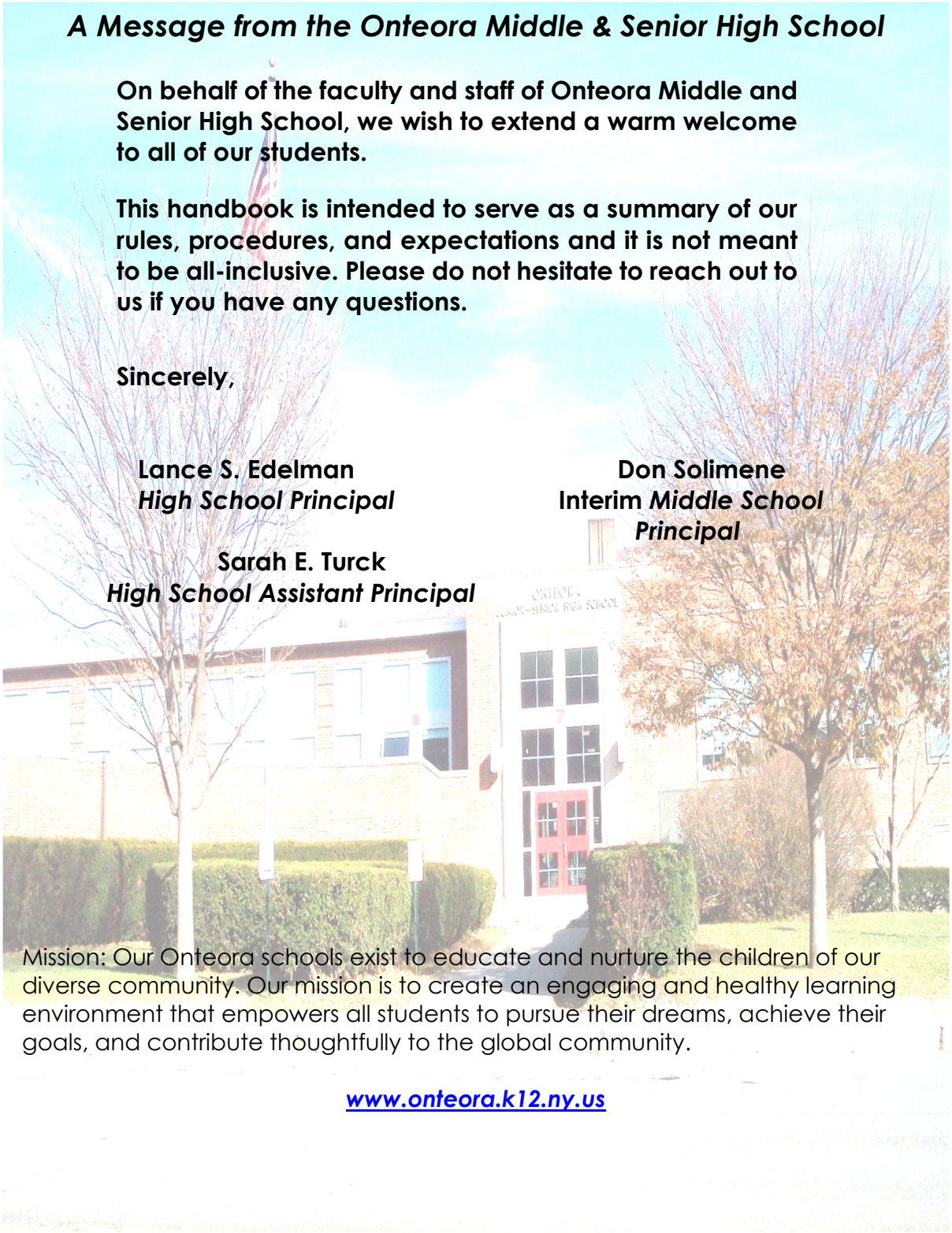
This handbook is intended to serve as a summary of our rules, procedures, and expectations and it is not meant to be all-inclusive. Please do not hesitate to reach out to us if you have any questions.

Sincerely,

Lance S. Edelman
High School Principal

Don Solimene
Interim *Middle School Principal*

Sarah E. Turck
High School Assistant Principal



Mission: Our Onteora schools exist to educate and nurture the children of our diverse community. Our mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community.

www.onteora.k12.ny.us

ONTEORA CENTRAL SCHOOL DISTRICT

Boiceville, New York

Middle/High School Administration

Lance Edelman.....High School Principal
Don Solimene..... Middle School Principal
Sarah Turck..... High School Assistant Principal
Jonnah O'Donnell..……..……Director of P.E., Health, & Athletics

District Administration

Victoria McLaren..... Superintendent of Schools
Stephanie Laffin.....Assistant Superintendent of Curriculum and Instruction
Monica LaClair .....Assistant Superintendent of Business
Carol Grima…….……. Director of Pupil Personnel Services

Board of Education

Cindy Bishop .....President
Rick Knutsen..... Vice President
Caroline Jerome .....Trustee
Jenny Jared.....Trustee
Rory Smith.....Trustee
Aubrey O'Neal.....Trustee
Faedra Dagirmanjian.....Trustee

The Onteora Central School district hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin, handicap, sexual orientation, or other protected classes under state and federal law.

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INSTRUCTIONAL STAFF

Art
Shelly Hamilton
Anita Sidler
Jennifer Wentland

Business
Sandra Weidner
Colette Goho

ENL
Emily Katz
Robin Osswald

English
Jennifer Bruck
Mark Castle
Geordarna Constant
Karen Hadley
Denise Maltese
Evangeline Scherman
Elaine Sniffen
Kaila Stark

Family/Consumer Sciences
Karen Samuelson-Grimm

Health Education
Brandon Harkin
Michael Rushford

Library Media Center
Amy Weisz

Mathematics
Jeannine Burkhardt
Linda Cavallaro
Aubree Ferraro
Michael Kocher
Kevin LaMonda
Jessica Morra
Stephanie Topple

Music
Erica Boyer
Harvey Boyer
Brittany Carroll
Marilyn Dizon

Nurses
Sabrina Blakely
Karen Hansen

Physical Education
Patrick Burkhardt
Brandon Harkin
Jacob Hoyt-Friedman
Andrew Occhi

Psychologist
Jennifer Simco

Reading
Julie McCarthy
Nicole Ryan

Science
Alyssa Babcock
Kelly Downs
Brianna Funck
Brian Keenan
Patrick Marks
Shaina Proietti
Michael Scott Via

Social Studies
Jason Calinda
Corey Cavallaro
Paul Colevas
Alicia Curlew
David Nelsen-Epstein
Kelsey VanEtten

Social Workers
Maegan Schenker
Elizabeth Thomas

Special Education
Denise Ahl
Lisa Barringer
Lynn Battista
Jennifer Brueckner
Lydia Cheever
Brian Connolly
Mark Dornan
John Duffy
Megan Frandino
Nicole Mastrangelo
Lori Matteson
Jamie Nguyen

School Counselors
Monir Evers
Brian Schaffer
Sam Smith
Jessica Staiger

Speech and Language
Megan Wiacek

Technology
Douglas Sanders

World Languages
Anne Gallin
Rebecca Joslin
Christi Nelsen-Epstein
Valerie Stewart

EXTRA-CURRICULAR ACTIVITIES

All extra-curricular activities will be scheduled and approved through the school administrators. The receipt and disbursal of ECA monies will be coordinated in the business office.

Any student staying after school that is unsupervised will be expected to sit in a supervised room and wait for a late bus or a ride, if there is one available. Parents will be expected to pick their child up after school if their child continually stays after school for no reason. Middle School students will not be permitted in the High School After School Supervision room without prior principal approval.

DANCES AND OTHER STUDENT PLANNED FUNCTIONS

Any class, club or school group wishing to undertake social or fund-raising activities of any nature must request approval from the principal. Requests should be made in sufficient time to be certain all arrangements can be made. A detailed program must be prepared in writing and submitted for approval at least 30 days prior to the function.

Students must be in attendance during the school day for a minimum of four periods in order to be eligible to attend an after-school function on that day. Anyone attending a school function should be there for that purpose only. Any person found loitering on the school property other than in the assigned areas, or whose behavior is not appropriate, will be required to leave. School appointed chaperones must be recognized as the controlling authorities.

The district may utilize an alcohol screening device at the discretion of the building administration.

FIELD TRIPS

Students with academic and/or behavioral concerns may be denied participation on field trips at the discretion of the building principal.

Student trips are permitted which have value in meeting educational objectives, which are necessary to the fulfillment of obligations to the interscholastic athletic or other interscholastic activity program, and which do not seriously interfere with the educational routine of students who must remain in school. On all school-sponsored trips involving pupils, school employees will make provisions for proper supervision. Student belongings may be checked when deemed appropriate. When a pupil goes on any bus trip sponsored by the school, by an organization in the school either officially or unofficially, the pupil must return on the same bus. There will be no exceptions to this rule. When a faculty member takes a group on a trip, pupils who are taking the trip are duly bound to abide by the regulations that the school establishes. Failure to do so places the pupil in jeopardy. It makes it impossible for the teacher to safeguard the pupil's interest. In such instance, the teacher stands in place of the parent.

ONTEORA MIDDLE SCHOOL AND HIGH SCHOOL STUDENT ACTIVITIES

This listing of student activities was designed to provide information to families so students can make informed choices about their involvement in school activities throughout their careers as students at Onteora Middle and High School. Each listing provides the name of the activity, grade level of participation, a brief description of the activity. Please visit our website for additional information.

All-County Chorus **6th – 12th Graders**

This select vocal group meets during rotation for six weeks in February and March, then with other students from Ulster County to work with a guest conductor. This experience culminates with a concert at Ulster County Community College. Selection is done by audition.

All-County Chorus, Band and Orchestra **6th – 12th Graders**

These select vocal groups meet during rotations, then with other selected students from Ulster County to work with a guest conductor. The experience culminates with a concert at Ulster County Community College. Open to students enrolled in the high school music program.

All-County Vocal Jazz Ensemble **6th – 12th Graders**

This select group meets during rotations for six weeks in February and March for rehearsals, then with other selected students from Ulster County to work with a guest conductor. The experience culminates with a concert at Ulster County Community College. Open to students who are members of the Sounds of Jazz.

All-State Mixed Chorus and Vocal Jazz Ensemble **10th – 12th Graders**

These highly select vocal groups are made up of students from across New York State. Admission into the groups is based on NYSSMA scores and teacher recommendation. The festival takes place at the end of November over a period of four days.

All-State String Orchestra **9th – 12th Graders**

These highly select string orchestra groups are made up of students from across New York State. Admission into the groups is based on NYSSMA scores and teacher recommendation. The festival takes place at the end of November over a period of four days.

AMA All-State Mixed Chorus, Band and Orchestra **10th – 12th Graders**

These music groups are selected by a committee based on NYSSMA scores from the previous spring solo and ensemble music festival. The groups meet during rotations in November to learn the pre-selected music. On the third Friday and Saturday in November students meet with other students from Ulster, Orange, Sullivan and Rockland counties. The experience culminates with a concert. Open to students enrolled in the music program.

Belleayre Bash Committee **11th - 12th Graders**

The Belleayre Bash committee is for seniors to help organize an all-night, alcohol/drug free event for graduating seniors.

Book Challenge **9th – 12th Graders**

The High School Book Challenge is a chance for readers and book lovers to gather to discuss books, play book-themed games and have fun. The club meets monthly to discuss the "book of the month" have snacks and talk about what we are reading outside of school and the club. Participants

team up for a final Book Challenge where teams compete to answer questions, solve puzzles, and perform challenges based on 4-6 books that have been read during the year.

Chamber Ensemble **9th – 12th Graders**
This is an audition group who rehearses once a week after school and performs a variety of chamber music for assemblies and community service. Auditions take place in September. Participation is open to orchestra students.

Distributive Education Clubs of America – DECA **10th – 12th Graders**
This club is for high school business students and focuses on community service and business/marketing competitions. DECA students man the bookstore blood drives, Coats for Kids, Toys for Tots, football and basketball concessions. Trips include a fall conference, regional and state competitive events and National Senior Citizen Day.

Diversity Club **9th – 12th Graders**
The goal of this club is to raise awareness of bullying and name-calling across all grades and to encourage a positive and safe school environment through various activities: participation in creative expression contests, creating banners and posters, awareness activities during lunch periods, and delivering presentations at elementary/intermediate schools.

Fitness Center **9th – 12th Graders**
Our state-of-the-art fitness center is open Tuesday - Friday after school to middle and high school students on a first come, first served basis. Students sign up outside of the Athletic Director's office and take the 4:20 bus home. The goal of the fitness center is to offer students supervised access to strength and cardio equipment so they can develop the skills and knowledge for building a healthy, balanced lifestyle.

French Club **9th – 12th Graders**
This club is available to students taking French as a second language. Students attend meetings and participate in travel, field trips, and activities.

Gifted/Talented Community Mentor Program **9th - 12th Graders**
The Community Mentor Program is a challenging learning experience for students in 9th through 12th grades. The program provides a unique opportunity for students to engage in an in-depth exploration of an area of interests. Students are paired with community members who have expertise in that area. With the program coordinator facilitating, they create an individualized education plan, culminating in a final project.

Harvard Model Congress **9th – 12th Graders**
A government simulation in which students are assigned the roles of members of congress, cabinet secretaries, federal judges, lobbyists and national journalists. They interact in an effort to create public policy in the form of bills, executive actions and court decisions. The delegates compete in Boston-Cambridge yearly during the last week in February. Participation fees may be required

High School Art Club **9th – 12th Graders**
Students work on artwork, collaborative art, murals, and other areas of interest. The art club will also help other groups (e.g., PBIS), participate in a fundraiser, and may attend one or two field trips during the year.

High School Literacy Magazine **9th – 12th Graders**
The High School Literary Magazine Club seeks to publish two journals of student poetry, prose, and artwork during the school year. The club may also attend a literary conference. Students will explore careers in publishing and writing.

High School Musical **9th – 12th Graders**
Students participate in the creation of a fully staged musical featuring singing, dancing, lighting and costumes. Auditions take place in early January and the performances are in April. Rehearsals are two to three days per week after school.

High School Newspaper **9th – 12th Graders**
The School Newspaper Club seeks to publish approximately four editions of paper newsprint. Students will engage in journalism and media studies, computer layout studies, and various communication studies.

High School Olympics of the Visual Arts **9th – 12th Graders**
The Olympics of the Visual Arts club provides an opportunity for students to participate in individual or group artistic problem solving. Students will create long-range solutions and then travel to the Albany area to compete on short-range problems in a daylong celebration of creativity.

High School Participation in Grade Level Class Activities **9th – 12th Graders**
Each grade level class organizes activities including fundraisers under the supervision of a teacher. The adult responsible varies with grade and may change from year to year.

High School Science Olympiad **9th – 12th Graders**
Students in this activity prepare for the competition in the spring (usually mid-February). The activity is based upon student interest.

High School Student Affairs Council (Student Government) **9th – 12th Graders**
Elected student representatives participate in regular meetings of the student government.

High School Teaming Up for Success (TUFS) **9th – 12th Graders**
The TUFS program provides students with positive and consistent connections with adults through enriching experiences in order for students to realize their significance and to fulfill their dreams. Students are paired with adult mentors to help accomplish this goal.

High School Yearbook **9th – 12th Graders**
Students participating in this activity publish a yearly book featuring all the events of the year.

Human Rights Club **9th – 12th Graders**
This club is to raise awareness, act on urgent issues, and advocate for human rights. The global picture and goal is that every person regardless of identity, enjoy the inalienable rights they're entitled to by the Universal Declaration of Human Rights. Through investigating abuses, campaigning, and casework, our community has the ability to educate and mobilize the public, and ultimately create not just a safer and more just community, but a more just world. Initially focusing on Amnesty's goals and movements, the group will then be kick-started into promoting what its members are passionate about and what they want to see change in their community and world. By lending their voices, members will be able to make an impact in their community and beyond.

Lyceum Club **9th – 12th Graders**
The Lyceum Club was created to stimulate student interest in philosophy and is a forum for students to explore and build arguments addressing a range of unanswered questions regarding the human condition.

Marching Band **7th – 12th Graders**
This group of band members is active during the fall and spring. The marching band participates at various competitions at the local and non-local areas. They may also march in the Kingston and New York City St. Patrick's Day Parades along with performances at community Memorial Day parades.

Middle School Art Club **6th – 8th Graders**
Students will work on community/building projects and experience a variety of creative materials.

Middle School Battle of the Books Club **6th – 8th Graders**
Students will participate in monthly book clubs culminating in a spring Battle of the Books competition.

Middle School Chess Club **6th – 8th Graders**
Students of all abilities are welcome, and instruction is provided to meet the needs of all players. Students will have the opportunity to challenge opponents through structured tournaments.

Middle School Environmental Club **6th – 8th Graders**
Students will promote environmental awareness, sustainability, and conservation.

Middle School Homework Help **6th – 8th Graders**
Homework help will take place after school Monday through Thursday.

Middle School Independent Study Room **6th – 8th Graders**
The independent study room will provide students with a quiet structured space to complete assignments, work on projects, or read. The Independent Study Room will run Monday through Friday after-school and is limited to 20 students per day.

Middle School Jazz Band **6th - 8th Graders**
Students will participate in a musical group, focused on performing during the semi-annual concerts in the middle school.

Middle School Science Olympiad **6th – 8th Graders**
Students compete in a variety of science categories.

Middle School Student Affairs Council (Student Government) **6th – 8th Graders**
Elected student representatives participate in regular meetings of the student government.

Middle School Yearbook **6th – 8th Graders**
Students in this activity publish a yearly book featuring all the events of the year.

Middle School Teaming Up for Success (TUFS) **6th – 8th Graders**
Students are paired with adult mentors and participate in a variety of activities that promote success.

Music & Movement Program – Middle School **6th – 8th Graders**

The Ashokan Center is offering three outstanding after-school opportunities for our middle school students this fall. These programs are a good way for students to explore music, build confidence, make new friends, and have fun.

*Fiddle Program- Tuesdays starting September 15 (11 sessions)
*Drum Program- Thursdays starting September 17 (6 classes)
*Ukulele Program- Tuesdays starting October 6 (8 sessions)

National Honor Society **10th – 12th Graders**

National Honor Society is an organization that recognizes and encourages academic achievement while also developing the ideals of character, service, and leadership.

National Junior Honor Society **6th – 8th Graders**

National Honor Society is an organization that recognizes and encourages academic achievement while also developing the ideals of character, service, and leadership.

Pride Alliance – (Formerly GSA) **9th – 12th Graders**

The Pride Alliance is a club that strives to build school community, increase student safety, and give all students a voice. The Pride Alliance works to educate students and staff on the importance of celebrating diversity. It sponsors activities such as, "No Name-Calling Week", "Ally Week", and the nationally recognized "Day of Silence."

Rocket Club – High School **9th – 12th Graders**

This Club presents an opportunity to a wide range of students in the High School that includes hands on building and launching basic entry Level 1 rockets to building Level 2 and 3 rockets, to working with online flight simulators, applying the laws of physics to real life problems, and fine tuning, building and launching a rocket that could take a School Club Team to a National competition in Washington D.C. - and even to an international competition.

6th Grade Intramurals **6th grade only**

A teacher led activity focused on the health and well-being of 6th grade students. This activity will occur weekly after school.

Solo Ensembles Music Festival (NYSSMA) **6th – 12th Graders**

This music festival takes place each spring at a neighboring school. Students work individually on a solo or duet of their choice during rotations beginning in February. At the festival, a qualified professional music educator evaluates students on their performance. NYSSMA is open to any 6th- 12th grader enrolled in music.

Sounds of Jazz **9th – 12th Graders**

This select group performs jazz music a number of times throughout the year. The ensemble rehearses weekly after school. Auditions take place in September.

Spanish Club **9th – 12th Graders**

This club is available to students taking Spanish as a second language. Students meet after school for an enriching experience centering on Spanish culture and tradition.

Students Against Destructive Decisions SADD **9th – 12th Graders**

This activity supports school and community programs that encourage constructive decisions. They also work on a variety of fundraising activities for the Belleayre Bash.

Check the Onteora web site for an updated list of all clubs and activities at www.onteora.k12.ny.us. A brief description of the club and/or activity, the advisor, and the times they meet may be available.

ATHLETICS
SPORTS AND SEASONS

FALL

Cross Country –Varsity and Modified
Field Hockey – Varsity, Junior Varsity and Modified
Football – Varsity and Modified
Golf – Boys Varsity
Soccer – Varsity, Junior Varsity and Modified
Tennis – Girls Varsity
Volleyball – Girls Varsity, Junior Varsity and Modified
Swimming/Shadow – Girls Varsity

WINTER

Alpine Skiing – Varsity
Basketball – Varsity, Junior Varsity and Modified
Indoor Track – Varsity
Swimming/Shadow – Boys Varsity
Wrestling – Varsity, Junior Varsity and Modified

SPRING

Baseball – Boys Varsity, Junior Varsity and Modified
Golf – Girls Varsity
Softball – Girls Varsity, Junior Varsity and Modified
Tennis – Boys Varsity
Track & Field – Varsity and Modified

*Please refer to the Athletic Code of Conduct Guidelines for athletics.

ACADEMIC ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES/ATHLETICS

Academic eligibility is designed to establish standards for school participation in athletics and extra-curricular activities. It is meant to act as a motivational tool consistent with our first and most important mission – academic success. It is intended to foster standards which will elevate student effort and achievement as well as reward consistent exemplar performance. Academic excellence in our schools is an important goal, and thus we view this policy as a motivational tool, providing incentive for students to work hard and achieve excellence.

Students in grades 7 – 12 who participate in the athletic program and/or extra-curricular activities that meet at least two hours per week, must maintain academic eligibility and must be present in school by the start of fourth period to participate on the day that the activity is occurring.

Student grades will be reviewed every five weeks using the marking period calendar.

1. Students who are failing two courses at the five-week mark will be deemed ineligible. The timeframe of the student's ineligible status will consist of two calendar weeks from the time of notification. During this two-week probationary period, the student will have the opportunity to improve grades. If after the two-week period, the student can demonstrate an improvement to the extent that they have a minimum of at least one passing grade, the student will be removed from the ineligible status and resume full status on their team. During a probationary period under these terms, students may continue to practice with their team and attend extra-curricular activities meetings. Students may not perform/compete until the improvement stated above is made. Students may only stay in this category for five weeks. If after five weeks the student is still failing two subjects, the student will be removed from the team and extra-curricular activities.
2. Students who are failing three or more courses will be removed from their team/extra-curricular activities and will be referred to appropriate school personnel for assistance. Students may return to their activity at either the five-week or quarter mark, provided they are failing two courses or less.
3. Extra-curricular activity/athletic eligibility for the first quarter of the following school year will be contingent upon students' fourth quarter grades. Students who are failing two or more courses in the fourth quarter will be placed on academic probation for the first five weeks of the first quarter. Students who have failing grades in the fourth quarter, but successfully passed the course and/or attend summer school, may be considered eligible by administration.

APPEALS PROCESS

A student, parent or coach/advisor may appeal the status of a participant to a committee composed of a school counselor, two or more faculty members, the Director of Athletics, and the High School Assistant Principal or Middle School Principal. The Administration will select the faculty members who will sit on the committee. The appeal must be made to the committee in writing no later than 48 hours after notification of ineligibility. Every effort will be made to hear the appeal within 48 hours. Determination of the appeal will be made by the majority vote of the committee. The appeal decision will be final and no further appeal will be heard.

SCHOOL COUNSELING DEPARTMENT

The School Counseling Department is always open to all students and parents for any assistance. Please phone for an appointment (657-2373 ext. 2132). Every student will be assigned a school counselor. The chart below indicates the counselors' assignments.

Ms. Monir Evers	Grade 6	A – L
School Counselor	Grade 7	---------
mevers@onteora.k12.ny.us	Grade 8	A – F
845-657-2373 Ext. 2136	Grade 9	A – F
	Grade 10	A – F
	Grade 11	A – F
	Grade 12	A – F
Mr. Sam Smith	Grade 6	M – P
School Counselor	Grade 7	M – Z
ssmith@onteora.k12.ny.us	Grade 8	J – O
845-657-2373 Ext. 2134	Grade 9	L – O
	Grade 10	L – O
	Grade 11	L – O
	Grade 12	L – P
Mr. Brian Schaffer	Grade 6	R – Z
School Counselor	Grade 7	---------
bschaffer@onteora.k12.ny.us	Grade 8	P – Z
845-657-2373 Ext. 2133	Grade 9	P – Z
	Grade 10	P – Z
	Grade 11	P – Z
	Grade 12	R – Z
Ms. Jessica Staiger	Grade 6	
School Counselor	Grade 7	A – L
jstaiger@onteora.k12.ny.us	Grade 8	G – I
845-657-2373 Ext. 2135	Grade 9	G – K
	Grade 10	G – K
	Grade 11	G – K
	Grade 12	G – K

The school counselors are trained to provide personal, social-emotional, academic, and career counseling to support student success. Any student may arrange to see their counselor during their free (study hall) period by making an appointment with the secretary. Parents are also welcome to contact the School Counseling Department to schedule an appointment regarding their students.

School counseling services are:
1. Individual and group counseling with students
2. Parent and parent/teacher conferences
3. Registration and transfer of students
4. Vocational and educational counseling
5. Psychological referrals
6. Program changes
7. Classroom career counseling
8. College and post-secondary planning

WORKING PAPERS

Please contact the School Counseling Department secretary (657-2373 ext. 2132) to make an appointment for working papers. The application for working papers can be found on the School Counseling Department website.

Due to limited staffing during the summer months, working paper requests will not be processed on a regular basis. Please plan accordingly. Requests made via telephone message or e-mail will be reviewed on the next date of staff availability to make sure that all paperwork is complete. Please provide your contact information in case you need to be contacted. If your birthdate is over the summer months and working papers will be needed or need to be updated, please contact the School Counseling Department secretary before the end of the school year so arrangements can be made to have all paperwork in place for working papers to be completed over the summer.

The State Laws regulating the employment of young persons under 18 years of age are:

1. Students who turn 16 after July 1, must complete the school year.

2. Students must have working papers if employed before 18 years old (high school graduates not exempt).

3. Both applicant and parent should, if possible, appear at the School Counseling Department when applying for papers.

4. Applications for working papers will be completed from school records.

    a. The applicant then takes the application for working papers home to be signed by their parent or guardian. The applicant must see their physician or the school physician for an examination and obtain the physician's signature.
    b. The applicant then brings the application papers back to school and the employment card is issued.

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

6. Full time working papers are issued to minors 16 to 18 years of age who have full time work.

7. When a minor leaves a job, the minor should ask for the working paper card and may use it for their next employer.

8. An employment certificate shall not be required for a minor 16 years of age engaged in farm work, and also is not required for baby-sitting or caddying for a minor 14 or older.

9. An employer will be compelled to pay double compensation in the event of injury to anyone within the provisions of these rules who does not have proper working papers.

10. These rules are enforced by inspectors of the New York State Department of Labor.

Basic New York State Child Labor Laws

MINORS CANNOT PERFORM THE FOLLOWING TASKS
- 14 TO 15-YEAR-OLDS:
• Factory work
• Cooking or baking with certain tools/appliances
• Work at facilities for the mentally ill

14- TO 17-YEAR-OLDS (ALL MINORS):
• Construction, logging, meat packing, mining, etc.
• Operating certain power-driven equipment or machinery
• Work with exposure to radioactive or poisonous substances
• Production of bricks or handling of explosives
• Most transportation, warehousing, or storage
• Work in prisons and correctional facilities

In places where alcohol is consumed and served, minors cannot serve alcohol. If minors handle containers where alcohol may have been served, they require direct supervision by someone over 21 years old. In places where alcohol is sold, but not consumed on premises, the sale must be supervised by someone over the age of 18.

WORKING HOURS DURING SCHOOL
14- AND 15-YEAR-OLDS
• Up to 3 hours on school days
• Up to 8 hours on non-school days
• No more than 18 hours or 6 days per week
• Work hours can be between 7 AM and 7 PM

15- AND 17-YEAR-OLDS
• Up to 4 hours Monday - Thursday
• Up to 8 hours Friday - Sunday and holidays
• Work hours can be between 6 AM and 10 PM on school nights; 6 AM and 12 AM on non-school days

WORKING HOURS DURING SCHOOL BREAKS
14- AND 15-YEAR-OLDS
• Up to 8 hours per day
• No more than 40 hours or 6 days per week
• Work hours can be between 7 AM and 9 PM

16- AND 17-YEAR-OLDS
• Up to 8 hours per day
• No more than 48 hours or 6 days per week
• Work hours can be between 6 AM and 12 AM

More information can be found at dol.ny.gov/know-your-rights

TRANSCRIPTS

Requests for school transcripts are processed as follows:

1. If you are a Senior, please update your college preferences in Naviance and transcripts will be sent (mailed or electronic submission) in July.

2. Students who are taking college courses at SUNY Ulster while still attending high school will need to contact the college directly for a copy of their course transcript. The School Counseling Department does not have access to this information and is unable to obtain it on behalf of the student.

3. If you require a transcript by a certain date, please include that information in your request and contact the School Counseling Department at least ten (10) business days before the deadline date.

4. Please keep in mind the following when requesting school transcripts:

    a. Official transcripts can only be mailed to a university, college, employer or the military. If it is being faxed it is **not** an official transcript.
    b. If you require an official transcript and are picking it up, it will be provided to you in a sealed envelope addressed to the university, college, employer or military. The envelope must remain sealed and intact for presentation to the entity requesting the official transcript
    c. There is a 10-day processing period. Missing or incomplete information can cause delays in processing.
    d. Official Transcripts **cannot be e-mailed** to you or any organization.
    e. In order to process transcripts, you must be a current or former student.
    f. There will be no third-party requests for transcripts.

5. During the school year, every effort is made to provide transcripts as they are requested.

6. Due to limited staffing in the School Counseling Department during the summer months, school transcript requests made via telephone message or e-mail will be reviewed on the next date of staff availability. Plan accordingly and provide your contact information in case you need to be contacted.

7. Complete the Transcript Request Form located in the Forms section of the Onteora High School website. The completed form may be submitted via U.S. mail to the School Counseling Department at Onteora Central School, PO Box 300, Boiceville, NY 12412 or via e-mail to transcripts@onteora.k12.ny.us.

GRADUATION REQUIREMENTS

REGENTS DIPLOMA

COURSE REQUIREMENTS	EXAM REQUIREMENTS
4 credits of English	English Regents Exam
4 credits of Social Studies	1 Social Studies Regents
3 credits of Mathematics	1 Math Regents Exam
3 credits of Science	1 Science Regents Exam
1 credit Art or Music	
1 credit of LOTE (**L**anguage **O**ther **T**han **E**nglish)	
2 credits of Physical Education	
0.5 credit of Health	
3.5 credits of Electives	* 1 Additional Soc. St., Math or Sci. Exam
22 TOTAL CREDITS	5 REGENTS EXAMS

REGENTS DIPLOMA WITH ADVANCED DESIGNATION

COURSE REQUIREMENTS	EXAM REQUIREMENTS
4 credits of English	English Regents Exam
4 credits of Social Studies	Global History Regents Exam U.S. History Regents Exam
3 credits of Mathematics	Algebra I Regents Exam Geometry Regents Exam Algebra II Regents Exam
3 credits of Science	2 Science Regents Exams
1 credit of Art or Music	
3 credits of LOTE (**L**anguage **O**ther **T**han **E**nglish)	LOTE Checkpoint B Exam*
2 credits of Physical Education	
0.5 credit of Health	
1.5 credits of Electives	(*or 5 credit sequence)
TOTAL 22 CREDITS	8 REGENTS EXAMS + LOTE EXAM

For detailed information about current New York State graduation requirements please visit the State Education website at http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/diploma-and-credentials-summary-requirements.pdf

PASSING AND PROMOTION

Middle School: Grades 6 – 8

The passing grade for any academic course is 65. Students who pass all subjects but one shall have the failure evaluated and a determination made as to the reason for the failure. The student may be required to repeat the subject, but in typical cases shall be promoted. Students who fail two core academic courses must attend summer school. Failure to do so will result in retention. A student will be retained with a failure of three or more academic courses. A decision to retain shall be arrived at by the building principal, appropriate staff, and parent/guardian, as appropriate. The decision of the building principal shall be final.

Senior High School: Grades 9 – 12

In general, promotion from one grade level to the next shall be contingent upon the accumulation 5 units of credit at each level, as follows:

- 5 credits for Grade 10
- 10 credits for Grade 11
- 15 credits for Grade 12

A passing final average is required for a student to be given credit for successfully completing a course. The passing grade for any academic course is 65. Any failure of a required course must be repeated in summer school or the next school year. The decision of the building principal shall be final.

SCHEDULE CHANGE PROCEDURE

1. Students should consult with their school counselor to determine if a schedule change is feasible. A request for a schedule change will not be honored if the course is more than halfway completed.

2. If the request is feasible, the student is given a Schedule Change Form. It is the student's responsibility to collect signatures of approval from the current teacher, the new teacher of the proposed subject (if any), and the parent/guardian.

3. If all parties agree, the form is returned to the school counselor, who will notify the teachers of the schedule change and when the change will be effective.

4. No student will be officially dropped from class without formal notification from a school counselor or administrator. Teachers cannot unilaterally drop a student from class.

MINIMUM COURSE LOAD

All students attending Onteora High School will carry five (5) units of credits plus physical education. Seniors must apply for permission to arrive late and/or leave early for employment by completing the application for late arrival/early dismissal. Seniors may only have a maximum of two periods for late arrival and/or early dismissal (e.g., period 1 late arrival and period 9 early dismissal, or periods 8 and 9 early dismissal). Proof of employment may be required.

OBJECTION TO RELEASE OF INFORMATION TO MILITARY RECRUITERS

The school district is required to provide military recruiters with secondary students' names, addresses and telephone numbers. If you object to the release of any or all of the information, you must do so in writing. The Military Opt-Out form is available on the high school's website.

EARLY COLLEGE ADMISSIONS PROGRAMS

Inherent in becoming an early admissions student, is the ability to demonstrate readiness to carry out college responsibilities. Listed below are five criteria, which are minimum standards for becoming an early admissions student at any college while still enrolled at Onteora Central School.

1. Any student applying for early admissions must have a minimum average of 85 using the grades from all classes in grades 9, 10 and 11.

2. Any student applying for early admissions must successfully complete required Regents exams before college enrollment is recognized and approved by Onteora High School.

3. The student applying for early admissions and a parent or guardian must meet with the student's school counselor to formalize the college and high school plan. Any student applying for early admissions must have the approval of their counselor and high school principal.

4. A student who has not met the criteria above and has been denied early admissions status may appeal to the high school principal.

5. A grade "C" or better is required to fulfill high school graduation requirements.

College courses used to satisfy high school credit may not be accepted if transferred to another college. **Any student who fails required courses for graduation in the fall semester must return to Onteora Central Schools for the spring semester to complete the required course(s).**

DUAL ENROLLMENT COURSES

The Onteora Central School District and SUNY Ulster will offer dual enrollment courses that will allow students to earn both high school and college credits. These classes will be offered during the school day. The instructor will be an Onteora teacher approved by SUNY Ulster. Grades will be issued on a SUNY Ulster transcript. To earn college credit for these courses, students must maintain a positive attendance record. Students who miss ten or more classes for half year courses or twenty or more class periods for full year courses will be denied college credit.

Taking college-level courses in high school offers numerous benefits to students. These courses provide a more rigorous academic experience, preparing students for the challenges they will face in college. By taking these courses, students can develop critical thinking, problem-solving, and time management skills, which are essential for success in higher education. Additionally, earning college credits may save students both time and money by possibly allowing them to skip introductory courses in college. Credits earned from college-level courses through SUNY Ulster are often accepted as transfer credits by some colleges and universities.

Colleges and universities often look favorably upon students who have taken college-level courses in high school, as it demonstrates their commitment to academic excellence and their ability to handle challenging coursework. These courses will appear on a student's high school transcript and the course average will be weighted in the student's overall grade-point average. While taking college-level courses in high school can provide students with a competitive edge and better prepare them for future academic and professional endeavors, it is always best to check with the student's school counselor and department faculty to help determine the appropriateness of enrolling in college-level courses.

During the 2026-27 school year, the following courses are expected to be offered:

College-Level Courses through SUNY Ulster (Anticipated Cost: $79 per credit; $5 per credit for free & reduced eligible students)
Computer Applications in Business (BUS 171) - *3 credits* College Algebra & Trigonometry (MAT 115) - *4 credits* College English I (ENG 101) - *3 credits* College English II (ENG 102) - *3 credits* Intermediate French I (FRE 201) - *4 credits* Intermediate French II (FRE 202) - *4 credits* Intermediate Spanish I (SPA 201) - *4 credits* Intermediate Spanish II (SPA 202) - *4 credits*

ADVANCED PLACEMENT (A.P.) COURSES

Onteora Central School District offers A.P. courses through College Board. Advanced Placement course and exam completion may qualify for college credit. Many of these courses have suggested prerequisites but are available to all students. Students who register for Advanced Placement courses are expected to take the A.P. examination in May. Students are responsible for the cost of the exam. Please note that summer assignments may be required as a prerequisite.

Each year, the high school faculty and administration determines which courses to offer based on student interest and scheduling/teacher availability. The following courses have been offered in the past and will be considered to run based on student interest. Please consult your school counselor for more information.

Advanced Placement Courses (Anticipated Cost: $99 per exam; $62 per exam for free & reduced eligible students)
AP African American History
AP Art 2D Design
AP Art 3D Design
AP Art Drawing
AP Biology
AP Business and Personal Finance
AP Calculus AB
AP Chemistry
AP Computer Science Principles
AP English Language & Composition
AP Environmental Science
AP European History
AP Government & Politics
AP Human Geography
AP Psychology
AP U.S. History

Taking advanced placement (AP) courses offers numerous benefits to students. These courses provide a more rigorous academic experience, preparing students for the challenges they will face in college. By taking these courses, students can develop critical thinking, problem-solving, and time management skills, which are essential for success in higher education. Additionally, earning college credits through AP courses may save students both time and money by possibly allowing them to skip introductory courses in college.

Colleges and universities often look favorably upon students who have taken AP courses, as it demonstrates their commitment to academic excellence and their ability to handle challenging coursework. These courses will appear on a student's high school transcript and the course average will be weighted in the student's overall grade-point average. While taking advanced placement courses in high school can provide students with a competitive edge and better prepare them for future academic and professional endeavors, it is always best to check with the student's school counselor and department faculty to help determine the appropriateness of enrolling in Advanced Placement courses.

MIDDLE SCHOOL ACCELERATED COURSE OFFERINGS

Per state regulations, students in grade 8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, world languages, art, music, career and technical education subjects or science courses. Onteora offers the following opportunities to 8th grade students:

Courses:

- HS Algebra
- HS Science (Biology or Earth & Space Science)
- Studio Art

Onteora uses student data and teacher recommendations to determine eligibility for these courses. Further clarification on the determining factors may be had by contacting your child's school counselor or the middle school principal.

GRADE REPORTING

Computerized progress/grade reports are generated every five weeks. These reports will be available on the student/parent portal. Parents who require a paper copy should request one from the Principal's Office.

HOMEWORK

The Board of Education recognizes that a reasonable amount of independent study and preparation is necessary for the scholastic growth of pupils. It is also aware that the amount of preparation should increase as the child progresses through the grades.

Homework is a flexible and individual instructional responsibility of the teachers in our school system. Because of the individual differences and needs of pupils, it is unsound to require or expect all students to experience the same kind of homework in connection with their school instruction period. Purposeful homework varies from day to day with each pupil, depending upon educational capacity, potential, and need.

ACADEMIC INTEGRITY

Academic integrity is a fundamental principle that lies at the core of education. It refers to the ethical and honest behavior expected from students in their academic pursuits. Academic integrity encompasses various aspects, including, but not limited to, avoiding cheating, plagiarism, copying, and unauthorized use of artificial intelligence (AI).

Cheating involves dishonest practices such as using unauthorized materials during exams, copying from others, or seeking help from external sources without permission. It undermines the fairness of the educational system, devalues the achievements of honest students, and erodes the trust between students and educators.

Plagiarism, another form of academic dishonesty, involves presenting someone else's work or ideas as one's own without proper attribution. It not only violates intellectual property rights but also hampers the development of critical thinking, research skills, and creativity among students.

Copying someone else's work, whether it is an assignment or a project, is also a breach of academic integrity. It deprives students of the opportunity to learn and demonstrate their own knowledge and skills. It is essential for students to produce original work that reflects their understanding and efforts.

Furthermore, the unauthorized use of artificial intelligence (AI) in academic work is becoming a growing concern. While AI can be a valuable tool for research and learning, using it to generate or complete assignments without proper understanding or acknowledgment is unethical. It undermines the learning process and devalues the educational experience.

Maintaining academic integrity is crucial for several reasons. Firstly, it ensures a level playing field for all students, promoting fairness and equal opportunities. It also fosters a culture of honesty, integrity, and trust within educational institutions. Moreover, academic integrity helps students develop essential skills such as critical thinking, research, and ethical decision-making, which are valuable in their future endeavors.

Consequence for academic misconduct will result in automatic zeros on assignments and assessments, which will not be able to be made up. Additional behavioral consequences may be considered.

INCOMPLETE REPORT CARD GRADES

A grade of an incomplete (IN) on a high school report card (i.e., quarter grade, midterm grade, final exam grade) may be assigned when a student has not completed the necessary coursework or assessments within the designated time frame. This decision is often made by the teacher when extenuating circumstances hinder a student's ability to meet academic requirements. Common reasons for this may include personal challenges such as illness, family emergencies, or other significant life events that disrupt a student's focus and performance. By assigning an incomplete, the teacher acknowledges these challenges while providing the student with an opportunity to complete outstanding work without the penalty of a failing grade.

Furthermore, an incomplete grade on a report card serves as a way to encourage students to take responsibility for their learning. It allows them to demonstrate their understanding of the material at a later date, rather than being penalized for circumstances beyond their control. Teachers often set a clear timeline for when the missing work must be submitted, fostering accountability and encouraging students to engage with the material they may have struggled to complete initially. This approach not only supports individual student needs but also upholds the integrity of the educational process by ensuring that all students have a fair chance to succeed.

Incomplete grades must be replaced by a numerical grade within five weeks. It is the student’s responsibility to make arrangements with their teacher and school counselor to make up missed work. Incomplete grades that are not resolved within this time period will result in a zero.

INDEPENDENT STUDY

Independent study, for credit, will be available to meet the individual needs of students in grades 9 through 12. The principal, after consultation with relevant faculty, shall award credit to the student based on successful completion of the independent study and demonstrated mastery of the learning outcomes of the subject.

Students enrolled in the District, may earn a maximum of three (3) units of elective credit towards a Regents diploma through independent study. The student's participation in independent study shall be approved by a school-based panel consisting of, at a minimum, the principal, a teacher in the subject area for which independent credit is sought, and the School Counseling Department Director or administrator.

Credit for independent study may be awarded for elective courses only and shall not be awarded for courses required for the Regents diploma as specified in Commissioner's Regulations. All independent study must have principal's approval as per State Regulations. If funding is involved, it must be approved by the Board of Education.

Independent Study includes all studies undertaken for school credit outside the formal classroom structure. It provides an individual the opportunity, under NYS certified teacher supervision, to pursue study in an area of interest and/or enables the individual to develop a specific talent not addressed in the present course offerings.

AUDITS

In rare circumstances a student may wish to audit a class after the deadline has passed to drop a class. High school students will be allowed to audit only one class in their high school career. They will need teacher, counselor, parent, and principal permission to change their course from numeric grades to an audit. Students are still responsible for completing assignments, tests, quizzes, etc. as part of their participation in the class. The course will be noted on their transcript as an "AU" and no credit will be awarded.

COURSE MIDTERMS, FINALS, A.P. EXAMS

Students are expected to take all course midterms and finals on the scheduled date. In the event that a student misses an exam due to illness, a parent/guardian is expected to notify the school on that day and provide a doctor's note upon the student's return to school. It is the student's responsibility to reschedule their exam with their teacher. Failure to comply with the above procedure will result in a test score of a zero (0). In the event that the school district schedules additional common exams, students are expected to follow the same procedure outlined above.

Students taking an Advanced Placement (A.P.) course are expected to take the appropriate A.P. exam for that course during the testing administration period. Failure to take an A.P. exam may result in the removal of the A.P. course weighting.

HONOR ROLL SYSTEM

1. High Honors: 95-100
2. Honors: 90-94
3. Merit: 85-89

Should any student have an INCOMPLETE in any subject at the end of the marking period, the student will not be eligible for the Honor Roll.

LEARNING CENTER

The Onteora HS/MS Learning Center is open from 7:40 A.M. until 4:10 P.M., Monday - Thursday and 7:40 A.M. until 2:40 P.M., on Friday. It is open to students in grades 7-12 and all staff. The Learning Center provides a supportive, academically stimulating environment, which allows for learning outside the traditional classroom experience. The Center is equipped with a collection of resource materials including several networked computers. The Learning Center may be used for group activities, testing (make-up and alternate site), remedial support, tutoring, etc. Students are expected to assume responsibility and maintain a quiet working atmosphere, having consideration for others working.

LIBRARY

The Onteora HS/MS Library (Media Center) is open from 7:30 A.M. until 2:35 P.M. Books may be taken out for a two-week period and then renewed. Periodicals are available for overnight and weekend use.

The library maintains a continually growing collection of printed and non-printed materials selected to support and enrich the 6-12 school curriculum, providing both reference and recreational resources. The staff provides students with assistance in the selection and use of resources. A library research skills program has been implemented in grades 7 and 8 as a mandate of the New York State Regents Action Plan. Research skills are also taught in specific senior high classes. If materials are not available in our library, students may order books on loan from public and academic libraries via inter-library loan services provided by the Ulster County School Library BOCES System, located in New Paltz, New York. This service is free of charge. In order that the best possible use be made of the library facility, students are expected to assume responsibility for carrying out the necessary regulations and maintaining a quiet working atmosphere. Students are expected to use the library facilities in a proper manner, taking into consideration the rights of others. The library staff is there to assist and supervise the students who have requested permission to come to the library. Inappropriate behavior will result in loss of privileges and disciplinary action.

Students are notified of overdue library materials. If the item(s) in question is not returned or paid for after the student has received two overdue notices and a bill, the student will not be permitted to take out materials.

MARKING CALENDAR

1st Quarter

5-Week Mark	Friday, October 2nd
End of 1st Quarter	Friday, November 13th

2nd Quarter

5-Week Mark	Friday, December 18th
End of 2nd Quarter	Friday, January 29th

3rd Quarter

5-Week Mark	Friday, March 5th
End of 3rd Quarter	Friday, April 9th

4th Quarter

5-Week Mark	Friday, May14th
End of 4th Quarter	Friday, June 25th

MUSIC ROTATION SCHEDULE

Students enrolled in credit-bearing music courses (e.g. Band, Orchestra, Chorus) will be permitted, at their teacher's discretion, to leave class once every specified number of weeks to attend group music lessons.

A student may be excused from class if the student has met all of the following criteria:

1. Past homework assignments are completed and handed in.

2. The current average is passing.

3. Previously, the assignment for the next day has been completed and the student has come to class prepared. If a teacher wishes to hold a student for a few minutes at the beginning of the class to give out assignments, this is permissible. If a test is being given that day, the student will not be excused.

A pre-assigned music rotation pass will be issued. If the rotation pass is denied, the classroom teacher is to return the pass to the requesting teacher's mailbox.

STUDY HALLS

Students are required to attend all scheduled study halls unless otherwise excused. Attendance will be taken. Students are to come prepared to complete academic work.

TUTORIALS

Tutorials are a supervised class in which students will be completing school work. Teachers and teaching assistants will assist students in the needed areas of study.

BELL SCHEDULE

Period 1	7:40 – 8:22
Period 2	8:26 – 9:08
Period 3 + HR	9:12 – 9:59
Period 4	10:03 – 10:45
Period 5 (6/7/8 Grade Lunch)	10:49 – 11:31
Period 6 (9/10 Grade Lunch)	11:35 – 12:17
Period 7 (11/12 Grade Lunch)	12:21 – 1:03
Period 8	1:07 – 1:49
Period 9	1:53 – 2:35

TWO HOUR DELAY BELL SCHEDULE
Middle School / High School

A.M. BOCES is cancelled. (A.M. BOCES students are to report to the library until their next scheduled class.) P.M. BOCES students will leave after second period.	
Period 1	9:40 - 10:09
Period 2	10:13 – 10:42
Period 3 + HR (2 minutes)	10:46 – 11:17
Period 4	11:21 – 11:50
Period 5 (6/7/8 Grade Lunch)	11:54 – 12:23
Period 6 (9/10 Grade Lunch)	12:27 – 12:56
Period 7 (11/12 Grade Lunch)	1:00 – 1:29
Period 8	1:33 – 2:02
Period 9	2:06 – 2:35

THREE HOUR DELAY BELL SCHEDULE
Middle School / High School

A.M. BOCES is cancelled. A.M. BOCES students are to report to the library until their scheduled classes begin. P.M. BOCES students will report to the cafeteria until their 10:48 dismissal to the BOCES bus at the West End entrance. (*In the event that multiple three-hour delays are used, an amendment to this schedule will be posted on the high school webpage.*)	
Period 3 + HR (1 minute)	10:40 – 11:11
Period 4	11:15 – 11:45
Period 5 (6/7/8 Grade Lunch)	11:49 – 12:19
Period 6 (9/10 Grade Lunch)	12:23 – 12:53
Period 7 (11/12 Grade Lunch)	12:57 – 1:27
Period 8	1:31 – 2:01
Period 9	2:05 - 2:35

WITHDRAWAL FROM SCHOOL

State Education Law states that children who turn 16 years of age, during the school year must remain in school until the end of that school year. If a student leaves to attend another school, the student should secure a transfer and immunization records from the School Counseling Department to present to the student's new school. It is important that the student notify both the School Counseling Department and the Assistant Principal's office of the withdrawal. The School Counseling Department provides a check-out sheet to facilitate such matters. School books should be returned to the respective subject matter teachers, and the student's gym and hall lockers should be cleaned out before the student leaves.

* State Law indicates July 1, as the beginning of the school year.

DIGNITY FOR ALL STUDENTS ACT

The Board of Education recognizes that a learning environment that is safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting, hazing, and intimidation. The District will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct that is inconsistent with the District's educational mission.

Consistent with Policy 3420 Anti-Harassment in the School District, the District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at school-sponsored events and activities that take place on or off of school property. In addition, any act of discrimination or harassment outside of school-sponsored events that can reasonably be expected to materially and substantially disrupt the educational process may be subject to discipline.

Middle School Dignity Act Coordinator: Don Solimene, 845-657-2373 Ext. 2210, dsolimene@onteora.k12.ny.us
High School Dignity Act Coordinator: Sarah Turck, 845-657-2373 Ext. 2110, sturck@onteora.k12.ny.us

DISTRICT'S TITLE IX NONDISCRIMINATION STATEMENT

The Onteora Central School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District's Title IX Coordinator is Stephanie Laffin, Assistant Superintendent for Curriculum and Instruction, 4166 Route 28, Boiceville, NY 12412, email: TitleIX@onteora.k12.ny.us. The contact information for OCR is found here.

The District's Nondiscrimination Policy 6120 and grievance procedure are available in the Onteora School District Policy Manual.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please send an email to TitleIX@onteora.k12.ny.us. You may also refer to Policy 3420, Policy 3421, and Policy 3421.1 which can also be found in the District's Policy Manual.

ATTENDANCE

SCHOOL ATTENDANCE GUIDELINES

Parents/guardians are responsible under the School Attendance Laws of New York State for their children's regular attendance and punctuality. Parent/guardian must contact the school by 9:30 a.m. if their child is not going to be attending school that day. All notes must be sent in or e-mailed to the Middle School/High School attendance secretary. For grades 6 through 8, e-mails are sent to msattendance@onteora.k12.ny.us and for grades 9 through 12, e-mails are sent to hsattendance@onteora.k12.ny.us. The number to call is 657-2373 with any questions.

The Board of Education recognizes the following as excused absences, each of which must be verified by the student's parent or guardian, in writing, or school personnel, where applicable:

1. Personal illness;
2. Death in the immediate family;
3. Religious observance;
4. Required attendance in court;
5. Approved school-sponsored activities, including field trips, interscholastic athletics, musical and other competitions;
6. Directed or authorized presence at the Administrative Offices or Nurse's Office;
7. Quarantine;
8. Emergency dental and medical appointments;
9. Military obligations;
10. Approved cooperative/work study program;
11. College visitations [only for juniors and seniors], with the prior knowledge and approval of parents and counselors, so long as it does not exceed 4 days in a school year.

A written excuse must be presented by the student on the day when returning to school following such absence. No written excuse for an absence will be accepted if the excuse is submitted more than 3 days after the date of the absence, unless it is a doctor's note. Any absence not provided for on the excused list shall be deemed as unexcused. No parent has the right to illegally prevent a student from attending school.

A student will be given an unexcused absence for truancy. The student is responsible for all work missed.

Students violating N.Y.S. Law in such a manner will be suspended as outlined in the Code of Student Conduct.

ABSENT STUDENT ASSIGNMENTS

If a student is to be absent for a short time (1-2 days), the student is requested to contact fellow classmates for assignments. If an extended absence is anticipated (longer than 2 days) contact the School Counseling Department so arrangements can be made for collection of assignments.

ATTENDANCE PROCEDURES

1. The attendance office will provide a list of students who reach the following absences for administrative action:

    a. 10 consecutive days absent – Letter/Email sent to parents

    b. 15 consecutive days absent – Phone call to parents

    c. 20 consecutive days absent – Parent conference required

2. Attendance is taken each period, with the exception of lunch, by the classroom teacher or their substitute.

3. Students who are tardy to school will report to the attendance desk.

4. Students who cut a class are still responsible for all classwork and will receive a zero for any quizzes or tests that were administered. Students will receive a disciplinary consequence for cutting a class.

5. Students are required to provide a written excuse when they return to school.

6. All students must be in attendance for at least half of the school day (i.e., 4 academic periods) in order to participate in all school functions that day including sports, school clubs and activities. Excused absences for part-day absences, such as doctors' appointments, or school related activities, meet this attendance requirement. A student cannot miss more than four consecutive periods in a given day to be considered a part-day absence.

EARLY DISMISSAL NOTES

1. Students must present a note from their parent/guardian to the Middle School/High School attendance secretary prior to the beginning of first period.

2. The note must contain the pick-up time, reason for early dismissal and contact number(s) for the parent/guardian.

3. If the student is being picked up by someone other than their parent/guardian, the name of the individual picking up the student must also be included in the note.

4. Telephone contact will be made to the student's parent/guardian to confirm the note prior to an early dismissal pass being provided. Failure to confirm with the parent/guardian will result in denial of an early dismissal pass.

5. In the event that a written note is unable to be provided for early dismissal due to unexpected circumstances, an e-mail must to be sent to the Middle School/High School attendance secretary. For grades 6 through 8, e-mails are sent to msattendance@onteora.k12.ny.us and for grades 9 through 12, e-mails are sent to hsattendance@onteora.k12.ny.us. The e-mail must include the information requested above.

6. Onteora is a closed campus. Students are not permitted to leave the campus for lunch. Students who leave for a doctor's appointment and return for classes may be asked for a note from their doctor verifying they were seen.

SUSPENSION

Students who are suspended out of school are responsible for all work missed. All make-up work must be handed in within one week after returning from suspension or be recorded as a zero. Any students suspended 2 or more days has the right to receive two hours a day of home instruction provided by the district.

Students under suspension, in school and out of school, will not be permitted to participate or attend any school sanctioned activities on or off school grounds.

PLANNED ABSENCES FOR VACATION

Planned absences to accompany parents on vacation while school is in session are unexcused absences. Such absences are considered under N.Y. State Law to be unlawful. Therefore, such absences are discouraged.

Parents who unlawfully detain students for "vacation" purposes are encouraged to discuss their child's academic record with the Principal at least one week prior to such absences and preferably before planning a vacation.

Students who are absent because of accompanying parents on vacation shall be held accountable and responsible for all subject matter requirements and assignments missed. Assignments will not be given in advance. Assessments, including mid-term and final exams, will not be rescheduled for unexcused absences

DISCIPLINE

INTRODUCTION

The Onteora Board of Education hopes that our students will become passionate learners who are empowered to achieve their dreams and act as good citizens of the world and of their community at large.

To achieve this goal, the Board strives to provide safe schools for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex and to ensure that all members of the school community assume personal responsibility and behave with a sense of mutual respect. The Board recognizes that to maintain such an environment, we must all live within certain boundaries and that inappropriate action by one person can infringe upon the rights of another. When conflicts arise, we are committed to abiding by the guiding principles of Positive Behavior Intervention and Supports (PBIS) with nonviolent resolutions that encourage personal growth, responsibility, recovery and that treat each individual with respect and dignity.

This Code of Conduct, consistent with Board Policies 3410 Code of Conduct on School Property and 7310 School Conduct and Discipline, describes the behavior that the Board expects from all members of the school community, identifies consequences if those standards are not met, and establishes procedures to ensure that discipline, when necessary, is prompt, fair, progressive and effective.

DEFINITIONS

For the purposes of this Code, the following definitions apply:

1. **Bullying:** A form of harassment (see below).
2. **Cheating:** Using the ideas, works, creations, or words of another in completing examinations, projects, or reports (and includes plagiarism, below).
3. **Controlled Substance:** A drug or other substance (including synthetic drugs such as synthetic cannabinoids) identified in certain provisions of the federal Controlled Substances Act specified in federal and state law and in regulations applicable to Policy 7320 Alcohol, Drugs and Other Substances.
4. **Cyberbullying:** Harassment/bullying through any form of electronic communication.
5. **DASA:** Dignity for All Students Act. A New York State law that seeks to provide the state's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, school buses, and/or at school functions.
6. **Disability**: (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions, which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment.

7. **Discrimination:** Discrimination against any student by a student or students and/or employee or employees 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, or sex.
8. **Disruptive Person**: Anyone who substantially disrupts the educational process or substantially interferes with the teacher's classroom authority.
9. **Emotional Harm**: Within the context of harassment or bullying, "emotional harm" means harm to a student's emotional well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.
10. **Employee:** Any person receiving compensation from the School District or employee of a contracted service provider or worker placed with the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to the District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).
11. **Excused Absence**: Il Whenever your child is absent, State law requires that a written explanation be sent to the Main Office on the day that they return to school, consistent with Policy 7110 Comprehensive Student Attendance Policy.
12. **Gender:** Actual or perceived sex, including a person's gender identity or expression.
    a. **Gender Expression:** The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.
    b. **Gender Identity:** One's self-concept of being male or female, as distinguished from actual biological sex or sex assigned at birth.
13. **Harassment:** The creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying, that either: (a) has or would have an effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, and/or physical well-being, including conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.
14. **Hazing:** A form of harassment that occurs while initiating a student into a school organization or activity, which involves committing an act against the student or coercing the student into committing an act against someone else that risks emotional, physical, or psychological harm to the student or another person. The fact that the victim may consent to the act does not excuse the behavior or lessen the offense.
15. **Illegal Substances:** These include but are not limited to amphetamines, cocaine, heroin, inhalants, LSD, look-alike drugs, synthetic drugs, marijuana, PCP, steroids, alcohol, and any substances commonly referred to as "designer drugs.".
16. **Parent:** Parent, guardian, or person in parental relation to a student.

17. **Plagiarism:** The use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources, the Internet, and world-wide web, even with minor alterations.
18. **School Property:** The area within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law § 142.
19. **School Function:** Any school-sponsored extracurricular event or activity whether on or school property.
20. **Sexual Orientation:** Actual or perceived heterosexuality, homosexuality, or bisexuality.
21. **Student:** Any child between the ages of 3 and 21 years of age enrolled in the Onteora Central School District educational programs.
22. **Unexcused Absence:** For a list of excused reasons for school absences, see "Excused Absences" (above). By law, school days missed due to family vacations must be recorded as unexcused absences.
23. **Violent Person:** Any person, while on school property or at a school function, who:
    a. Commits an act of violence upon a school employee, another student, or any other person or attempts to do so.
    b. Possesses or threatens to use a weapon, or displays what appears to be a weapon.
    c. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
    d. Knowingly and intentionally damages or destroys School District property.
24. **Weapon:** A firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act or anything else that can cause physical injury or death when used to cause physical injury or death. Weapons include the following:
    a. A firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun;
    b. a switch;
    c. a blade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife;
    d. a billy club, blackjack, bludgeon, chukka stick, or metal knuckle;
    e. a sandbag or sandclub;
    f. a sling shot or slungshot;
    g. a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nunchuks, or shuriken;
    h. an explosive, including, but not limited to, a firecracker or other fireworks;
    i. a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
    j. an imitation gun;
    k. a loaded or blank cartridge or other ammunition; and
    l. any other deadly or dangerous instrument.

25. **Visitor:** Any community member or other individual who comes to our schools, including but not limited to school buildings, school grounds, and school events, either on or off site.

STUDENT RIGHTS & RESPONSIBILITIES

Students have a right to:	**Students have the responsibility to:**
A free, appropriate public education that will prepare them for active citizenship in a democracy.	Attend classes per Policy 7110 Comprehensive Student Attendance Policy, observe school rules, and work for satisfactory achievement.
A safe and secure environment that promotes academic and social/emotional learning.	Refrain from violence. Notify an adult of the presence of drugs, alcohol, weapons, harassment, and other violent acts or threats of violence.
Speak and be heard.	Listen to others.
Take part in any school activity on an equal basis.	Participate and support others in school events.
Be treated with courtesy and respect.	Be courteous and respectful.
Freedom from bullying, harassment, and other abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.	Speak up about and refrain from bullying, harassment, and other abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
Academic and emotional support.	Ask for help when it is needed and offer help to peers when needed.
Express themselves through their choices in clothing and appearance.	Adhere to the school Dress Code.
Communicate thoughts and beliefs that do not interfere with the rights of others or school operations.	Show consideration for people whose beliefs differ from their own.
Assemble peacefully.	Get permission from appropriate school personnel before assembling.
Learn strategies that develop cooperation, tolerance, and conflict resolution.	Use cooperative solutions.
Be informed of school policies and rules.	Abide by the Code of Conduct.

CLASSROOM

Students must come prepared for class each day with notebook, pen, or pencil and necessary textbooks or equipment. All textbooks are to be covered properly. Textbooks are loaned to students in good faith to use for their progress. Students are responsible for replacing lost or damaged textbooks.

HALL PASSES

Between the hours of 7:40 A.M. and 2:35 P.M., no student may be in the halls during class time without a teacher-issued digital pass. Each student must have their own pass. Students must go directly to their destination without detours.

TARDINESS

Students are to be on time for all classes. If a student has been detained by the office or a teacher, the student should get a pass from the office or teacher who caused the tardiness, before going to the next class. No tardiness between classes should exist. If a student is late, the classroom teacher will take appropriate action. Every three tardies may result in a referral and detention.

STUDENT DRIVING PRIVILEGES ON SCHOOL GROUNDS

A limited number of parking spaces have been allocated for students who are approved by the building administration to drive to school. A student who wishes to drive their vehicle to school must complete an application for student parking privileges and receive approval for this privilege. Approved students will be issued a permit sticker that must be placed on the driver's side front windshield next to the vehicle's registration sticker.

Students who drive to school must exhibit safe and responsible driving practices at all times. Unsafe driving practices (i.e., speeding, tire burn-outs, driving off pavement, etc.) may result in a loss of driving privileges or other behavioral consequences. Student drivers are not to loiter in the parking areas. All student drivers are to park in the designated area of the West End parking lot. All disciplinary actions will be at the discretion of the building principal and a student's driving privilege may be revoked at any time.

Please note the following additional guidelines:

1. Students may only park at the West End/Tennis Court parking lot during the instructional day.
2. Students may not park in visitor spaces or other designated reserved spaces without the approval of the building administration.
3. Student vehicles are to be used to drive to school for classes and to return home at dismissal.
4. Student vehicles will not be used to leave school during the day, except in an emergency and with the permission of the administration and a parent/guardian. Students who leave without permission will be subjected to the revocation of their parking privileges as well as other disciplinary actions.
5. Students are not permitted to drive to their BOCES programs without prior approval from both BOCES and the high school administration. Students are never permitted to transport other students to BOCES.
6. The vehicle must be locked at all times and will not be used by the student or their friends to loiter in or accessed for other purposes without administrative approval.
7. Students are not permitted to drive other students. The vehicle is not to be loaned to another student without prior written parent/guardian approval and administrative approval.
8. All vehicles parked in school facilities must have a valid permit. Failure to do so may be deemed trespassing.
9. No reckless driving or speeding is permitted.
10. All policies and the Code of Conduct regarding use of School District property apply to vehicles parked on school property (including but not limited to no possession or use of

alcohol, illegal or other drugs, tobacco products, smoking, vaping, etc. on school property).

11. No vehicle may be left on school property overnight unless there is an emergency and the student receives prior written permission of an administrator.
12. Students park on school property at their own risk. The School District will not beliable for any damage to the vehicle being towed by the School District or otherwise taken from the property by a third party.
13. All vehicles are subject to administrative search.
14. Parking privileges can be revoked after a student is late 3 or more times to school.

Parking privileges will be revoked for failure to follow the above rules. Consequences for violations may include:

1. 1st Violation – Warning based on the Code of Conduct and parent contact.
2. 2nd Violation – Suspension of parking and possible towing of the vehicle.
3. 3rd Violation – Revoking of parking privileges for up to one year, Towing of the vehicle from school grounds at the owner's expense.

ELECTRONIC EQUIPMENT

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, but do not include any such device supplied by the district for educational purposes. Other personal electronic devices include devices which are not capable of connecting to the internet and accessing content on the internet, fitness trackers, wired or wireless headphones and earbuds, e-readers, calculators, voice recorders, cameras, and music devices. These devices can create significant distraction to 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.

In addition, the Board of Education encourages faculty and staff to minimize the use of personal devices during the school day.

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, guardians, and authorized emergency contacts may contact their children via the following methods: calling the school office or the school-provided email address. Students may contact their parents by asking to use a phone in the main office, nurse's office, or counselor's/service provider's office. 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).

Enforcement, Consequences, and Reporting
Enforcement of this policy is chiefly the responsibility of 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 following shall occur:
In the event that a student is observed using an unauthorized electronic device, or is seen to have an unauthorized device on their person, the following shall occur:

First Offense: The device will be confiscated by a staff member, and the student will be referred to the administration. Noncompliance will be viewed as insubordination and treated accordingly. The device will be turned over to a building administrator. Students will be provided with the consequence of having to bring their device to the principal's office each day, for a period of five consecutive school days, so that it can remain out of their possession during the instructional day.

Second Offense: The device will be confiscated by a staff member and returned only to the student's parent/guardian by an administrator following communication with a parent/guardian. Additional consequences for students, such as detention and in-school suspension, will also be considered.

Subsequent violations of this policy shall result in additional behavioral consequences, including the possibility of in-school suspension. 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.

*Please note that if a parent needs to contact a student during school hours, they may call the main office at (845) 657-2373, the middle school office at (845) 657-2373 x2210, or the high school office at (845) 657-2373 x2110.

BEST PRACTICES FOR WI-FI DEVICES

1. Turn off the device when not in use.

2. If the device is to stay on, turn Wi-Fi off when not in use (switch on side, airplane mode on iPad).

3. Always place the device on a solid surface.

4. Viewing distance should be a minimum of 12 inches from the screen.

DRESS CODE

All members of the school community should dress in appropriate clothing. Dress and grooming should be safe and appropriate and should not disrupt or interfere with the educational process at school or at school functions, on or off school property. Each building principal or their designee will inform students and parents/guardians of the Dress Code, consistent with Policy 7312 Student Dress Code, at the beginning of the school year.

Specifically, the following clothing items are unacceptable:

1. Clothing, jewelry, bags, backpacks, or accessories that endanger health or safety.

2. Footwear that is deemed hazardous by the administration, as well as bare or stocking feet.

3. Items that are vulgar, obscene, or libelous or denigrate others on account of color, creed, disability, sex, gender, national origin, ethnic group, sexual orientation, race, religion, religious practice, weight or other physical characteristics, or socio-economic background.

4. Items that promote or endorse the use of alcohol, tobacco, or illegal drugs or encourage other illegal or violent activities (e.g., gang affiliations, promotion of weapons, etc.).

5. Hats/Head Coverings are not permitted for middle school students without the permission of the middle school principal.

6. Students may not wear hoods inside the building.

7. Items that may cause a disruption to the education process as determined by administration (e.g., Confederate Flag or swastika).

All members of the school community must be dressed in appropriate clothing and protective equipment as required for physical education classes, participation in athletics, science laboratories, technology classes, and home and careers skills classes.

All students participating in middle school and high school physical Education class will be provided with a unisex t-shirt for Physical Education class. This will provide a safe and appropriate environment. If a student does not bring this shirt to their class, they will be given a spare shirt from their teacher.

Students who violate the Dress Code will be asked to cover or remove the offending item and, if necessary or practical, replace it with an acceptable one. Parents/guardians may be asked to bring replacement clothing to school. Any student who refuses to comply may be subject to discipline, up to and including in-school suspension for the day. Students who repeatedly violate the Dress Code may be subject to further discipline, up to and including out-of-school suspension. Parents/guardians will be notified of repeated Dress Code violations.

EXPECTED BEHAVIOR

All members of the school community should respect the rights and welfare of others, act ethically, and care for school facilities and equipment. The Board expects respectful behavior and civil conduct on all school property, including buses, and at all school functions, whether on or off school property.

1. **The Board will not tolerate**:

   a. Threats of violence in school, per Policy 3412 Threats of Violence in School.

   b. Possession or use of weapons or illegal materials.

   c. Possession, distribution, use, or being under the influence of alcohol or illegal substances (including synthetic drugs).

   d. Behaviors that infringe on the physical, social, mental, or emotional well-being of others, or that disrupt the safety and support of the educational environment.

   e. Bullying, harassment, or discrimination on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, or for any other reason.

   f. Academic misconduct (e.g., plagiarism, cheating, copying, altering records, forging documents such as passes, notes, etc., assisting another student in any of these actions).

   g. Damage to school property, including buses, or the property of others, per Policy 7311 Loss or Destruction of District Property or Resources.

   h. The physical or electronic dissemination, posting, or sharing of materials that are obscene, advocate illegal action, or appear libelous to students or faculty.

   i. The posting of materials without the consent of the building administrator.

   j. Entering or remaining on school property without authorization.

   k. Violation of any federal, State or local law, or Board policy.

EXPECTATIONS FOR STAFF, PARENTS/GUARDIANS, AND VISITORS

1. **Parents/guardians** are expected to:

   b. Recognize that the education of their children is a joint responsibility of parents/guardians and the school community.

c. Send their children to school ready to participate and learn.

d. Ensure their children attend school regularly and on time and that absences are excused.

e. Ensure their children are dressed and groomed in a manner consistent with Policy 7312 Student Dress Code.

f. Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.

g. Know the District Code of Conduct and school rules and help their children understand them.

h. Convey to their children a supportive attitude toward education and the school community.

i. Build good relationships with teachers, other parents/guardians, and their children's friends.

j. Help their children deal effectively with peer pressure.

k. Inform school officials of changes in the home situation that may affect student conduct or performance.

l. Provide a place for study and ensure homework assignments are completed.

m. Provide accurate and updated emergency information.

2. **All school personnel**, per Policy 6410 Maintaining Discipline and Conduct, are expected to:

a. Promote a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen each student's positive self-image.

b. Teach common courtesies by precept and example.

c. Treat students in an ethical, responsible, and nondiscriminatory manner.

d. Help students to reach their maximum potential.

e. Demonstrate desirable standards of behavior through personal example.

f. Report violations of the Code of Conduct to the building principal or acting building principal.

g. Immediately report and refer violent students to the principal or Superintendent of Schools.

h. Address issues of harassment (including bullying) or any situation that threatens the emotional or physical health or safety of any student, employee, or other person lawfully on school property or at a school function.

i. Address personal biases that may prevent equal treatment of all students and staff.

j. Maintain confidentiality in accordance with federal and state law.

3. **Teachers** are also expected to:

a. Be prepared to teach.

b. Demonstrate interest in teaching and concern for student achievement.

c. Know school policies and rules, and enforce them in a fair and consistent manner.

d. Communicate to students and parents/guardians:

i. Course objectives and requirements.

ii. Marking/grading procedures.

iii. Assignment deadlines.

iv. Expectations for students.

v. Classroom discipline plan.

e. Communicate regularly with students, parents/guardians, and other teachers concerning growth and achievement.

f. Read, understand, and comply with a student's IEP, §504 Plan, and behavior improvement plan.

g. Comply with state law and regulations regarding corporal punishment and mandated reporting of suspected child abuse in the domestic setting and in the educational setting.

4. **Dignity Act (or Bullying Prevention) Coordinators** are also expected to:

a. Promote a safe, orderly, and stimulating school environment supporting active teaching and learning for all students, regardless of actual or perceived race, color,

weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.

b. Identify curricular resources that support the infusion of civility into classroom instruction and classroom management, and provide guidance to staff as to how to access and implement those resources.

c. Coordinate training in support of the District's Policy 7380 Dignity For All Students.

d. Be responsible for monitoring and reporting on the effectiveness of the District's Policy 7380 Dignity For All Students.

5. **Building administrators** are also expected to:

a. Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students.

b. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.

c. Ensure that students and staff receive training in the Code of Conduct and anti-harassment policies.

d. Support the development of student participation in appropriate extracurricular activities.

e. Be responsible for communicating expectations and for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly.

f. Evaluate all instructional programs on a regular basis.

g. Evaluate student attendance at least annually and make recommendations to the Board and Superintendent to increase attendance.

h. Empower and create success for disenfranchised and disengaged students.

6. **The Superintendent and District administrators** are also expected to:

a. Promote a safe, orderly, and stimulating school environment supporting active teaching and learning for all students.

b. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.

c. Inform the Board about educational trends relating to student discipline.

d. Work to create instructional programs that maximize student learning and performance by engaging students and staff in meaningful academic exercises.

e. Work with District administrators in enforcing the Code of Conduct, the Dignity for All Students Act, and ensuring that all cases are investigated properly and resolved promptly and fairly.

7. **Members of the Board of Education** are also expected to:

a. Collaborate with students, teachers, administrators, parent organizations, school safety personnel, and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of individuals to create an invigorating learning community.

b. Adopt and review at least annually the District Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.

c. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

PROHIBITED CONDUCT

1. Disorderly or disruptive conduct, such as but not limited to:

a. Running in hallways.

b. Making unreasonable noise.

c. Using language or gestures that are abusive, lewd, obscene, or profane.

d. Obstructing vehicular or pedestrian traffic.

e. 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.

f. Unless authorized by a District administrator for use as academic technology, students are prohibited from using cell phones, responding to pagers, or using MP3 players or other personal entertainment devices. Misusing computer or electronic devices (including the unauthorized use of computers, software, or an internet or intranet account), accessing inappropriate websites, or any other violation of the District's acceptable use policy is prohibited. In addition, communication devices must be silenced and cannot be used at any time during an emergency situation to ensure the safety of all individuals in the school building, unless the user has been authorized to do so. Reference Policy 7314 Student Use of Computerized Information Resources and Policy 7370 Use of Electronic Devices by Students.

g. Failing to comply with the reasonable directions of teachers, school administrators or other school employees.

h. Trading or selling cards, or other personal property/possessions.

i. Engaging in any willful act that disrupts the normal operation of the school community.

2. Insubordinate conduct, such as but not limited to:

a. Failing to comply with the reasonable directions of teachers, school administrators, or other school employees.

b. Showing disrespect to District employees.

c. Arriving late, leaving early, or missing school without permission.

d. Skipping detention.

3. Violent conduct, such as but not limited to:

a. Committing or attempting to commit an act of violence (such as hitting, biting, kicking, punching, spitting, or scratching) upon a student, any school employee, or any other person lawfully on school property.

b. Possessing a weapon, unless express written permission is given by the Superintendent or the Superintendent's designee.

c. Possessing or displaying what appears to be a weapon.

d. Threatening to use a weapon.

e. Intentionally damaging or destroying school district property or the property of others.

f. Conduct that intimidates or that promotes or conspires to cause or causes physical or emotional injury to others

4. Conduct that endangers the moral well-being, health, safety or welfare of others, such as but not limited to:

a. Lying to school personnel.

b. Loitering, littering, spitting, or urinating in public.

c. Stealing.

d. Defamation, including violating the privacy of an individual or group of individuals, or making false statements or misrepresentations that harm the reputation of an individual or group by demeaning them.

e. Discrimination, or the negative or offensive treatment of an individual or group based on actual or perceived color, creed, disability status, gender, sex, sexual orientation, weight, race, national origin, ethnic group, religion, religious practice, or other discriminatory classification or using any of the above as a basis for treating another in a negative or offensive manner.

f. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions, or statements directed at an identifiable individual or group, which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.

g. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or retaining (unless for the purpose of reporting/evidence) sexually explicit videos, pictures, or auditory recordings and other verbal or physical conduct or communication of a sexual nature, consistent with Policies 6121 Sexual Harassment of School Personnel and 7551 Sexual Harassment of Students.

h. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club, or team.

i. Bullying, which consists of inappropriate persistent physical, verbal, and/or nonverbal behavior, including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs.

j. Cyberbullying, including, but not limited to, the use of instant messaging, email, websites, social networking sites, text messaging, or the use of any electronic or digital communication when such use infringes upon the general health, safety, and welfare of District students and employees.

k. Selling, distributing, using, or possessing obscene material.

l. Using any form of tobacco and or possession of any related paraphernalia.

m. Possessing, consuming, selling, distributing, or exchanging look-a-like drugs, synthetic drugs, drug paraphernalia, alcoholic beverages, or illegal substances, or being under the influence of any of the above. Possessing, consuming, selling, distributing, exchanging, or sharing prescription and nonprescription drugs.

n. Gambling or extortion.

o. Exposure of the body’s private parts.

p. Making a false alarm about a fire, bomb threat, or other emergency, or inappropriately calling 911 or discharging a fire extinguisher or an automatic external defibrillator. In addition, communication devices must be silenced and cannot be used at any time during an emergency situation to ensure the safety of all individuals in the school building, unless the user is authorized to do so.

q. Reckless or unauthorized operation of a motor vehicle on and around school property.

r. Engaging in or displaying unacceptable physical or sexual contact.

5. Misconduct on school buses, consistent with Policy 7340 Bus Rules and Regulations, such as but not limited to:

   a. Any activity or conduct that distracts the bus driver.

   b. Any activity or conduct not allowed in school or at school functions.

6. Academic misconduct, such as but not limited to:

   a. Plagiarism.

   b. Cheating.

   c. Copying.

   d. Altering records.

   e. Assisting another student in any of the above actions.

   f. Failure to return documents or school property in a timely fashion.

7. Off-campus misconduct: A student may be subject to discipline for conduct constituting a crime that is committed off school premises or at non-school sponsored activities to the extent that the Superintendent of Schools or Board of Education reasonably believes that the continued attendance in school of the student would adversely affect the educational process (e.g., disrupts the operation of the school) or constitutes an endangerment to the health, safety, welfare, or moral well-being of the student and/or others in our schools.
   A student may be subject to discipline for off-campus misconduct that does not involve criminality that the Superintendent of Schools or Board of Education reasonably believes has a nexus to the educational process (i.e., student-student, student-personnel, and interactions that could have a detrimental or disruptive effect upon school programs or activities).

   Examples of off-campus misconduct that endangers students or staff on school grounds or that substantially disrupts the educational process, such as but not limited to:

a. Cyberbullying, or using the telephone, email, or another form of electronic, digital, or other communication to harass or threaten students or school staff on school property or to substantially interfere with school procedures.
b. Harassment, bullying, or hazing.

Repeated infractions may lead to more severe consequences, including (for chronic, repeated, serious infractions) permanent suspension.

The Administration reserves the right to implement disciplinary action for incidents not specifically identified above.

REPORTING CODE VIOLATIONS

Each individual in the school community has the responsibility to report Code violations that they witness. Violations involving weapons, alcohol, bullying, harassment and intimidation, or illegal substances (including synthetic drugs such as synthetic cannabinoids) must be reported immediately. Students should report violations to the building principal or a school counselor, social worker, teacher, or any adult they trust. Adults should report violations in accordance with District policies 5573 "Whistle Blower" Protection Policy and 6410 Maintaining Discipline and Conduct. When Code violations break not only school policy but also the law, the school principal or designee may consult with the Superintendent of Schools to determine if law enforcement notification/involvement is warranted. Building/District administrators reserve the right to notify law enforcement agencies at their discretion.

DISCIPLINARY CONSEQUENCES, PROCEDURES AND REFERRALS

The Board believes that the best discipline is that which is self-imposed. Adults should model self-discipline and help students accept responsibility for their actions.

Disciplinary action should be used only when necessary and in accordance with applicable contracts, laws, regulations, and policies. Such actions should not just punish, but also encourage personal growth and individual responsibility. Staff members authorized to impose discipline should act in a prompt, fair, progressive and problem-solving manner.

1. School personnel administering student discipline should consider:

    a. The student's age, learning style, and prior disciplinary record.

    b. The nature and circumstances of the offense.

    c. The effectiveness of any prior discipline.

    d. Information from parents/guardians, teachers, or others, as appropriate.

    e. Other extenuating circumstances.

CONSEQUENCES

For students, consequences can range from an oral warning to permanent school suspension. Disciplinary action against staff will conform to law and applicable contracts. Visitors will be asked to leave the building.

Students:

Students who violate the District's Code of Conduct are subject to the following consequences, either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

1. Oral warning: any member of the District staff.

2. Written referral: Any member of the District staff.

3. Written notification to parent, guardian: principals or their designee, assistant principals and Dean of Students.

4. Detention: teachers, principals or their designee, assistant principals, and the Superintendent.

5. Suspension from transportation: The Director of Transportation, principals or their designee, assistant principals, Dean of Students and the Superintendent, consistent with Policy 7340 Bus Rules and Regulations.

6. Suspension from athletic participation: coaches, principals or their designee, assistant principals, athletic directors, and the Superintendent.

7. Suspension from social or extracurricular activities: club advisors, principals or their designee, assistant principals, Dean of Students and the Superintendent.

8. Suspension of other privileges: principals or their designee, assistant principals, Dean of Students and the Superintendent.

9. In-school suspension: principals or their designee, assistant principals, Dean of Students and the Superintendent.

10. Removal from classroom: teachers, principals or their designee, assistant principals, Dean of Students and the Superintendent, consistent with Policy 7315 Teacher Removal of Disruptive Students from the Classroom.

11. Short-term (five days or less) suspension from school: principal.

12. Long-term (more than five days) suspension from school: The Superintendent or designated hearing officer, after a hearing.

13. Placement in an interim alternative educational setting for a period of up to 45 school days, in the case of a student with a disability whose knowing possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance or inflicting a serious bodily injury to another person at school or a school function is determined not to be related to their disability: The Superintendent or designated hearing officer, after a hearing.
14. Permanent suspension from school: Superintendent with the approval of the Board of Education, after a hearing.

15. All incidents of academic misconduct could result in a grade of zero and other academic consequences.

Staff:
Staff members who violate this Code will be subject to discipline consistent with Board Policy 6110 Code of Ethics for all District Personnel and applicable collectively negotiated agreements.

Visitors:
Parents, guardians, and visitors who violate this Code will be asked to leave the premises.

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

Repeated infractions may lead to more severe consequences, including (for chronic, repeated, serious infractions) permanent suspension.

PROCEDURES

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence 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 consequence in connection with the imposition of the consequence.

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

1. **Detention:**
   Teachers, principals, and the Superintendent may use after-school detention or lunch or recess detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. **Suspension from Transportation:**
   If a student does not conduct themselves properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention via their supervisors. Students who become a serious disciplinary problem may have their riding privileges suspended by

the building principal or the Superintendent or their designees, consistent with Policy 7340 Bus Rules and Regulations. In such cases, the student's parent/guardian will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from school, the District will make appropriate arrangements to provide for the student's education.

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

3. **Suspension from athletic participation, extracurricular activities, and other privileges:**
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/guardian will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the consequence involved.

4. **In-School Suspension:**
The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes 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."

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/guardian will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the consequence involved.

5. **Suspension from School:**
Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the safety, moral well-being, health, or welfare of others.

The following circumstances subject the student to immediate suspension as well as all classroom, co-curricular, and extracurricular activities:

a. Coming to school in a drunken or drugged condition. (Possible police involvement).

b. Use or possession of alcoholic beverages or other drugs on school property. (Police involvement).

c. Coming on school property after drinking alcoholic beverages. (Possible police involvement).

d. Assault of a teacher or any school personnel or causing bodily harm to them. (Possible police involvement).

e. Crossing Route 28 without permission or leaving school grounds without permission from an administrator.

f. Reporting a false alarm, arson, calling in a bomb threat. (Police involvement).

g. Possession of a weapon on school property. (Gun-Free Schools Act: Any student who has brought a "firearm" to school, shall be suspended for a period of not less than one calendar year subject to a determination of the Superintendent on a case-by-case basis). (Police involvement).

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the building principals, consistent with Policy 7313 Suspension of Students.

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.

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 schoo**l**:**
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/guardians in writing that the student may be suspended from school. The written notice must be provided by personal delivery, mail delivery, or some other means that is reasonably calculated to assure receipt of the notice of the decision to suspend at the last known address for the parents/guardians. 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/guardians.

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/guardians 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/guardians.

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.

b. **Long-term (more than 5 days) suspension from school:**
When the Superintendent or building principal determines that a suspension for more than five days may be warranted, they shall give reasonable notice to the student and the student's parents/guardians of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against them, and the right to present witnesses and other evidence on their behalf.

The Superintendent shall personally hear and determine the proceeding or may, using their 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 them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof. An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the Superintendent's decision, unless the parents/guardians can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

MINIMUM PERIODS OF SUSPENSION

1. **Students who bring a weapon to school**:
Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be suspended for at least one calendar year, unless the Superintendent modifies the suspension. Before being suspended, the student will have an opportunity for

a hearing pursuant to Education Law §3214. In deciding whether to modify the suspension, the Superintendent may consider the following:

a. The student's age.

b. The student's school grade.

c. The student's prior disciplinary record.

d. The Superintendent's belief that other forms of discipline may be more effective.

e. Input from parents/guardians, teachers, or others.

f. Other extenuating circumstances.

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

2. **Students who commit violent acts other than bringing a weapon to school**:
Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, will be suspended from school for up to five days, unless the Superintendent modifies the suspension. In addition, the student may be subject to a suspension for more than five days after a §3214 hearing is conducted. If the proposed suspension is for just five days, the student and the student's parents/guardians 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 suspension is for more than five days, the student and the student's parents/guardians will be given the same notice and opportunity for a hearing given to all students subject to long-term suspension. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. **Students who are repeatedly and 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 and substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom, may be suspended from school for up to five days, unless the Superintendent modifies the suspension. For purposes of this Code of Conduct, "repeatedly and substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this Code on four or more occasions during a semester. If the proposed suspension is for just five days, the student's parent/guardian 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 suspension is for longer than five days, the student and the student's parent/guardian will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. In deciding whether to modify the suspension,

the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

The District will provide alternative instruction within a reasonable amount of time to students removed from classes by teachers or suspended from school.

REFERRALS

Students may be referred for counseling, in-house District programs (e.g., Prime for Life, Peer Mediation, etc.), a Person in Need of Supervision petition through Family Court, or juvenile delinquency proceedings.

1. **Counseling**:
   The social worker, school counselor, nurse, school psychologist, and/or principal/assistant principal shall handle referrals of students to appropriate human service agencies such as counseling and social services.

2. **PINS Petitions**:
   The District may file a PINS (Person In Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment by:

   a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.

   b. Engaging in an ongoing or continual course of conduct that makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

3. **Juvenile Delinquents 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:

   a. Any student under the age of 16 who is found to have brought a weapon to school, or

   b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42).

The Superintendent 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.

DISCIPLINE OF STUDENTS WITH DISABILITIES

It may sometimes be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. Students with disabilities are entitled to certain procedural protections beyond those available to students without disabilities whenever school authorities intend to impose discipline upon them. The school is committed to ensuring that

the procedures for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations and Policy 7313 Suspension of Students.
This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

1. **Authorized Suspensions or Removals of Students with Disabilities**:

a. For purposes of this section of the Code of Conduct, the following definitions apply:

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

ii. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to themselves or others or placement in an IAES for behavior involving serious bodily injury, weapons, illegal drugs, or controlled substances.

iii. An "IAES" means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to receive educational services so as to enable the student to continue to participate in the general curriculum, although in another setting, and to progress towards meeting the goals set out in such IEP, and receive, as appropriate, a functional behavioral assessment and intervention services and modifications that are designed to address the behavior violation so that it does not recur.

b. School personnel may, following the procedures set forth in Education Law Section 3214, order the suspension or removal of a student with a disability from their current educational placement as follows:

i. The School Board, the District BOCES Superintendent, Superintendent of Schools, or a building principal may order the placement of a student with a disability into an IAES, another setting, or may order suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

ii. The Superintendent may order the placement of a student with a disability into an IAES, another setting, or may order suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed as per 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 a non-disabled student would be subject to suspension for the same behavior.

iii. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a pattern that is equivalent to a change of placement when considering the proximity of time and duration of such suspension.

iv. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 ***school*** days, even when it is a manifestation of the student's disability, if the student possesses or carries a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

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

d. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy. Reference Policy 7320 Alcohol, Drugs and Other Substances.

e. "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.

f. "Serious bodily injury" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted or obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

g. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school days at a time, if the IHO determines that the District has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

2. **Change of Placement Rule**:
A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

a. for more than 10 consecutive school days; or

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

School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the manifestation team has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or behavior resulting in serious bodily injury.

3. **Special Rules Regarding the Suspension or Removal of Students with Disabilities**:

a. The District's Committee on Special Education shall:

i. Conduct functional behavioral assessments, as appropriate**,** to determine why a student engages in behaviors that impede learning and how the student's behavior relates to the environment, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, controlled substances or serious bodily injury. If, subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from their educational placement for more than 10 school days in a school year is subjected to a suspension or removal that constitutes a disciplinary change in placement, the members of the manifestation team 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 manifestation team to modify such plan and its implementation, to the extent the committee determines necessary.

b. A manifestation team shall conduct a determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, controlled substances, or serious bodily injury or a decision is made by an IHO to place a student in an IAES in a dangerous situation or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

i. A manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent/guardian, and relevant members of the CSE, as determined by the parent/guardian and the District.

ii. The manifestation team shall review all relevant information in the student's file, including the student's IEP, any teacher observation, and any relevant information provided by the parents/guardians to determine if the conduct in question:

1) was caused by or had a direct and substantial relationship to the student's disability; or

2) was the direct result of the District's failure to implement the IEP.

c. The parent/guardian 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 the misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the School District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

i. 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.

ii. A District shall be deemed to have knowledge that such student had a disability if prior to the time the behavior occurred:

1) The parent/guardian of such student has expressed concern in writing to supervisory administrative personnel or to a teacher of the student that the student is in need of special education; however, the expression may be oral if the parent/guardian does not know how to write or has a disability that prevents a written statement; or

2) The parent/guardian of the student has requested an evaluation of the student in accordance with Part 200 of the Commissioner's Regulations; or

d. A teacher of the student, or other personnel of the District has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's Director of Special Education or to other supervisory personnel of the District.

A student will not be considered a student presumed to have a disability for disciplinary purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability;

i. It was determined that the student is not a student with a disability;

ii. The parent/guardian of the student did not allow an evaluation of the student; or

iii. The parent/guardian of the student has refused Special Education services.

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

e. The District shall provide parents/guardians 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 because of misconduct involving weapons, illegal drugs, controlled substances, or serious bodily injury; or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or because a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

f. The parents/guardians of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an

informal conference available to parents/guardians of non-disabled students under the Education Law.

g. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension for more than five school days shall be bifurcated into a guilt/no guilt phase, and if guilt is found and a manifestation determination in accordance with § 201.4 of the Commissioner's Regulations results in a "No" manifestation determination, then a consequence phase in accordance with the procedures set forth in the Commissioner's Regulations incorporated into this Code. The Superintendent shall make a threshold determination of whether a suspension or removal in excess of 10 consecutive school days shall be considered. If such shall be determined affirmatively, the hearing shall be adjourned until a manifestation determination is made.

h. The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the manifestation team has determined that the behavior is not a manifestation of the student's disability or the behavior involves weapons, illegal drugs, controlled substances, or serious bodily injury.

i. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided with a Free Appropriate Public Education (FAPE) as required by federal and state law and the Commissioner's regulations incorporated into this Code.

4. **Expedited Due Process Hearing**:
An expedited due process hearing shall be conducted in the manner specified by the Commissioner's Regulations incorporated into this Code, if:

a. The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their 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 their current educational placement during such proceedings.

b. The parent/guardian 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 pursuant to a disciplinary suspension or removal, including but not limited to any decision to place the student in an IAES.

c. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs,

controlled substances, or serious bodily injury, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents/guardians and the District agree otherwise.

d. If school personnel propose changing 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.

e. An expedited due process hearing shall be completed within 20 school days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, they must mail a written decision to the District and the parents/guardians within 10 school days after the last hearing date without exceptions or extensions.

5. **Referral to law enforcement and judicial authorities**:
In accordance with the provisions of IDEA and its implementing regulations:

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

b. The Superintendent may transmit copies of the Special Education and disciplinary records of a student with disabilities for consideration to the appropriate authorities to whom a crime is reported only to the extent that transmission is permitted by FERPA.

6. **Declassified Students**:
In accordance with law, the manifestation team must conduct a manifestation determination in the case of a declassified student who has been subject to discipline that would constitute a disciplinary change in placement.

7. **Section 504/Title II ADA Disability**:
Before discipline may be meted out for a student with a disability or suspected disability founded solely under §504 of the Rehabilitation Act of 1973 (hereinafter "§504") or Title II of the Americans with Disabilities Act (hereinafter the "ADA"), the §504 multi-disciplinary committee (hereinafter the "§504 committee") must make a determination of whether the conduct underlying the charge(s) was a manifestation of the disability.

a. If a nexus is found between the disability and the conduct underlying the charges, the §3214 proceeding must be discontinued and the matter placed under the jurisdiction of the §504 Committee for any further consideration. The record of discipline imposed to date shall be expunged. The §504 Committee must register a referral and bring about an evaluation of a student with a suspected disability or, if

the student is already eligible under §504, it must consider possible program modification and disposition on a non-disciplinary basis.

b. If no nexus is found, yet a disability is indicated or has been identified, discipline may be imposed upon remand to the §3214 Hearing Officer. Students whose sole disabilities are founded under §504 and for whom no nexus is found shall be disciplined in the same manner as their non-disabled peers.

c. Students with a recognized 504/ADA disability who are currently using or in possession of alcohol or drugs may be disciplined regardless of their disability status in the same manner and to the same extent as their non-disabled peers, provided that the students are currently engaged in the illegal use of drugs or alcohol.

Any consequence imposed may not be based on past behavior for which a nexus determination was not made.

USE OF PHYSICAL FORCE BY STAFF

Corporal, or physical, punishment by District employees is strictly forbidden. However, reasonable physical force may be used to:

1. Protect yourself or others from physical injury.

2. Protect school or personal property.

3. Restrain or remove a disruptive or violent student who refuses to refrain from disruptive or violent acts. If a therapeutic restraint is necessary, only trained staff members may perform the restraint. Each school building will maintain and disseminate to all staff a current list of staff members trained in TCI.

The District Superintendent or designee will file reports on incidents of the use of physical force with the Commissioner of Education in accordance with Commissioner's Regulations.

ENFORCEMENT AND PUBLIC CONDUCT ON SCHOOL PROPERTY

The building principal or their designee shall be responsible for enforcing the conduct required by this Code.

When the building principal or their designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the principal or their designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or their designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or their designee shall have the individual removed immediately from school property or the school

function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

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

STUDENTS SEARCHES AND INTERROGATION

1. **Searches**:
   Police, as well as the Superintendent and District/building administrators, may search students and their possessions if there is reasonable suspicion.

   By bringing a personal electronic device (including, but not limited to, cellular phones, smart phones, tablets, and laptops) to school, the student consents to a search of the device when school officials have reasonable suspicion that such a search will reveal a violation of the District Code of Conduct. The scope of the search will be limited to the violation which the student is accused of. Content or images that violate state or federal laws will be referred to law enforcement. The school district will cooperate with law enforcement officials as appropriate.

   School computers, desks, lockers, and storage spaces are school property and may be opened and inspected by school officials without prior notice or student consent. Video surveillance footage may be accessed as part of a search process, consistent with Policies 5686 Use of Surveillance Cameras in the School District and 5751 Video Cameras on School Buses.

2. **Questioning**:
   School officials may question students about possible violations of school rules. The student's parents/guardians may be contacted, depending upon the circumstances.

   The police may enter the schools if a crime has been committed on school property, they have an arrest or search warrant, or if they have been invited by school officials. Prior to questioning students, police must read them their "Miranda rights," and school administrators or police must diligently try to notify the students' parents/guardians and give them the opportunity to be present.

   Child Protective Services (CPS) may interview students on school property without notification to the parents/guardians regarding allegations of suspected child abuse, maltreatment, or neglect (including educational neglect).

SEARCHES AND QUESTIONING

1. **Student searches:** Involuntary personal searches of students and their possessions may be conducted by District/building administrators when there is reasonable suspicion for a search by school personnel.
   Such searches must conform to state and federal laws, and must be based on reasonable suspicion. The reasonableness of the search will depend upon the:

a. Student's age, gender, and school history and record.

b. Prevalence and seriousness of the alleged infraction.

c. Urgency of an immediate search.

d. Reliability of the information used to justify the search and the likelihood that the search will produce useful information.

School desks, lockers, storage spaces, and computers belong to the School District, not the student, and thus may be opened and inspected by school officials without student permission. Video surveillance footage may be accessed as part of a search process, consistent with Policies 5686 Use of Surveillance Cameras in the School District and 5751 Video Cameras on School Buses.

2. **Questioning of Students by School Officials:** School officials have the right to conduct investigations and question students regarding any violations of school rules and/or illegal activity. The student's parent/guardian may be contacted, depending upon the nature and reasoning for the questioning and the necessity for further action that may result.

   District/building administrators are not required to give students "Miranda warnings" prior to questioning them.

   The questioning of students by school officials does not preclude subsequent questioning by police authorities as otherwise permitted by law.

3. **Questioning of Students by Police**: It is the policy of the District to cooperate with law enforcement agencies. While police do not have general power to interview children in school, or to use school facilities in connection with police department work, the police may enter the schools of the District if a crime has been committed on school property, they have a warrant for arrest or search, or if they have been invited or authorized by District/building administrators.

   When the police have properly entered the school and wish to interview students in the school, the students must be afforded the same rights they have outside the school. Students must be informed of their legal rights, may remain silent if they so desire, may request the presence of an attorney, and must be protected from coercion and illegal restraint. When a student is under the age of 16 and police are present for an interview or investigations, school officials must make every reasonable effort to notify the student's parent/guardian(s), unless the police indicate that such interview concerns a student's parent/guardian(s) or other household member and it is pursuant to a report regarding suspected child abuse, maltreatment, or neglect.

4. **Child Protective Services Investigations:** Child Protective Services (CPS) may interview students on school property without notification to the parents/guardians regarding allegations of suspected child abuse, maltreatment, or neglect (including educational

neglect). In addition, certified school personnel are mandated reporters, and are legally required to follow all appropriate regulations. Child Protective Services may in some cases desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse, maltreatment, or neglect. A school official shall be present during the interview unless it is decided that the presence of the school official is not essential to protect the interests of the pupil and that the Department of Social Services worker's job can best be accomplished by conducting the interview without the school official present.

STUDENT DRUG AND ALCOHOL ABUSE PROCEDURES

Procedure for handling students who are using drugs, under influence, or in possession of drugs, drug paraphernalia, or alcohol on school property or during any school sponsored activity:

1. The teacher or staff member must bring the student and any drugs or alcohol to the school administrator. This includes the use and possession of tobacco and any type of electronic cigarettes. Tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, and any other smoking product and smokeless tobacco, and spit, dip, chew, spitless snuff and/or snuff, smokeless, dip, in any form and electronic cigarettes. "Electronic cigarette" or "e-cigarette" means an electronic device that delivers vapor which is inhaled by an individual user (including vaporizers, vapor pipes, and vape pens), and shall include any refill, cartridge and any other component of such a device.

2. The school administrator and nurse will make judgment regarding the immediate medical needs of the student.

3. The principal or the principal's designee must inform the parents and schedule a conference, appraise law enforcement of the violation, and follow up with a report to the Superintendent as soon as possible.

4. The Principal will suspend the student and a Superintendent's Hearing will be required.

5. If the incident is referred to the Superintendent and the Hearing Officer finds that a violation of school policy has in fact taken place, an additional suspension may be imposed, along with a mandatory meeting with the school social worker.

VISITORS TO THE SCHOOL

The Board encourages parents/guardians and other community members to visit our schools. All visitors must first sign in and obtain authorization for being on school premises during the instructional day. The building principal or their designees are responsible for all persons in the building and on the grounds.

Parents/guardians and other District citizens are encouraged to visit the District's schools for school sponsored events or meetings with Administrators and/or staff members. Since school safety is of the utmost importance, and schools are a place of work and learning, certain limits must be set for such visits. The building principal or their designees are responsible for all persons in the building

and on the grounds. For these reasons, the following rules apply to visitors to the schools, consistent with Policy 3210 Visitors to the School:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor and is expected to abide by the rules for public conduct on school property contained in this Code of Conduct regardless of whether the visit takes place during the school day or after school hours.

2. All visitors to the school must report to the sign-in desk upon arrival at the school. There, they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the sign in desk before leaving the building during the instructional school day.

3. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings, are not required to register.

4. Visitors who wish to observe a classroom while school is in session are required to seek permission and indicate the purpose for such visit in advance with the building administrator or their designee.

5. Teachers are expected not to take class time to discuss individual matters with visitors.

6. Any unauthorized person on school property will be reported to the principal or their designee. Unauthorized persons will be asked to leave. The police or the School Resource Officer may be called if the situation warrants.

7. Upon entering a District building, visitors will be asked to present a government-issued ID such as a driver's license, which can either be scanned or manually entered into the system. If a visitor does not have a U.S. government-issued ID, the school staff member can use any form of identification and manually enter the person's name and birthdate into the system.

8. Once entry is approved, the system will issue a badge that identifies the visitor, date, and purpose of the visit. At the conclusion of the visit, the visitor will return the badge to the office and will be checked out through the new system. This system will allow us to account for all visitors in the event of an emergency.

DISSEMINATION AND REVIEW OF CODE

The District will ensure that the community is aware of this Code of Conduct by:

1. Disseminating a summary of the Code of Conduct written in plain language to all parents/guardians of District students before the beginning of the school year and making this summary available later upon request.

2. Making full copies of the District Code of Conduct available to all parents/guardians, students, and community members on the District website, in the District office, and in the main offices of each school.

3. Providing copies of an age-appropriate summary of the Code of Conduct to all students at the beginning of each school year.

4. Providing a copy of the Code, and subsequent amendments to the Code, to all current teachers, and other staff members, and to newly hired employees when first hired, as soon as practical after adoption.

5. Providing an in-service education program for District staff members.

6. Reviewing the Code of Conduct every year and update it as necessary.

7. Holding a public hearing before adopting any Code revisions.

8. Filing any amendments to the Code with the Commissioner of Education in accordance with the Commissioner's rules and regulations.

A building's regulations, procedures, Code of Conduct, or Policy 7312 Student Dress Code must be consistent with, and must not be contradictory to, the District Code of Conduct/ Policy 7312 Student Dress Code. Distribution of regulations and procedures relating to the individual building Code of Conduct/Policy 7312 Student Dress Code is the responsibility of the building principal.

REVIEW OF CODE

An in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct will be provided. The Superintendent may solicit the recommendations of District staff members, 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.

An advisory committee may be appointed to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel.

At a regularly scheduled Board meeting, the Board or the Code of Conduct Committee will present any Code revisions for review. The Board will reapprove any such updated code only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties

PROCEDURE FOR IDENTIFICATION/RESOLUTION OF DISCIPLINARY PROBLEMS

Pupil service personnel, administrators, teachers, and others shall report to the building principal students who are having problems or appear to be having problems regarding matters covered in the discipline code. Parents are also invited to advise the building principal of concerns the parents may have regarding the children pertaining to the discipline code. Students are expected to report to teachers or the building administrator any student who appears to be having discipline problems. Students are expected to cooperate in any conferences regarding the discipline of that student. When the building principal is aware of, or has received a report from pupil service personnel, administrators, teachers, students, or parents, the building principal shall conduct whatever inquiry the principal considers appropriate. If the building principal, after such inquiry, considers there is a basis for concern, the principal shall arrange to have a meeting with the parents and appropriate staff members to review the matter and create a plan to resolve the discipline problem. The purpose of the procedure is to identify possible problems early and to resolve these disciplinary problems. The district shall assign such support personnel to assist the parties, considering the resources available at any given time.

HEALTH SERVICES

The Onteora Central School District's School Health Services program supports your student's academic success by promoting health in the school setting. One way that we provide care for your student is by performing the health screenings as mandated by the State of New York.

Each building has a Health Office with a School Nurse.

IMMUNIZATIONS

All entering students (kindergarten and new to the district) are required by New York State Education Law to have a current physical and be immunized against diphtheria, poliomyelitis, measles, mumps, rubella (German measles), varicella, Hepatitis B, and age appropriate Tdap, and meningococcal vaccines. Proof of immunizations from a Health Care Provider (HCP) or previous school record is required as acceptable documentation of the immunization status.

During the school year, the following screenings are required:

1. Vision – distance and near acuity for all newly entering students and students in kindergarten, grades 1, 3, 5, 7, & 11.

2. Hearing – hearing screening for all new entrants and students in kindergarten, grades 1, 3, 5, 7, & 11.

3. Scoliosis - scoliosis (spinal curvature) screening for all girls grades 5 and 7, and all boys grade 9.

4. Health Appraisals - a physical exam, including Body Mass Index (BMI) and Weight Status Category is required for all new entrants and students in kindergarten, grades 1, 3, 5, 7, 9, & 11. If we do not receive a physical exam report on the required health appraisal form completed by your Health Care Provider by September 30, a school physical exam will be scheduled. You will be sent a notice before the exam is scheduled.

5. Body Mass Index Reporting (BMI) – as part of a required school health exam, a student must have their height and weight measured. The results are then used to compute the student's BMI. The BMI helps the doctor or nurse know if the student's weight is in a healthy range, too low, or too high. Periodically schools are requested to report to New York State Department of Health (NYSDOH) information about our student's weight status groups. Only summary information is sent, no student names or identifying information. However, you may choose to have your student's information excluded from this survey report. If you do not wish to have your student's weight status group information included as part of the Health Departments survey, please send written notice to the school nurse.

   The information sent to the NYSDOH will help health officials develop programs that encourage students to be healthier.

6. Dental Certificates – a dental certificate is requested for all new entrants and students in kindergarten and grades 1, 3, 5, 7, 9 & 11.

A letter will be sent home if there are any findings on the screenings done at school that would cause concern or need medical follow-up. Please call the school's health office if you have any questions or concerns.

FIRST AID

In cases of accidents or illness, the school district is responsible for immediate first aid care. Parents will be notified. The subsequent treatment and transportation of the ill or injured student becomes parental responsibility. All injuries incurred in school must be reported to the teacher, supervisor, or bus driver in charge, and the student must report to the health office. The health office must receive a report of injury since the appropriate recording and insurance follow-up is very important and must be completed promptly. *If students become ill or injured during school hours they must report to the health office.*

BASIC HEALTH RULES

1. Keep your student home if they have any of the following conditions:

    a. Fever (temperature of 100 degrees or more)

    b. Fever during the previous 24 hours

    c. Heavy nasal discharge

    d. Persistent cough

    e. Overtired and generally not feeling well

    f. Vomiting and/or diarrhea within 24 hours of the start of the school day

    g. Rash of unknown origin

2. If a student's health is in doubt upon entering school or during the school day, the parents/guardians will be notified to pick up the student.

3. Parents/guardians should notify the Health Office whenever a student is absent. This is especially true if the student has been exposed or diagnosed with a contagious disease (chicken pox, mono, strep throat, etc.), even if they have been home for several days.

4. A student with a fever cannot return to school until fever free for 24 hours without any antipyretic (fever reducing) medications (i.e. Tylenol, Ibuprofen, etc.).

5. Send/email in a written note whenever the student returns to school from an absence.

6. Notify the School Nurse as soon as possible if your student has tested positive for COVID-19.

7. If your student has been evaluated by a healthcare provider due to an illness or injury, please request a note that clears them to return to school and specifies activity restrictions, if necessary.

8. Contact the School Nurse if there are any questions or concerns.

MEDICATION ADMINISTRATION

If it becomes necessary for a student to take any form of medication at school, the following steps must be followed:

1. A written order from the HCP must be obtained which includes the student's name, medication, dosage, and time to be given at school.

2. Permission must be given in writing by the parent/guardian, in order for the medication to be given at school.

3. The medication must be delivered to the school in its original container, properly identified with the student's name, date prescribed, name of medication, dosage, and instructions for administering (if prescription medication, original pharmacy container-recommend asking pharmacy at time of filling prescription for a second labeled bottle, so one can be kept at home and one sent to school).

4. The medication must be kept in the health office in a locked cabinet (see below for exceptions*).

5. At no time should a student have prescription or non-prescription medication/drugs on them*.

6. If a student is to self-carry medication, it is to be noted on the medication order form, and the Self-Carry Attestation form must be completed by the healthcare provider and signed by a parent/guardian.

School personnel may not dispense any medications, including over the counter medications, unless the above conditions have been met.

*Some conditions may necessitate that a student carry and self-administer their medication. Examples would be an inhaler for severe asthma or an Epi-pen for serious bee sting allergies. The school should have knowledge of these medications prior to a student bringing them to school. They require all of the above written permissions and an attestation form completed by parent and medical provider to self-carry, self-administer.

ADHD medications, anti-seizure drugs, maintenance allergy medications, and antibiotics are

examples of non-emergency medications, and should be administered at home when possible. If you believe your student has a potential emergency health need, please consult with the school nurse to develop an emergency care plan. Students may not possess, consume, or distribute any type of medication without the approval of the school's administration and/or the health office.

These policies and procedures are necessary to insure the health and safety of the entire student body. We appreciate your cooperation and compliance.

HAND SANITIZERS

Alcohol based hand sanitizers can be used in school. If you do not want your student to use alcohol-based hand sanitizer, you must notify the nurse in writing.

PHYSICAL EDUCATION AND ATHLETICS

Medical excuses pertaining to Physical Education must be obtained from the student's HCP. The document should be brought to the Health Office as soon as possible, and definitely prior to the start of class. The Health Office will supply the Physical Education teacher with documentation of the HCP note. A student may not participate/return to any Physical Education classes/sports until cleared, in writing, by their HCP. If a student is expected to be out of physical education class for any extended time, there is a form that will be sent to the doctor to determine if any adaptive measures can allow the student to participate. The clearance note that is needed to return to physical education/sports after a medical exclusion ***must state*** the students name, date cleared to return, and "student is cleared to return to all physical activities and sport without restrictions", and must be signed by the HCP. If there are any continued restrictions to the return, the restrictions must be clearly defined by the HCP.

In order to be cleared for activities after a concussion, the HCP must clear the student to return to activity. If the concussion occurred as a result of a sports injury, the clearance must be signed by a physician, not a Nurse Practitioner or Physician's Assistant. Upon appropriate HCP clearance, the school medical director, will review the form and clear the student to begin the Concussion return to play protocol. Once the student has completed the return to play, the student will be able to participate in all activities.

Before a student is allowed to participate in any interscholastic athletic activity, the student must have a current physical exam (health appraisal) on file, be registered on Family ID for the sport including recent health history (interval health history), which must be completed each season, and be approved by the school's medical director.

GENERAL

Please notify your School Nurse of any changes in your student's health history throughout the school year. It is important to keep your School Nurse informed of any changes in your student's health. This would include any newly diagnosed allergies, asthma, food sensitivities/preferences, new medications, as well as any new illnesses or injuries.

Blank Health Appraisal forms, medication administration order forms, dental forms, COVID clearance forms, concussion forms, etc. can all be found on the District Website under district forms, then under health forms.

Please contact the health office with any medical related questions or concerns.

SCHOOL PSYCHOLOGIST SERVICES

The school psychologists are available for consultation on individual problems and for individual testing. Students, parents, and teachers may arrange appointments through the School Counseling Department.

SOCIAL WORKER SERVICES

The High School/Middle School social worker will provide the following services:

1. Family intervention
2. Crisis intervention
3. Referral services
4. Consultation services
5. Liaison with community agencies
6. Drug/alcohol intervention & counseling

SAFETY

ACCIDENTS

All accidents/injuries must be immediately reported to the staff member in charge and the health office.

LOCKDOWN DRILLS

The State Education Law requires lockdown drills for safety and for the preservation of life in the event of an emergency. Lockdown drills are conducted periodically throughout the school year.

FIRE DRILLS

The State Education Law requires fire drills for safety and for the preservation of life in the event of an emergency. **EVERYONE MUST LEAVE THE BUILDING WHEN THE FIRE ALARM SOUNDS**. Upon recognition of the fire alarm, pupils, leaving books behind, should exit from the building under the direction of their teacher. Talking during fire drills is prohibited. Each classroom has an emergency exit plan posted, and students are expected to know it.

AFTER SCHOOL SUPERVISION

1. Student Supervision:

   a. Only students who have a legitimate purpose to be on school property after the instructional day will be permitted to remain in the building and in a supervised location. Legitimate purposes include: participating in an extra-curricular activity (clubs & athletics), homework help, library/learning center, and detention.

   b. Students attending clubs, homework help, library/learning center, and detention must go directly to the designated classroom, and must report by 2:45 P.M. Students who arrive late should be written up and may lose their privilege of staying after school. Students must remain supervised at the location of their activity until 4:10, when they are to be provided with a late bus pass by the supervising adult.

   c. Student-athletes who are scheduled to participate in an immediate event (i.e., practice/game) must report to the event's location by 2:45 P.M. (or earlier per their coach's directive). If their event starts later, they must either go home and return later for the scheduled event, or go to a designated supervised classroom. The location of this room is still to be determined. Student athletes will be provided with a long-term late bus pass for the sports season that they are participating in.

   d. Students who wish to remain after school to attend a school-sponsored event must proceed to the event immediately. If the event starts later than 3 P.M., the students must go to the supervised classroom and be present by 2:45 P.M. (see above). These students will take a late bus home and will be issued a pass upon leaving the event.

   e. Students are supervised until the 5:15 P.M. busses depart from the school. Students are not allowed to cross Route 28 until the busses depart, unless accompanied by a parent/guardian. Students observed leaving school grounds prior to the departure of the busses will be subject to disciplinary action.

2. Building Security:

   a. All exterior doors to the building, with the exception of the high school gymnasium's main entrance door, will remain locked after the instructional day. A staff member will be stationed at the welcome desk at the east end to buzz in visitors and to monitor the main hallway.

   b. A monitor will be patrolling the hallways to make sure that students are not lingering about the hallways.

   c. All interior hallway doors will be closed and locked after the 5:15 bus departs.

ANIMALS IN SCHOOL

Students are not allowed to bring any animals into the school unless authorized by administration. If any animals are brought to school, upon arrival, they must be taken directly to the appropriate room for the day and must be taken home at dismissal, unless otherwise authorized by administration. Animals may not be transported on school vehicles.

BACKPACKS

The practice of carrying the weight of many textbooks, etc. in backpacks all day has caused a great deal of back strain and several injuries. Because of this and the necessity to teach organizational skills, the use of backpacks in the middle school during the day will not be permitted (This includes any bags used for carrying books). Middle school students will be allowed to use backpacks to transport their books to and from school, and they must be stored in their lockers during the school day. Teachers will be assisting students with locker strategies that will assure the timely arrival to classes.

RESTROOMS

Student restrooms throughout the building have been designated as either a high school or middle school restroom. Students must only use the restrooms that are assigned to their building. It is expected that there are no more than two students at time in any large restroom. There is never to be more than one person at a time inside of a gender-neutral bathroom.

CAFETERIA

Hot and cold lunches are served each day in the cafeteria. Students must follow their schedules and eat at the designated time. The menu for the week is published monthly and is posted throughout the school building and on our website.

Students are to return trays, dishes, etc. to the counter and put all trash and paper products in the receptacles provided for them before leaving the lunchroom. Each student will have a scheduled lunch period.

Students are expected to use proper table manners, including returning their lunch trays, and follow the directions of the cafeteria monitors. Disruptive behavior, such as running and shouting, will not be tolerated. Cafeteria privileges may be revoked for students who disregard these rules.

All students must be scheduled to have a lunch period.

DISPLAYING OF POSTERS

All posters or displays must be approved and initialed by an administrator. Posters are to be removed immediately upon completion of the activity. Only designated areas are to be used for display.

EARLY DISMISSAL/LATE ARRIVAL FOR EMPLOYMENT

The application for permission for seniors to arrive late or leave early must be obtained from the School Counseling Department, and approved by the High School Administration. Seniors who are permitted to arrive late must ensure that they arrive on time for their scheduled classes. Students

will not be approved for more than two periods of Late Arrival and/or Early Dismissal. Students who are chronically late will have their late arrival privileges revoked.

VOLUNTEER FIRE DEPARTMENT PERSONNEL

Students who are active in local volunteer fire departments and respond to emergency calls during the school day must complete an application for permission to leave school grounds. This form must be obtained from the High School Principal's Office and approved by the High School Administration. Volunteer fire department personnel are not permitted to leave school grounds until this form is completed and approved.

LOCKERS

Onteora Middle-High School issues locks for each student.

Each student is issued a locker and combination lock. Locks will be issued at no cost to the students. Students must return locks at the end of the school year. It is expected that students will keep the locker neat and clean. Students may go to lockers before and after school, and during the passing time between classes. They are encouraged to take sufficient books with them for both classes and study halls so that it will not be necessary to visit lockers at the end of each class period. Students are instructed not to leave valuables in lockers and to keep them locked at all times for their safety. They should not give the locker combination to anyone else nor should they keep any articles in other students' lockers. If your locker does not work properly, it should be reported to the office. Students are to use their assigned locker only and are not to change lockers with anyone.

Lockers are provided by the school for student use and the administration has the right to search any locker as deemed necessary.

OFF LIMIT AREAS

During school hours, students are not permitted to leave the school property or the school building without prior approval from school authorities. All parking lots and athletic fields around the building are off limits to students during the school day without supervisions from a staff member.

Students are not permitted to cross Route 28 during the school day. The school day begins at 7:25 A.M. when buses discharge students and ends at 2:35 P.M. Students who stay after school to participate in extracurricular activities or athletics may not cross Route 28 without being accompanied by a parent/guardian.

SECURITY

Students are urged to minimize loss of personal items and valuables by following the steps listed below:

1. Do not bring excessive amounts of money or valuables to school.
2. Do not give anyone your locker combination.
3. Do not share your locker with anyone.
4. Put an identification mark in clothing and personal items.
5. Turn in money and valuables to teachers at the beginning of Physical Education class; however, the school does not assume responsibility for money or valuables held by teachers.

SELLING & SOLICITING

Selling and soliciting, and collecting of money on school property may be done only with prior permission of the building administrators.

ALCOHOL SCREENING

The district may utilize an alcohol screening device at the discretion of the building administration.

HAZARDOUS WEATHER DAYS

In the event hazardous weather conditions necessitate the closing of school or a delay in opening of schools for the day, an automated message will be sent by the district. The following radio stations may also announce or list these facts on their website: WKNY, WGHQ, WGY, WDST, WBPM, WRWD. You may also log onto *cancellations.com* or check our web site, www.onteora.k12.ny.us.

PESTICIDE NOTIFICATION

Parents/guardians of students have the right to be on a 48-hour notification list that pesticides are going to be used in the school. A follow-up notification will also be sent by the District as follows:

1. Within 2 days of end of Winter break
2. Within 2 days of end of April break
3. Within 10 days of the end of school year
4. Within 2 days of end of summer school

If any parent/guardian chooses to be on this 48-hour notification list, please contact the Director of the Buildings & Grounds Department.

CHANGE OF ADDRESS

Each pupil whose address is changed during the school year must give the new address and telephone number to the central registrar's office at (845) 657-6383. In case of emergency, we must have the most recent phone number on file in the office.

TRANSPORTATION

Raymond Clinton, Transportation Office
Phone (845) 657-2537
Fax (845) 657-7079

School bus transportation is an extension of the school day. Students are expected to conduct themselves in a safe, orderly, and respectful manner while riding the school bus. Unsafe or disruptive behavior can distract the driver and create a hazardous situation for everyone on board. To help ensure a safe ride, all students must follow these rules:

1. Be at your assigned bus stop at least **5 minutes before** your scheduled pick-up time.
2. Follow all directions given by the bus driver and bus monitor.
3. Younger students may receive priority seating when necessary.
4. Ride only your assigned bus and board and exit only at your assigned bus stop.
5. Bus stop or bus changes will be approved only in accordance with district transportation policies and procedures.
6. Do not attempt to board or exit the bus until it has come to a complete stop and the driver instructs you to do so.
7. Remain seated, facing forward, while the bus is in motion.
8. Keep your head, hands, arms, and all other objects inside the bus at all times.
9. The use or possession of tobacco products, electronic cigarettes (vapes), or any related devices or products is strictly prohibited on the school bus. Tobacco is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, and any other smoking product and smokeless tobacco, and spit, dip, chew, spitless snuff and/or snuff, smokeless, dip, in any form and electronic cigarettes. “Electronic cigarette” or “e-cigarette” means an electronic device that delivers vapor which is inhaled by an individual user (including vaporizers, vapor pipes, and vape pens), and shall include any refill, cartridge and any other component of such a device
10. Students must not damage bus property or engage in unsafe or inappropriate behavior, including: Eating or drinking on the bus, using profanity or inappropriate language, harassing, bullying others, Fighting, physical aggression, throwing objects, excessive noise or other disorderly conduct
11. When crossing the street after exiting the bus, always walk approximately **15 feet in front of the bus** and cross only when signaled by the driver. Never cross behind the bus.
12. Students attending school-sponsored games, field trips, or other special events must follow all district transportation procedures, including any required permission forms.
13. Transportation to and from the MS/HS for extracurricular activities is the responsibility of the student and parent/guardian.

BUS DISCIPLINE PROCEDURES

Students who fail to follow the School Bus Rules and Expectations may be subject to progressive disciplinary action.

1. A **Bus Conduct Report (Warning)** will be issued for violations of the bus rules.
    - Copies of the report will be provided to the building administration and the Transportation Department.
    - The building administrator will review the incident and determine any appropriate school-based disciplinary action.
    - Documentation of the action taken will be forwarded to the Transportation Supervisor.
2. After **three (3) Bus Conduct Reports**, the parent or guardian will be notified that the student's transportation privileges are in jeopardy.
3. Upon a **fourth (4th) Bus Conduct Report**, a conference may be scheduled involving the parent or guardian, building administrator, bus driver, Transportation Supervisor, and transportation contractor to discuss the student's behavior and possible suspension of bus privileges.
4. Depending on the severity of the misconduct, the **principal and/or Transportation Supervisor** may suspend or revoke a student's bus riding privileges at any time. Serious safety violations may result in immediate suspension without following the progressive discipline process.

BUS DRILLS

In accordance with State Education Law, three emergency bus drills will be conducted on all vehicles transporting Onteora students during the school year.

ALTERNATE TRANSPORTATION REQUESTS

Student must present a written note from the parent/guardian to the Middle School/High School attendance secretary prior to the beginning of first period.

The note must contain the address the student will need transportation to and valid contact number(s) for the parent/guardian.

If the student is going home with another student, include that information as well.

Telephone contact will be made to the student's parent/guardian to confirm above prior to a transportation pass being provided. Failure to confirm with the parent/guardian will result in denial of an alternate transportation pass.

In the event that a written note is unable to be provided for alternate transportation requests due to unexpected circumstances, an e-mail must be sent to the Middle School/High School Attendance Secretary. For grades 6 and 8, e-mails are sent to msattendance@onteora.k12.ny.us and for grades 9 through 12, e-mails are sent to hsattendance@onteora.k12.ny.us. The e-mail must include the information requested above.

LATE BUS RUNS
4:20 and 5:15

Late Run #1: Bus will travel west on Route 28 discharging passengers after Route 212 then continuing to the hamlet of Phoenicia. Proceed west onto Route 28 to Main Street in Pine Hill.

Late Run #2: Bus will travel west on Route 28 and turn right onto Route 212 in Mt. Tremper discharging after the four-way intersection. Proceed via Route 212 and turn left onto Glasco Turnpike. Proceed via Glasco Turnpike and turn right onto Rock City Road. Proceed via Rock City Road and turn right onto Route 212 by the Village Green. Proceed via Route 212 and turn left onto Wittenberg-Bearsville Road. Proceed via Wittenberg-Bearsville Road to the intersection of Cold Brook Road, turning left. Proceed via Cold Brook Road and turn left onto Route 28 east.

Late Run #3: Route 28A and turn right onto CR 3. Proceed via CR 3 to the intersection of CR 3 and turn left onto CR 2 (Tetta's store). Proceed via CR 2 and turn left onto CR 2A. Proceed via CR 2A and turn left onto Route 213 (CR 4). Proceed via Route 213 (CR 4) and turn right onto Route 28A discharging passengers on route.

Late Run #4: Bus will travel east on Route 28 and turn right onto Reservoir Road in Shokan at Winchell's Corners. Proceed via Reservoir Road and turn left onto 28A. Proceed via Route 28A and turn left onto Basin Road. Proceed via Basin Road and turn left onto Route 28. Proceed via Route 28 west and turn right onto Wall Street. Proceed via Wall Street to the West Hurley Firehouse discharging passengers on route.

Late Run #5: Bus will travel east on Route 28 discharging students on route along Route 28 turn left into Old Route 28 in Glenford, Left on route 28 and then turn left onto Maverick Road. Proceed via Maverick Road and turn right onto Route 375. Proceed via Route 375 discharging passengers on route until Maverick Road.

Late Run #6: Bus will travel west on Route 28 discharging passengers upon leaving the High School. Bus will turn right onto Route 212 in Mt. Tremper. Proceed via Route 212 and turn right onto Wittenberg Road. Proceed via Wittenberg Road and turn right onto Glenford-Wittenberg Road. Proceed via Glenford-Wittenberg Road and turn left onto Ohayo Mountain Road and continue on Ohayo Mountain Road until it turns into Mill Stream Road. Turn right onto Route 375 to Woodstock Elementary School. Proceed down Route 375 to Maverick Road, discharging passengers on route.

MIDDLE SCHOOL ONLY INFORMATION

The following section applies specifically to Onteora Middle School students and families (grades 6–8). It supplements — and, where noted, adjusts — the common information in the preceding sections of this handbook. When a middle-school practice differs from a general policy, the middle-school guidance below applies.

PRINCIPAL'S WELCOME

Dear Onteora Middle School Families,

Welcome to the 2026–2027 school year. There is a certain energy to the start of the year at OMS — organizing school supplies, receiving new schedules, and setting new goals. Whether your child is stepping into 6th grade for the very first time or returning as a seasoned 7th or 8th grader, this is a year built for growth, and we are honored to walk it alongside you.

Starting or returning to middle school is a big leap, and we want every step to feel exciting rather than overwhelming. We open the year with an intentional focus on relationships and routines — the foundation everything else is built on. Families have many chances to connect with us throughout the year, including 6th Grade Orientation, our fall Open House, and Parent–Teacher Conferences, our dedicated time for parents and teachers to have the conversations that help students grow.

A few dates to know as the year begins:

- **First Day of School** — Tuesday, September 8
- **Open House** — Thursday, September 17, 6:00 PM
- **Parent–Teacher Conferences** — Monday & Tuesday, November 9 & 10

We are also committed to a distraction-free school. All middle school students are expected to silence their cell phones and store them in their lockers from arrival to dismissal. We've seen the difference this makes at OMS — sharper focus in class, stronger friendships in the halls, and a more connected community overall. Thank you for standing with us on this.

If a question comes up, please reach out. You can call the Middle School Office at (845) 657-2373, ext. 2210, or email dsolimene@onteora.k12.ny.us. Here's to a year of learning, growth, and genuine connection at Onteora Middle School.

Sincerely,

Dr. Don N. Solimene — Principal, Onteora Middle School

OUR VISION, MISSION & CORE BELIEFS

OUR VISION

An Onteora education fosters intellectual curiosity, mutual respect, self-respect, creative problem solving, individual expression, ethical decision making, and active engagement in the world. Our community values and supports its children through a holistic collaboration among students, families, the educational community, and Onteora residents at large. During the middle school years, students build the confidence, self-awareness, and skills to reach their maximum potential — growing into engaged citizens and lifelong learners prepared to live rich and successful lives.

OUR MISSION

Our Onteora schools exist to educate and nurture the children of our diverse community. Our mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community.

CORE BELIEFS

We believe that:

- Every student can learn and deserves to be challenged and supported.
- A safe, welcoming, and inclusive school is the foundation for learning.
- Families are essential partners in each student's education.
- Mistakes are part of learning.

MIDDLE SCHOOL INSTRUCTIONAL STAFF

Administration: Dr. Don N. Solimene

Art: Anita Sidler, Jennifer Wentland

ENL: Emily Katz, Robin Osswald

English: Jennifer Bruck, Geordarna Constant, Kaila Stark

Family/Consumer Sciences: Karen Grimm

Health Education: Michael Rushford

Library Media Center: Amy Weisz

Mathematics: Linda Cavallaro, Michael Kocher, Kevin LaMonda

Music: Erica Boyer, Harvey Boyer, Brittany Carroll, Marilyn Dizon

Nurse: Karen Hansen

Physical Education: Jacob Hoyt-Friedman

Psychologist: Jennifer Simco

Reading: Julie McCarthy, Nicole Ryan

Science: Alyssa Babcock, Kelly Downs, Shaina Proietti

Social Studies: Corey Cavallaro, Karen Hadley, Kelsey VanEtten

Social Workers: Rosalie Mernin, Maegan Schenker, Elizabeth Thomas

Special Education: Lisa Barringer, Jennifer Brueckner, Mark Dornan, Megan Frandino, Lori Matteson, William Michella

School Counseling Dept.: Monir Evers, Brian Schaffer, Sam Smith, Jessica Staiger

Speech and Language: Megan Wiacek

Technology: Douglas Sanders

World Languages: Anne Gallin, Rebecca Joslin, Christi Nelsen-Epstein, Valerie Stewart

A MIDDLE SCHOOL DAY: ARRIVAL & DISMISSAL

MORNING ARRIVAL (7:25–7:40 AM)

- **Bus riders** enter through the Main Entrance or Center 28.
- **Parent drop-off** is at the West End Entrance (Tennis Courts side).
- **Late arrivals** enter through the West End Visitor Entrance (Tennis Courts side) and sign in.

Breakfast is available from 7:25 to 7:35. If your child arrives late, they may still receive breakfast as soon as they enter the building — please have them tell the staff member at the West End that they are getting breakfast first before heading to class. Otherwise, students report to their locker or the cafeteria on arrival. At 7:35, students begin heading toward their first-period class, which begins at 7:40. Students may not cross Route 28 at any time without permission from an administrator.

DURING THE SCHOOL DAY (7:40 AM–2:35 PM)

- **Late arrivals** enter through the West End Visitor Entrance (Tennis Courts side) and sign in.
- **Dropped-off items** (lunches, instruments, etc.) are left at the East End Vestibule; the item will be received and the student notified to come retrieve it.
- **Early dismissal** pick-ups occur at the West End Entrance (Tennis Courts side). Middle School students must be signed out by a parent/guardian.
- **Nurse/medical dismissal** is through the East End entrance, unless it is medically necessary to exit via the West End.

END-OF-DAY DISMISSAL (2:35 PM)

- **Bus riders** are dismissed through the Main Entrance and Center 28.
- **Parent pick-up** occurs at the West End Entrance (Tennis Courts side).

HOME–SCHOOL COMMUNICATION

Strong communication between home and school helps students succeed. Here is how we stay connected and how you can reach us.

STAYING INFORMED

- **Parent/Student Portal:** Grades, progress reports, and attendance are posted in Infinite Campus. For log-in help, contact the Middle School Office. (onteorany.infinitecampus.org)
- **District communications:** Announcements, closings, and emergency messages are sent through ParentSquare and posted at www.onteora.k12.ny.us.
- **Conferences:** Parent–Teacher Conferences are held on November 9 and 10. Families may also request a conference with a teacher, counselor, or administrator at any time.

PRINCIPAL'S WEEKLY UPDATE AT OMS

Each week, Principal Solimene shares a short video message on the Onteora Middle School YouTube channel — updates, reminders, and celebrations from around the building. It's a quick, friendly way to keep up with what's happening at OMS and what's coming next. New messages are posted weekly, on Sunday. (youtube.com/@DSolimene25)

WHO TO CONTACT

When you have a question, starting with the person closest to the situation usually resolves it fastest.

Your concern is about…	Start with…	How to reach them
A specific class, grade, or assignment	Your child's teacher	845-657-2373
Schedules, social-emotional needs, or academic planning	Your child's school counselor	845-657-2373 · see counselor extensions in the School Counseling section
Attendance, absences, early dismissal	MS Attendance Secretary	845-657-2373 · msattendance@onteora.k12.ny.us
Discipline or anything unresolved	MS Principal's Office	Dr. Don N. Solimene · 845-657-2373 x2210 · dsolimene@onteora.k12.ny.us
Bullying or harassment (DASA)	Dignity Act Coordinator	Dr. Don N. Solimene · 845-657-2373 x2210 · dsolimene@onteora.k12.ny.us
Transportation and bus routes	Transportation Office	Ray Clinton · 845-657-2373 x1061 · rclinton@onteora.k12.ny.us
Health, medication, or screenings	Health Office	Karen Hansen · 845-657-2373 x2240 · khansen@onteora.k12.ny.us

EXTRA-CURRICULAR ACTIVITIES (MIDDLE SCHOOL)

This listing of student activities was designed to provide information to families so students can make informed choices about their involvement in school activities. Each listing provides the name of the activity, grade level of participation, and a brief description. Please visit our website for current and updated information (oms.onteora.k12.ny.us/clubs).

Any student staying after school that is unsupervised will be expected to sit in a supervised room and wait for a late bus or a ride, if there is one available. Parents will be expected to pick their child up after school if their child continually stays after school for no reason. Middle School students will not be permitted in the High School After School Supervision room without prior principal approval.

ATHLETICS (MIDDLE SCHOOL)

Modified teams (grades 7 & 8) are the primary opportunity for middle-school student-athletes.

Please refer to the Athletic Code of Conduct Guidelines for athletics.

ACADEMIC ELIGIBILITY (MIDDLE SCHOOL)

Academic eligibility establishes standards for participation in athletics and extra-curricular activities. It is meant to act as a motivational tool consistent with our first and most important mission — academic success — and to foster standards that elevate student effort and achievement while rewarding consistent, exemplary performance.

Students in grades 7–12 who participate in the athletic program and/or extra-curricular activities that meet at least two hours per week must maintain academic eligibility and must be present in school by the start of fourth period to participate on the day the activity occurs.

SCHOOL COUNSELING (MIDDLE SCHOOL)

The School Counseling Department is always open to all students and parents for assistance. Please phone for an appointment (657-2373 ext. 2132). Every student is assigned a school counselor. Middle school counselor assignments for grades 6, 7, and 8 are listed together with the high school grades in the single counselor chart in the **School Counseling & Academic Requirements** section of this handbook — please refer to that chart for the current alphabetical breakdown by grade.

ACADEMICS & GRADING (MIDDLE SCHOOL)

GRADE WEIGHTS AND FINAL CALCULATIONS:

Course Type	Marking Period	Midterm Exam/Assessment	Final Exam/Assessment
Core Courses & Technology 8	21.25%	5%	Final Exam 10%
Acc Biology, Acc Algebra & Spanish	20%	5%	Regents (Bio/Alg) or Checkpoint A (Spanish 1) 15%
Art 7, Home & Careers 7, Health 8, & All Music courses	22.5%	Performances, Projects, Concerts, Portfolio	Final Assessment 10%
Physical Education	25%	None	None

HONOR ROLL

Students are recognized each marking period for strong academic performance:

Designation	Average
High Honors	95–100
Honors	90–94
Merit	85–89

A student with an Incomplete (IN) in any subject at the end of a marking period is not eligible for the Honor Roll for that period. Incomplete grades must be replaced with a numerical grade within five weeks or they become a zero; it is the student's responsibility to arrange make-up work with the teacher and school counselor.

MIDDLE SCHOOL ACCELERATED COURSE OFFERINGS

Per state regulations, students in grade 8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas:

- HS Algebra (Regents Exam)
- HS Biology (Regents Exam)
- Studio Art

Onteora uses placement assessments, student data, and teacher recommendations to determine eligibility for these courses. For further clarification on the determining factors, contact your child's school counselor.

STUDENT DEVICES & TECHNOLOGY (MIDDLE SCHOOL)

PERSONAL DEVICES (PHONES, SMARTWATCHES, EARBUDS)

Consistent with New York Education Law §2803, students may not use internet-enabled personal devices during the school day — including classes, homeroom, lunch, study halls, and passing time — unless an exception applies (for example, an IEP/504 accommodation or specific staff authorization). Devices must be silenced and stored as directed.

At the middle school level, student devices must be silenced and stored in student lockers. (See Board of Education Policy #7370.)

If a student needs to reach a parent during the day, they may use a phone at the east end kiosk, middle school main office, nurse's office, or a counselor's office. Parents who need to reach a student should call the middle school office at 845-657-2373 x2210.

Consequences for using an unauthorized device:

- **First offense:** The device will be confiscated by a staff member, and the student referred to the administration. Noncompliance will be viewed as insubordination and treated accordingly. The device will be turned over to a building administrator. The student will bring their device to the principal's office each day for five consecutive school days so it remains out of their possession during the instructional day.
- **Second offense:** The device will be confiscated and returned only to the student's parent/guardian by an administrator following communication with a parent/guardian. Additional consequences, such as detention and in-school suspension, will also be considered.
- **Subsequent violations** shall result in additional behavioral consequences, including the possibility of in-school suspension.

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

DIGNITY FOR ALL STUDENTS ACT — DASA (MIDDLE SCHOOL)

The Board of Education recognizes that a learning environment that is safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and a school's ability to educate are compromised by incidents of discrimination or harassment, including bullying, taunting, hazing, and intimidation. The District will strive to create an environment free of discrimination and harassment and will foster civility to prevent conduct inconsistent with the District's educational mission.

Consistent with Policy 3420 Anti-Harassment in the School District, the District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at school-sponsored events on or off school property. In addition, any act of discrimination or harassment outside of school-sponsored events that can reasonably be expected to materially and substantially disrupt the educational process may be subject to discipline.

Middle School Dignity Act Coordinator: Dr. Don N. Solimene, 845-657-2373 ext. 2210, dsolimene@onteora.k12.ny.us. Learn more at www.onteora.k12.ny.us/about/dignity-for-all-students-act.

GENERAL TOPICS (MIDDLE SCHOOL)

BACKPACKS

Carrying the weight of many textbooks in backpacks all day has caused back strain and injuries. Because of this and the necessity to teach organizational skills, the use of backpacks in the middle school during the day is not permitted (this includes any bags used for carrying books). Middle school students may use backpacks to transport their books to and from school, and they must be stored in lockers during the school day. Teachers will assist students with locker strategies that assure timely arrival to classes.

RESTROOMS

Student restrooms throughout the building are designated as either high school or middle school restrooms; students must use only the restrooms assigned to their building. There should be no more than two students at a time in any large restroom, and never more than one person at a time inside a gender-neutral bathroom.

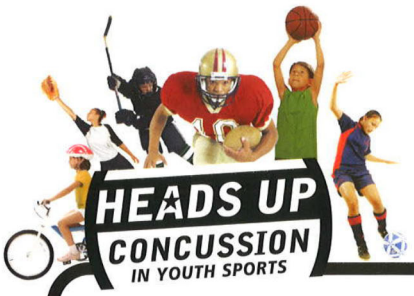
TRANSPORTATION (MIDDLE SCHOOL)

ALTERNATE TRANSPORTATION REQUESTS

- The student must present a written note from the parent/guardian to the Middle School attendance secretary prior to the beginning of first period.
- The note must contain the address the student will need transportation to and valid contact number(s) for the parent/guardian.
- If the student is going home with another student, include that information as well.
- Telephone contact will be made to confirm the request prior to a transportation pass being provided; failure to confirm will result in denial.
- If a written note cannot be provided due to unexpected circumstances, an e-mail must be sent to the Middle School attendance secretary at msattendance@onteora.k12.ny.us, including the information above.
- **Ray Clinton, Transportation Supervisor** — (845) 657-2373, ext. 1061.

LATE BUS RUNS

Students taking a late bus report to the area in front of the computer lab (Rm 121 C/D) beginning at 4:10 P.M. (see "A Middle School Day: Arrival & Dismissal").



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

A Fact Sheet for **PARENTS**

WHAT IS A CONCUSSION?

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

You can't see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days or weeks after the injury. If your child reports any symptoms of concussion, or if you notice the symptoms yourself, seek medical attention right away.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

If your child has experienced a bump or blow to the head during a game or practice, look for any of the following signs and symptoms of a concussion:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Symptoms Reported by Athlete

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light
- Sensitivity to noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right"

HOW CAN YOU HELP YOUR CHILD PREVENT A CONCUSSION?

Every sport is different, but there are steps your children can take to protect themselves from concussion.

- Ensure that they follow their coach's rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.
- Make sure they wear the right protective equipment for their activity (such as helmets, padding, shin guards, and eye and mouth guards). Protective equipment should fit properly, be well maintained, and be worn consistently and correctly.
- Learn the signs and symptoms of a concussion.

WHAT SHOULD YOU DO IF YOU THINK YOUR CHILD HAS A CONCUSSION?

1. **Seek medical attention right away.** A health care professional will be able to decide how serious the concussion is and when it is safe for your child to return to sports.

2. **Keep your child out of play.** Concussions take time to heal. Don't let your child return to play until a health care professional says it's OK. Children who return to play too soon—while the brain is still healing—risk a greater chance of having a second concussion. Second or later concussions can be very serious. They can cause permanent brain damage, affecting your child for a lifetime.

3. **Tell your child's coach about any recent concussion.** Coaches should know if your child had a recent concussion in ANY sport. Your child's coach may not know about a concussion your child received in another sport or activity unless you tell the coach.

July 2007

It's better to miss one game than the whole season.

For more information and to order additional materials **free-of-charge**, visit:
www.cdc.gov/ConcussionInYouthSports

For more detailed information on concussion and traumatic brain injury, visit:
www.cdc.gov/injury

report bullying or cyberbullying

help your friends

be proactive

report depression

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ONTEORA CENTRAL SCHOOL DISTRICT

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