

MYNDERSE ACADEMY STUDENT PROCEDURES/REGULATIONS HANDBOOK



Grades 9-12

2026-2027



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Please Note: All information may be changed/alterd to meet any NYSED requirements and/or SFCSD policy changes. Any and all changes/updates will be shared with families.

Board of Education Policies #5300.05, 5300.00, 5300.35

The Board of Education and Mynderse Academy is committed to providing a safe and orderly school environment where students receive and district personnel deliver quality educational services without disruption or interference. The school district is committed to:

- ensuring each student is healthy, safe, engaged, supported, and challenged;
- helping students develop self-discipline and social and emotional growth; and
- guiding students in improvement and corrections of inappropriate, unacceptable and unsafe behaviors.

Responsible behavior by students, teachers, other district personnel, parents and other visitors is expected, as it is essential to achieving this goal.

For this to happen, everyone in the school community must demonstrate and offer respect to others.

With the recognition that all children make mistakes and that this is part of growing up, schools must help all students learn to grow from their mistakes. School discipline policies should support students and teachers and ensure that everyone is treated with dignity and respect.

Student discipline and support policies and practices will be implemented in a manner which is caring and equitable, respectful, and based on trust among administration, staff, students, and families and holds all individuals accountable, but is restorative and solutions oriented, rather than punitive. This will help students:

- learn from their mistakes;
- understand why their behavior was unacceptable;
- acknowledge the harm they caused or the negative impact of their actions;
- understand what they could have done differently;
- take responsibility for their actions;
- learn pro-social strategies and skills to use in the future; and
- understand that further consequences and/or interventions will be implemented if their unacceptable behavior persists.

Because the district's goal is for making school a community free of violence, intimidation, bullying, harassment, and discrimination, all students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function is expected to report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

Students are prohibited from knowingly making false statements or knowingly submitting false information to school staff during a disciplinary process.

Mynderse Academy is focused on helping all students achieve educational success. This can only

be realized through cooperation, mutual respect, and limiting behaviors that interfere with student learning.

Parents/Guardian & Students

- Please review the contents of these regulations and keep them so you may refer to them during the school year.
- Please accept this invitation to contact teachers, at any time, regarding the educational development of your student.
- Teachers will be encouraged to list the time you may contact them on their class expectations.
- Mynderse Academy's telephone number is 315-568-5500, option #1. Once you have dialed this, you will hear another series of options (to report an absence, Main Office, Counseling Office, Nurse, Library, Athletic Director, etc.). Make your selection or dial the person's extension or use the name directory.

DAILY BELL SCHEDULE	ONE HOUR DELAY	TWO HOUR DELAY
Period 1 7:35-8:18	Period 1 8:35 - 9:11*	Period 1 9:35 - 10:03*
Period 2 8:21-9:03	Period 2 9:14- 9:49	Period 2 10:06 - 10:32
Period 3 9:06-9:48	Period 3 9:52 - 10:27	Period 3 10:35 - 11:01
Period 4 9:51-10:33	Period 4 10:30 - 11:05	Period 4 11:04 - 11:30
Period 5 (Lunch) 10:36-11:18	Period 5 11:08 - 11:43	Period 5 11:33 - 11:59
Period 6 (Lunch) 11:21-12:03	Period 6 11:46 - 12:21	Period 6 12:02 - 12:28
Period 7 (Lunch) 12:06-12:48	Period 7 12:24 - 12:59	Period 7 12:31 - 12:57
Period 8 12:51-1:33	Period 8 1:02 - 1:37	Period 8 1:00 - 1:37
Period 9 1:36-2:18 (Bus @ 2:23)	Period 9 1:40 - 2:18	Period 9 1:40 - 2:18
Period 10 - Academic Assistance 2:25-2:55	*Students who attend AM classes at FLTCC will leave Mynderse at 8:30 a.m.	*Students who attend AM classes at FLTCC will not attend on days with a two-hour delay.
2nd Bus 3:00 3:00 – 4:00		
Final Bus Run 4:00		

Students waiting for after-school activities must be with a teacher or in Sports Study Hall. They are encouraged to use this time to study and complete homework.

OFFICE PROCEDURES:

MIDDLE SCHOOL

Students in grades 9-12 are only allowed in the Middle School during the school day, (7:25 a.m. to 2:55 p.m.) if they have a class in that building or are going to the Health Office. Students wishing to see a Middle School staff person during the day must first secure a pass from high school administration.

HIGH SCHOOL

The main office has an open-door policy. Students are asked to be respectful and patient and need to have an E-Hall Pass.

BULLETINS AND ANNOUNCEMENTS:

- Announcements are read at the beginning of 1st and 9th periods.

- Students are required to be in their seats and remain quiet during all announcements.
- Announcements will also be shared with students via a Google Doc.
- It is the responsibility of the student to view the 10th period list to see if they are assigned to a respective teacher for 10th period. Students are required to stay when listed.

BUILDING SECURITY and VISITOR PROCEDURES:

To ensure that Mynderse Academy is a secure and safe learning environment, access to the building during the school day will require everyone to enter via the main lobby, using a buzzer system, and to report to the main office window. Exterior doors are to not be left/blocked open and no one is allowed to open doors to allow others to enter. A security monitoring system is active throughout the building as an added safety precaution. The system will be used to monitor activity and traffic in the halls.

Once the school day begins, all doors are locked and entrance to the building will be via the front doors, with visitors being granted access by the main office personnel. As an increased effort to assure the safety of students and staff, SFCSD will continue using the "Raptor Visitor Management System."

Upon entering the main office at each school, visitors will be asked to present a valid state-issued driver's license or ID, which will be scanned into the system. The Raptor System will check to ensure people who are not authorized to be in the building are not permitted to enter the building (e.g. order of protection, sex offender registry). The Raptor System only scans the visitor's name, date of birth, and photo. In the event a visitor does not have a valid license, they can provide first name, last name, and picture ID. A visitor's badge will not be necessary for those entering the school to drop off items (e.g. lunch, books, clothing, etc.) in the main office.

STUDENTS VISITING/SHADOWING:

Any student who does not attend Mynderse Academy, wishing to visit during the school day, must be approved in advance, with the hosting student receiving written approval from all their teachers and the permission signed by an administrator in advance of the day the visitation is to take place. All visitors must adhere to all school rules. Alumni are only allowed to visit during 10th period.

STUDENT PICTURES/VIDEOTAPE DISCLAIMER

Please be aware that the SFCSD uses photos, videos, live streams, etc. to promote the district. It is understood that the photos, videos, and streams will be used on the district's website, social media, and publications. In the event that your child's image is NOT permitted to be included in such promotions, please contact the Building Principal.

ATTENDANCE and TARDY PROCEDURES

Students will report to 1st period by 7:35 a.m. If a student is not in 1st period by 7:35 a.m., they will be considered tardy. Legal tardies are those due to illness, medical/dental appointments, funerals, college visits, court appearances, parent/guardian returning from or going on military deployment, and impassable roads.

- **Parents are urged to call or email the main office when a student is absent from school (315-568-5500, Ext. 1158 or ma-office@senecafallscsd.org).** This will avoid an automated call and/or having the nurse call home.
- **Excuses** are required for any tardy and/or absence, whether the excuse is legal or illegal. The student must bring a note from a parent, stating the reason for the tardiness and/or

absence. **Excuses may be sent with the student, faxed (315-712-0523), emailed (ma-office@senecafallscsd.org), or as a response to the automated call.**

- Students who arrive after 7:35 a.m. must report to the main office to sign in.
- Parents may request assignments when a student is absent by calling the office or contacting the student's teachers.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures:

Absences, tardiness and early departures will be considered excused or unexcused according to the following standards.

a) Excused: An absence, tardiness or early departure may be excused if due to **personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, music lessons, or other such reasons as may be approved by the appropriate building administrator** (including, but not limited to, absences due to circumstances related to homelessness).

b) Unexcused: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, hair cut, obtaining learner's permit, road test, oversleeping).

Late to School Policy

School starts promptly at **7:35 AM**. Students are expected to be in their first period class by that time to hear morning announcements, which often includes important information.

If a student arrives after 7:35, they must stop by the **main office** with a note from a parent or guardian to receive a **late to school pass** before going to class. Students are then expected to be seated within their assigned classroom 5 minutes after they have signed in.

Students are given up to **five unexcused tardies to school per marking period** without an expectation to make up for the missed class time.

Consequences: Students who accumulate five unexcused tardies to school will receive a lunch detention. As an alternative, they may choose to stay with their first period teacher during 10th period. This consequence will be repeated for every additional set of five unexcused tardies.

CUTTING CLASS/TRUANCY

A student will be deemed truant when they are absent from school or class or an assigned responsibility, without the knowledge and/or consent of a parent. The Seneca Falls Board of Education has also deemed that a student who cuts a class will also be considered truant as the student is absent from an assigned responsibility without parental knowledge. For every period or day missed due to truancy, the student will be required to make up the class time missed and parents will be notified of each violation. This is to be done during the time assigned by the teacher/administration and may occur over several consecutive days.

- **CLASS TRUANCIES:** Parents will be notified, students will not be allowed to participate in extracurricular activities on the day any class is cut, and progressive discipline may be assigned.
- **FULL-DAY TRUANCIES:** Parents will be notified, students will not be allowed to participate in extracurricular activities, and progressive discipline may be assigned.

Passing Time Between Classes

Students are given three (3) minutes between classes to use the restroom, visit their lockers, and transition to their next class. This time should be used wisely so students can arrive to class on time and prepared to learn.

A student is considered tardy if they are not in their seat and ready when the bell rings. While initial tardiness may result in a *restorative conversation*, *repeated lateness can lead to disciplinary consequences*.

Note: Passes will not be issued during the first or last five minutes of any class period.

Why Being On Time Matters

- 1. **Important Information:** The beginning of class often includes essential instructions, a review of prior learning, or the introduction of new content. Arriving late means missing key information that could impact understanding, performance, or awareness of upcoming assignments or assessments.
- 2. **It Helps You Stay Focused:** Being on time gives students a chance to settle in, get organized, and mentally prepare. Entering late can be disruptive to both the student and the rest of the class.
- 3. **It Shows Respect:** Punctuality demonstrates respect for teachers and classmates. It helps maintain a focused, respectful learning environment for everyone.
- 4. **It Builds Good Habits:** Being on time is a skill that carries over into college, careers, and other life responsibilities. Practicing punctuality now sets students up for future success.

Tardy Consequences:

- After every fifth unexcused tardy to class (per marking period), students will be assigned a lunch detention. *As an alternative, students may choose to stay with their teacher during 10th period instead of serving lunch detention.* This consequence will reset each marking period and repeat for every additional five unexcused tardies.

SIGNING-OUT

Students may be released early from school with a note from a parent or guardian for doctor/dentist appointments, church/religious services, college visitations, illness of students, and funerals. All other reasons for early release will be discouraged as they interfere with the academic process.

Any student who feels ill during the school day must report to the school nurse. The nurse will then contact a parent/guardian to inform them of their student’s illness. Students are not to call home from the office or cell phone and ask to be excused early. The nurse or the administrator must give permission for a student to leave school because of illness.

Board of Education Policy #5100 - ATTENDANCE POLICY

Statement of Overall Objectives

School attendance is both a right and a responsibility. The School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the School District has developed, and, if necessary, will revise this Comprehensive Student Attendance Policy to meet the following objectives:

- 1. To increase school completion for all students;
- 2. To raise student achievement and close gaps in student performance;
- 3. To identify attendance patterns in order to design attendance improvement efforts;

4. To know the whereabouts of every student for safety and other reasons;
5. To verify that individual students are complying with education laws relating to compulsory attendance;
6. To determine the District's average daily attendance for State aid purposes.

Description of Strategies to Meet Objectives

The School District will:

- Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students.
This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.
- Develop and maintain Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. Recommendations for revisions from the multifaceted team will be forwarded to the Board of Education Policy Committee and full Board for consideration.
- Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness or early departure of each student.
- Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.
- Develop early intervention strategies to improve school attendance for all students.
- Share this policy with local Child Protective Services (CPS) to ensure a common understanding of excused and unexcused absences and to work toward identifying and addressing cases of educational neglect.

Determination of Excused and Unexcused Absences, Tardiness and Early Departures

Absences, tardiness and early departures will be considered excused or unexcused according to the following standards.

- a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, music lessons, or other such reasons as may be approved by the appropriate building administrator (including, but not limited to, absences due to circumstances related to homelessness).
- b) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, hair cut, obtaining learner's permit, road test, oversleeping).

Awareness to Principal

Students whose parent or legal guardian has been called for military deployment, is on leave from, or is returning from a combat zone or combat support may be excused an additional five [5] days, but work must be made up according to the rules applicable to other excused absences. Parents must notify the Building Principal no less than three [3] days before the intended absences and each case will be approved on a case by case basis by the Building Principal.

Student Attendance/Course Credit

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work.

Consequently, for each marking period a certain percentage of a student's final grade may be based on classroom participation as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

At the senior high school level, any student with more than 28 absences in a course may not receive credit for the course. However, it is District policy that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

However, where a student earns a passing grade, credit will not be denied for the course(s).

For courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly.

Transfer students and students re-enrolling after having dropped out of school, will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

- a. Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time;
- or
- b. Working pursuant to an approved independent study program; or
- c. Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class. Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Notice of Minimum Attendance Standard/Intervention Strategies Prior to the Denial of Course Credit

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance, the following guidelines shall be followed:

- a. Copies of the District's Comprehensive Student Attendance Policy will be provided to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.
- b. School newsletters and publications may include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.
- c. At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his/her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.

d. A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

Notice of Students who are Absent, Tardy or Depart Early Without Proper Excuse

A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance.

The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

Attendance Recognition

The District may develop and implement grade-appropriate/building-level recognition to encourage student attendance.

Disciplinary Consequences

Unexcused absences, tardiness and early departures may result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation. Absences related to homelessness shall not result in negative consequences where the district determines that it would be in the student's best interest to permit continued participation.

Intervention Strategy Process

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

- a. Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures);
- b. Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
- c. Discuss strategies to directly intervene with specific element;
- d. Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
- e. Implement changes, as approved by appropriate administration;
- f. Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
- g. Monitor and report short and long term effects of intervention.
- h. In addition, the designated staff member will contact local Child Protective Services (CPS) if they suspect that the child is being educationally neglected. The designated staff member will provide

CPS with the information necessary to initiate a report. If other staff members suspect education neglect, they must follow the procedures outlined in Board policy and regulation 5460, Child Abuse in a Domestic Setting, and is recommended to advise the building principal. The building principal will inform the Superintendent.

Appeal Process

A parent/person in parental relation may request a building level review of their child's attendance record.

Building Review of Attendance Records

The Building Principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

Annual Review by the Board of Education

The Board of Education reserves the right to review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the policy and plan deemed necessary to improve student attendance.

Community Awareness

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

- a. Providing a plain language summary of the policy to parents or persons in parental relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;
- b. Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and
- c. Providing copies of the policy to any other member of the community upon request.

HEALTH OFFICE

PRESCRIPTIONS AND MEDICATIONS

Students are not allowed to carry medication including over-the-counter medication unless they follow the steps as described in Board of Education Policy #5420

Before any medication will be administered to or by any student during school hours, the Board requires:

- The written request of the parent(s) or guardian(s), which give permission for such administration and relieve the Board and its employees of liability for administration of medication;
- The written order of the prescribing authorized medical provider, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication be administered, the period for which medication is prescribed, and the possible side effects of the medication; and
- That in order for a student to carry and use a rescue inhaler, an epinephrine auto-injector, insulin, or glucagon and associated testing supplies, written permission must be provided both by the parent and the prescribing authorized medical provider in accordance with state law and regulation.

Students are allowed to carry and apply parentally provided sunscreen without a prescription from a medical provider, assuming that the sunscreen is FDA approved and that the sunscreen is not treating a medical condition. Parents need to provide the district with written permission for students to use sunscreen.

ACCIDENTS

All accidents, however serious, should be reported **immediately** to the nurse or an administrator. This includes accidents/injuries that occur when a student is participating in an extracurricular activity.

ACADEMICS

HOMEWORK EXPECTATIONS

- SEE ATTACHMENT on page 32

10th PERIOD (2:25-2:55 p.m.)

Monday (IF TEACHER IS AVAILABLE), Tuesday, Wednesday, Thursday

10th period is part of the school day and will be treated accordingly. The 10th period is for students to receive extra help and make-up back work. Academic assistance is assigned by teachers, Monday through Thursday, by course. The intent is to maximize opportunities for students to obtain more one-on-one teacher assistance. When a student is placed on the 10th period list they must stay with that teacher as it is still part of the school day. Students who are repeatedly absent from 10th period despite being scheduled will be required to make up the missed time during their lunch period in the Reset Room.

ACADEMIC CONCERNS

If a parent/guardian has academic concerns regarding their student's success, they should follow the steps below:

1. Speak with your student and look at SchoolTool to discover missing assignments, tests, etc.
2. Contact your student's teacher to discuss the concerns
3. Contact your student's School Counselor to discuss concerns and possibly set up a meeting.
4. If after steps 1-3 have been followed and the parent/guardian still has concerns, contact the building Principal and/or Assistant Principal.

ACADEMIC SUPPORT

Students will be placed in credit recovery and/or academic intervention services (AIS) based on student academic needs as described below.

CREDIT RECOVERY

- To improve grades from the prior 5-week period (65% max) and/or gain a better understanding of content.
- Students can complete missing assignments, re-do assignments, retake exams, etc.
- Students may not leave academic classes, studyhall, and/or lunch to complete work in credit recovery

ACADEMIC INTERVENTION SERVICES

- Failed a Regents exam in January/June
- Prepare for a Regents Exam
- Teacher recommendation if a student needs support understanding content
- English Portfolio support

STRUCTURED STUDY HALL

At the beginning of the school year, students in 9th grade will be assigned structured study halls and students in grades 10, 11 and 12 will have the opportunity to be in an unstructured study hall in the cafeteria, except for students who attended Summer School and were not successful in passing the courses attended. After the first five (5) week progress reports, students will be placed in structured study halls if they have below a 70% in classes. Students placed in structured study halls are to bring homework/materials to study. Students are not allowed to leave without an e-Hall Pass pass from a teacher. Structured study halls are a quiet location for students to get work completed and/or study.

UNSTRUCTURED STUDY HALL/PRIVILEGE SYSTEM (10th – 12th ONLY)

Unstructured students will have the following options, after reporting to the cafeteria to sign in:

- Report to the Library
- Report to another teacher for extra help, providing they have an e-Hall pass from that teacher
- Report to the senior lounge
- Seniors are allowed to leave the building during “unstructured” study halls ONLY if their study hall is the period directly before or after their lunch period AND THEY have proper signed parental permission on file in the office.

Students must maintain a grade higher than a 70% in all subject areas to remain in unstructured study hall. Teachers may request to revoke students' unstructured study hall privileges, even if the student is maintaining a passing average, but is not working to potential. Students who do not adhere to the regulations of the unstructured study hall may lose their unstructured privileges.

HONOR ROLL/HIGH HONOR ROLL

To be eligible for the Honor or High Honor Roll, a student must have no incompletes and/or failing grades and must meet the minimum average for each roll:

High Honor Roll: 90% - 100%

Honor Roll: 85% - 89.999%

HALF-DAY AND WORKING STUDENTS

Students must have parental permission and the employer's signature on the appropriate form to be eligible to attend school half a day for the purposes of employment.

ACADEMIC ELIGIBILITY

This pertains to all extracurricular activities including athletics, dances, class trips, drama, etc. Students are declared either “**on probation**” or “**ineligible**” every 5-week grade reporting period.

- Probation: If it is the first time in a school year where a student is failing 2 or more classes, they are placed on probation. This probationary period gives students 2 weeks to raise their grades to passing. While on probation, students must stay 10th period for the classes they are failing and submit a pass from that teacher to participate in practice/game or extracurricular activity. If they are not passing by the end of the 2-week period, they are declared ineligible.
- Ineligibility: If a student is failing 2 or more classes and has been on probation already this school year, the student is declared “**ineligible.**” Eligibility is based on the current marking period, and this will remain in effect until the next marking period starts or the student has brought their classes to a passing grade. The student must get a note signed by their teacher and present said note to administration.
 - Students may try out & practice while on the Academic Ineligible list, providing they attend 10th period and bring a pass to their coach/advisor daily.
 - Students will not be allowed to attend events or participate in sporting events until off of academic eligibility.
 - Students may not drop a course in order to become “eligible.”

ADD/WITHDRAW SLIPS

Prior to a student withdrawing a course during the semester, a parent/guardian conference must be held with the teacher, if all parties are not in agreement. If it is determined that the student will withdraw the course, the respective School Counselor will complete the withdrawal slip, which must be signed by all parties (teacher, parent/guardian and principal) and then returned to the School Counselor, who will make the schedule change. The student transcript will reflect that the course was withdrawn as either withdraw/pass or withdraw/fail, depending on the status of the grade at the time the course was withdrawn. All textbooks, graphing calculators, cameras, art materials, or other school-issued materials must be turned in, and the student will be assigned to a study hall until another course can be scheduled or until that marking period ends. Withdrawing a course will not allow a student who is academically ineligible to become eligible.

CHEATING/PLAGIARISM

Any student caught cheating/plagiarizing (on quizzes, tests, projects/papers, homework, etc.) may be denied credit for the respective work, parents/guardians will be notified, and administration will be involved. If there is a 2nd offense, it may result in disciplinary action. Both offenses entered into School Tool, consequences may be assigned.

- AI tools **may not** be used for:
 - Submitting AI-generated work as original without disclosure
 - Completing essays, projects, or assessments without teacher permission
 - Bypassing reading or analysis requirements (e.g., generating book summaries instead of reading)
 - Using AI to cheat, plagiarize, or misrepresent original thinking

This is cumulative for the entire time the student is enrolled at Mynderse Academy. Please be advised that if cheating occurs on a final or Regents exam, the student's exam will be voided, Regents credit will be denied, and the course may have to be retaken.

Graduation Requirements/Options

Please see the Mynderse Academy Academic Course Handbook for a complete description of requirements, options, and opportunities. Each student will be given this at their scheduling meeting and the handbook can be located on the school webpage.

COMMUNITY SERVICE

Mynderse Academy has a long-standing tradition of encouraging community involvement and support. In order to give back to the Seneca Falls community who support our district and especially our high school throughout the year, students will complete a total of 20 hours of community service before graduating. Students are to volunteer as often as possible during their first few years of high school (and can complete all 20 hours in the first year if they so desire), but the requirements are to complete at least 5 community service hours during each year of high school: 5 hours during 9th grade; 5 hours during 10th grade; 5 hours during 11th grade; and the final 5 hours during 12th grade. With additional community service hours, students have the opportunity to gain up to one credit towards graduation for 80 hours completed.

DOUBLING-UP

Students are discouraged from doubling-up in core courses (English, Social Studies, Math, and Science), and the decision to allow a student to double-up in a course is at the discretion of the

administration. One (1) probationary marking period will be allowed to determine the capability of success for a student who is “doubling up.” At the end of this marking period, if the student's progress is unsatisfactory, the teacher, student, parents/guardians, school counselor, and administrator will meet to review the situation. If a student fails a core course, they must attend summer school or repeat the course the next school year. Graduation may be delayed if the course(s) failed include English or Social Studies, as 4 years of each course are required or other graduation requirements.

THE SEAL OF CIVIC READINESS

The Seal of Civic Readiness is a prestigious award that lets colleges and employers know that you have demonstrated the knowledge, mindsets, and skills that will promote a successful democratic society. Students who earn this Seal will have the Seal added to their high school diploma and may include it on college applications and resumes.

Any student in the Seneca Fall Central School District may apply for the Seal of Civic Readiness. Projects and learning experiences leading toward meeting the requirements of the Seal will be embedded into middle and high school social studies courses. High school counselors and social studies teachers will assist students who are eligible to apply for this seal of distinction. School counselors will ensure that all necessary courses are in the student's course load to achieve the seal.

The Seal of Civic Readiness Handbook can be found on the district website. It includes criteria to earn the Seal as well as the student application.

THE SEAL OF BILITERACY

The Seal of Biliteracy is a prestigious award that lets colleges and employers know that you are proficient in more than one language. It is a distinction that will be attached to diplomas and transcripts of graduates who have demonstrated language proficiency in both English and any other language, including American Sign Language.

Any student working towards proficiency in reading, writing, listening, and speaking in English and another language can apply. High school counselors and language teachers will assist students who are eligible to apply for this seal of distinction. Students will be introduced to the program requirements beginning in ninth grade. Planning will typically begin during the 11th-grade year. School counselors will ensure that all necessary courses are in the student's course load to achieve the seal. Students starting their junior or senior year are eligible to apply for the NYSSB.

The Seal of Biliteracy Handbook can be found on the district website. It includes criteria to earn the Seal as well as the student application.

HONOR GRADUATE REQUIREMENTS

A student wanting to earn “Honor Graduate Status,” must have an average of 90% on all Regents examinations taken for the respective diploma the student is working towards, (Regents, Advanced Regents Designation).

SCHOLARSHIP ELIGIBILITY (BOARD OF EDUCATION POLICY)

In accordance with the **Board of Education policy #2250**, the Scholarship Committee shall recommend a list of potential scholarship winners which meet the various criteria of the scholarships administered by the Board of Education of the Seneca Falls Central School District. The Scholarship Committee is also charged with making recommendations regarding the Harry S. Fredenburgh Scholarship endowment account.

There are various other scholarships that students may be eligible for. The information can be found on the students' class Counselor News Google Classroom or by talking with their School Counselor.

PRIVILEGES

DRIVING/PARKING

Students must register their cars with the main office and will be given a parking sticker. Only registered vehicles will be allowed to park in the student parking lot. Students are not allowed to park anywhere but the student parking lot. Violations may result in the vehicle being towed at the owner's expense. The student parking lot is not to be used as a gathering place. Students will not be allowed to congregate inside parked vehicles during lunch periods. Cars must be parked properly, so as not to block other vehicles. Failure to comply could result in revocation of driving privileges and reinstatement will be at the administration's discretion.

SENIORS

If a student **in Grade 12**, wishes to leave the building during the lunch period, they must return a completed senior privileges permission slip, bearing parent/guardian signature, to the office. The following is a list of rules that seniors must abide by to continue with this privilege:

- Seniors must return to school and be on time for their next class.
- Seniors are not allowed to take students in grades 9-11 off of school property.
- If seniors purchase their lunch off campus, they are not permitted to bring the lunch into the cafeteria but must eat in the cafeteria lobby- or senior lounge.
- Seniors must have all passing grades at each 5-week mark to keep this privilege.

Failure to comply with the above rules and rules on the parent/guardian permission form will result in the revocation of the privilege.

DANCES/PROM/BALL

Attending dances is a privilege. You must be in school and academically eligible to attend. You can not attend if you received a referral, have ISS or OSS on the day of the dance/Prom/Ball. The Prom is for Juniors and the Ball is for Seniors. Students in other grades can only go as guests.

LIBRARY/MEDIA CENTER

The Library Media Center is meant to allow students to pursue their own personal interests as well as schoolwork, (individual, partners, and small group), and to also provide a space for personal reflection, reading, and enrichment.

EXPECTATIONS

Students wishing to go to the Library/Media Center from study hall, lunch or during 10th period may do so, but must adhere to the following rules:

- Students from structured or unstructured study halls must have an e-Hall pass
- Students must be respectful of others and do schoolwork, read, or explore educational interests
- Students may listen to music, provided they have their own headset and the music does not interfere with others
- No food is allowed

- The innovative table allows students to be creative and build bonds with others. Be mindful of the students studying, and working. Please pick up after yourself.

PROCEDURES

Students entering the Library from a class, study hall or lunch must have an approved e-Hall pass from an administrator, teacher or study hall monitor. Upon entering the Library, all students must sign in at the front desk. Students may leave the library whenever work is completed.

COMPUTER LOAN PROCEDURES

Students in grades 9-12 are issued Chromebooks for their use throughout the school year. Students are expected to bring their charged Chromebook to school every day. If a student forgets their Chromebook they are allowed to sign out a Chromebook from the Library to complete academic assignments.

CHARACTER EDUCATION

At Mynderse Academy, we have committed to promoting a safe and supportive environment for all students and staff. Driven by student input, the following language has been developed to describe our building-wide expectations:

Each month, one aspect of the B.L.U.E. language will be a focus and will be celebrated. In addition to the B.L.U.E. expectations, we will plan several assemblies throughout the year so that we can celebrate the accomplishments of our students and reteach expectations as needed. Attendance, Behavior and Academic Achievements are points of pride that should be recognized. All students are valued and will be recognized for their achievements.

Mynderse Academy BLUE Expectations (Building-wide)

Be Respectful	• Be polite and considerate • Listen to others • Be present
Live Responsibly	• Do the right thing because it is the right thing • Take ownership of your actions • Set realistic expectations of yourself/others • Manage your time and energy
Unite Together	• Be inclusive • Share traditions • Cooperate with and encourage each other • Listen and communicate positively
Excel Daily	• Self-reflect on yesterday to do better today • Be the best you every day • Create goals to improve tomorrow



BLUE!

**Be Respectful
Live Responsibly
Unite Together
Excel Daily**

LUNCH

STUDENT ACCOUNT

The school district has a Point of Sales Program in the cafeteria. This system will require students to use an ID# that will be given to them on the first day of school. Money can be deposited into an account online, using myschoolbucks.com or by sending money to school with the student. Throughout the year, parents can access student accounts to view the balance and what the student is purchasing. This can also be done by contacting the Food Service Manager @ 315-568-5500, Ext. 1276.

EXPECTATIONS

Students may go outside during the lunch period but must stay on school grounds in the designated areas. Parents are not allowed to write excuses for students in grades 9-11 to leave school grounds during the lunch period unless they come to school to personally pick the student up.

All students are responsible for cleaning up after themselves and properly disposing of food and drink materials, as everyone needs to help keep the building and grounds neat and clean.

Students may not have food delivered from restaurants, using DoorDash or other delivery services to school at any time.

COSTS FOR MEALS

Breakfast and lunch will be free for all students through June 30, 2027, regardless of income. Students wishing to purchase additional items or meals may do so using the point of sales program, "My SchoolBucks". Money can be added via cash, check, or using myschoolbucks.com or the MySchoolBucks App.

CAFETERIA PROCEDURES

- Enter the serving line and move along as quickly as possible. Have your money or ID# ready when you get to the cashier. Pay the cashier (if necessary), proceed to a table, sit down and eat your lunch.
- Exercise good manners, clean up after yourself, and keep noise to a minimum.
- The cafeteria workers have a difficult job to do, in a very short time. Their efficiency depends upon your cooperation. Comply with their requests.
- Soda or food brought from outside food vendors is not allowed in the cafeteria.
- Students are not permitted to go to their lockers during their lunch period.

EXTRACURRICULAR ACTIVITIES/SPORTS

ATHLETIC ELIGIBILITY

In order to be considered eligible to participate in any of our athletic teams, students must have five (5) classes in their schedule in addition to their Physical Education class.

MEETINGS & ACTIVITIES

Club meetings may happen during period 10. However, students are required to attend 10th period with their teacher(s) if on the 10th period list. No organized activities will start until 3:00 p.m. Students are not allowed in the Middle School until after 3:05 p.m. Club sponsors or coaches will be present during any organized activity.

ATTENDANCE POLICY TO BE ELIGIBLE

Students who are involved in an extracurricular activity must be in school by 7:35 a.m. to be eligible to practice/participate in the activity for that day. Students who sign in after 7:35 a.m. must have a legal, written excuse to participate in extracurricular activities (doctor/dentist appointments require a note from the doctor/dentist office, parent note is required for a student attending a funeral, court appearances require a note from the court clerk, college visitation needs a note from the School Counselor).

The same regulations stated above apply to students who sign out of school and do or do not return to school if they wish to participate in an activity on that day.

STUDENT COUNCIL

The Student Council is the official governing body for the students. It will act in close conjunction with the principal's office. The Student Council meets monthly. Student Council members are required to meet their responsibilities, as assigned.

DISTRICT STEERING COMMITTEE

The District Steering Committee is a shared decision-making committee for improving academic achievement and providing a safe and orderly environment that is consistent with Education Law Section 2801 and Section 100.2l of the Commissioner of Education Regulations. This district-wide committee meets 4 times during the school year and students have the opportunity to serve on the District Steering Committee. Interested students should see the Principal or Superintendent to join the committee.

DRESS CODE POLICY (STUDENTS)

Board of Education Policy #5300.25

The Seneca Falls Central School District and the Board of Education recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. Student dress and personal appearance is and always has been the responsibility of each student and their parents or guardians. Student dress reflects the quality of the school. Our schools take pride in the appearance of our students. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choice affects the educational process of the schools.

The Superintendent designates the Principal as the arbiter of student dress and grooming in his/her building to ensure the following regulations are enforced:

- A student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails shall:*
- Be unlikely to injure people or damage property, appropriate according to this code, and not substantially disrupt or materially interfere with the educational process.*
 - Recognize that extremely brief garments and see-through garments are not appropriate. [Recognize that private areas must remain covered with opaque material].*
 - Ensure that underwear is covered by outer clothing (visible waistbands and straps are not violations).*
 - Include footwear at all times. Footwear that is a safety hazard, such as slippers, will not be allowed.*
 - Not cover the student's face to the extent the student is not identifiable, except for a medical or religious purpose.*
 - Not include items that are vulgar, obscene, libelous, or denigrate, harass, or discriminate against others on account of race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, weight, religion, religious practice, disability, creed, national origin, ethnic group, gender (including gender identity and expression), sex, sexual orientation or disability.*
 - Not promote and/or endorse the use of alcohol, tobacco or controlled substances or illegal drugs and/or encourage other illegal violent activities.*

Nothing in this policy will be construed to limit the ability of students to express their gender identity through clothing, jewelry, makeup, or nail color or styles, or to discipline students for doing so. Likewise, nothing in this policy will be construed to restrict students from wearing hairstyles as a trait historically associated with race or to discipline them for doing so.

Teachers of specialized classes or activities, such as Physical Education, Technology, Family & Consumer Science and Science laboratories, may regulate students' dress when it is appropriate for health, safety or educational reasons.

Students may wear baseball or beanie caps, however, **hoods are not allowed.**

Students will not be allowed to wear sunglasses in the building during the school day (7:35 – 3:55) unless written documentation from a physician has been submitted to the school nurse in advance.

Students whose appearance violates the student dress code are required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so will be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code will be subject to further discipline, up to and including out of school suspension if after restorative justice principles have been implemented the student continues to refuse to cooperate.

EXAMPLES OF INAPPROPRIATE CLOTHING THAT IS NOT ALLOWED:



In those instances of student dress that are contrary to health & safety standards or are deemed distracting to the educational process, the administration reserves the right to decide on individual cases and take remedial action consistent with the school's disciplinary procedures. Students in violation of the dress code will not be allowed to attend class until the violation has been corrected. Corrective actions include:

- Change in clothing
- Cover-up
- Wear the item in question inside out
- Item(s) being confiscated
- Parent contact to bring appropriate clothing items
- Disciplinary action if refusal to correct

Nothing in this policy shall be interpreted to limit the responsibility of the teachers to enforce regulations concerning control of hair or clothing in the interest of health and safety.

(See Code of Conduct)

Backpack, Lockers, and Searches

LOCKERS

Students will be assigned a locker at the onset of the school year and should keep their locker combination private. The school will not be responsible for school and/or personal belongings taken from lockers. Due to student safety, students can not place any objects on the floor in front of the locker. The student is held responsible for keeping their assigned locker clean and unmarked. Students are encouraged to keep all belongings locked in the locker. Writing on or inside lockers or causing any physical damage to them will result in the student performing restoration, receiving consequences, and will be required to pay for damages.

BACKPACKS

For safety reasons, backs must be stored in lockers upon arrival to school and stay in students' lockers until dismissal. Student athletic bags must be kept in lockers or in locker rooms.

SEARCHES

Board of Education Policy #5300.60

Lockers and bags may be searched without either student or parent/guardian permission, at the discretion of the building administrator and/or their designee.

CODE OF CONDUCT

Board of Education Policy #5300.30

The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their behavior.

Students may be subject to disciplinary action, up to and including, in extreme or repeated occurrences, suspension from school, when they:

A. Engage in conduct that is disorderly. Examples of this type of behavior include, but are not limited to:

1. Running or otherwise unsafe behavior in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.

B. Engage in conduct that deliberately goes against what a student has been asked to do or where they are supposed to be at any given time. This behavior is considered insubordinate.

Examples these types of behavior include, but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating belligerence or disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping lunch detention.
4. Lateness for, missing or leaving class without permission.

C. Engage in conduct that prevents others from being able to learn, focus, or be engaged in their work. This behavior is considered disruptive. Examples of this type of behavior include, but are not limited to:

1. Inappropriate public sexual contact
2. Display or use of personal electronic devices, such as, but not limited to, cell phones, music or video players, cameras, in a manner that is in violation of district policy.

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

1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee, another student or any other person on school property.
2. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
3. Displaying what appears to be a weapon.
4. Threatening to use any weapon.
5. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
6. Intentionally damaging or destroying school district property.
 - this includes writing on lockers, desks, walls, etc.); may be suspended out of school. The monetary value of the property will be assessed to the student and/or the parent.

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

1. Attempting to engage in or perform an act of violence noted in Section D.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
5. Discrimination, which includes using race (including traits historically associated with race, such as hair texture and protective hairstyles like braids, locks, and twists), color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
6. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Hazing, which includes an induction, initiation or membership process, involving harassment (see policy 0115 for a more complete definition).
9. Selling, using, distributing or possessing obscene material.
10. Using vulgar or abusive language, cursing or swearing.
11. Smoking a cigarette, cigar, pipe, electronic cigarette (i.e., vape), or using chewing or smokeless tobacco, or smoking/vaping/ingesting cannabis or concentrated cannabis (includes cannabis products) or smoking cannabinoid hemp (except for lawful medical cannabis use in compliance with state law and regulation).
12. Possessing, consuming, selling, distributing or exchanging tobacco, tobacco products, vape/hyde, alcoholic beverages, marijuana, synthetic marijuana or illegal substances, or being under the influence of alcohol, marijuana, synthetic marijuana or an illegal substance. "Illegal substances" include, but are not limited to, inhalants, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, or synthetic cannabinoids, and any substances commonly referred to as "designer" or "look alike" drugs which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically similar to, illegal drugs, which may or

may not be labeled for human consumption.

13. Inappropriately using or sharing prescription and over-the-counter drugs.

14. Gambling.

15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.

16. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

17. Knowingly making false statements or knowingly submitting false information to school staff during a disciplinary process.

F. Engage in misbehaviors otherwise prohibited by sections A-E of this section while on a school bus and to remain seated, keep objects and body parts inside the bus, obey the directions from the bus driver or monitor. Students must behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.

G. Engage in any form of academic misbehavior. Examples of academic misbehavior include, but are not limited to:

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

H. Engage in off-campus misbehavior that interferes with or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misbehavior includes, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to Policy 0115, Student Harassment and Bullying Prevention and Intervention).

I. Engage in any conduct that compromises the safety of others during a pandemic or other health crisis. The district will institute all safety recommendations from the Center for Disease Control and Prevention and/or New York State Department of Health and/or the District's physician.

STUDENTS AND PERSONAL ELECTRONIC DEVICES

Board of Education Policy #5695

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. 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.

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

Communication with Parents/Persons in Parental Relation

During the school day, to minimize distractions, parents (which, for purposes of this policy, includes persons in parental relation) may contact their children via the following methods: calling the school office, the school building office email address, and the district's communication app. Classroom and office phones are available for students to use as appropriate.

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

Device Access and Storage

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

1. At the high school level, student devices must be silenced and stored in student lockers or district determined storage.

Exceptions for Specific Purposes

This section outlines the exceptions required (IEPs and Section 504 plans) and permitted (for emergencies and as listed in 1 through 3) by law.

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

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

Parents may request an exception for their children to use internet-enabled devices during the school day as listed above. Requests must be made to the Building Principal, and for healthcare exceptions, must include documentation from an appropriate healthcare professional. For students with exceptions under this policy, the district will examine alternative ways to achieve the purpose of the exception, including different storage or access provisions.

Students may also be permitted to use their internet-enabled devices during the school day on school grounds for specific educational purposes, if the following criteria are met:

1. The student has registered the device with the district, in accordance with district procedures.
2. With administrative approval, the teacher has authorized the use of specific devices for a particular activity, after which the device must be stowed per this policy.
3. The student uses the device to access the Internet or authorized applications through the district's network, under the terms of policy 4526, Computer Use in Instruction.

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

Enforcement, Consequences and Reporting

Administrators and staff may also restrict use of electronic devices during school events and activities held outside of the school day and/or off school grounds.

- **Electronic Devices:** During school hours, electronic devices are to be placed in student lockers from 7:35 - 2:18.
 - If a student has an electronic device during the school day the following will occur:
 - **First Offense:** The student must surrender their device and it will be secured in the main office. The student may retrieve the device at the end of the school day. Parents are notified of the offense.
 - **Second Offense:** The student must surrender their device and it will be secured in the main office. The parent must pick up the device and meet with the principal or assistant principal.
 - **Third Offense:** The student must turn in the device into the main office at the start of the day and retrieve it at the end of the day for the time frames listed below:
 - (3rd Offense) 10 school days
 - (4th Offense) 30 school days
 - (5th Offense) Remainder of the school year

Electronic Devices and Testing

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

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

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

INTERNET USE PROCEDURES

All students will have the opportunity to access the Internet, providing they adhere to the rules established by district policy. When attempting to log on to the Internet, all students will be provided an introductory screen, explaining the district's Internet policy and the consequences for violating the policy. Failure to comply with expectations and the policy, student privileges may be revoked or suspended for a determined amount of time.

Students who are restricted from accessing the Internet will be allowed to access it for a required academic assignment. The student must have a pre-signed pass from the teacher who requires the assignment and with direct supervision from a staff member.

SMOKING/VAPING/TOBACCO PRODUCTS

Students are not allowed to use tobacco products on school property, which includes the student and staff parking lots. If students are found to be in possession or using tobacco products (which includes smokeless tobacco, vapor devices and electronic smoking devices), the following penalties will occur:

- 1st-time violators will be referred for substance abuse counseling with the school drug and alcohol counselor to complete a predetermined education program and will serve 1 day of in-school suspension. If refused, students will be disciplined accordingly.

- 2nd Violations: Parent conference and out-of-school suspension, not to exceed five (5) days.
- 3rd and subsequent Violations: Parent Conference, out-of-school suspension and the possibility of a Superintendent Hearing (to determine additional long-term out-of-school suspension) (See Code of Conduct)

VIOLENCE

Due to violent acts in schools, the administration in the Seneca Falls Central School District will enforce disciplinary interventions to ensure safe and orderly environments in our school buildings. Students in possession of a gun on school grounds or in a school building will be subject to interventions outlined in the district's Code of Conduct.

Students in possession of a weapon (e.g. knife, gun, etc) that could result in personal injury or who threaten to physically harm faculty, staff or other students may be subject to the following disciplinary interventions:

- Five (5) days out of school suspension
- Contact made with the local Police Department
- Contact made with other building Principals
- Superintendent's Hearing (to determine additional long-term out of school suspension)

We hope to emphasize a safe/orderly environment that promotes learning for all students. (See Code of Conduct)

Disciplinary Penalties, Procedures, and Referrals

Board of Education Policy #5300.40

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

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

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

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

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

As a general rule, discipline will be progressive.

MISBEHAVIOR ON BUSES:

Possible consequences for bus misconduct depend on the severity of the behavior, past behavior, and with agreement between transportation and the building administration.

RESET ROOM

For purposes of immediate behavioral management, students may be sent from a classroom to the office and if deemed necessary to an alternate location to safely de-escalate, regain control and prepare to adhere to expectations upon return to class. The use of an alternate location allows an immediate opportunity for a student to be removed from a situation that may escalate into potentially dangerous or extremely disruptive surroundings.

LUNCH DETENTION

Students assigned lunch detention will report to the reset room in order to recover instructional time or serve a consequence for a behavior.

IN-SCHOOL SUSPENSION: (7:35 a.m.-2:18 p.m.)

A student is considered on "suspension" even if assigned to In-School Suspension. Students placed on In-School Suspension will be required to complete all assignments given and will serve their time in the Reset Room. (Time may vary as agreed upon between parents/guardians and administration.) Students may not participate in extracurricular activities and/or sports.

OUT OF SCHOOL SUSPENSION

Students may be suspended out of school for various behaviors and if progressive behavior reaches that level. A decision regarding suspension from school will rest solely with the administration. In-School-Suspension may be substituted for suspension from school, at the discretion of the administration. Students may not participate in extracurricular activities and/or sports or be on school premises for any reason other than to serve their suspension in the Reset Room.



The
**Dignity For All
Students**
Act

WE ARE
KIND

WE ARE
COMMITTED

WE ARE
ONE



SENECA FALLS CENTRAL
SCHOOL DISTRICT

DASA GUIDE

Seneca Falls Central School District DASA Coordinators
(315) 568-5500

Mynderse Academy: Ms. Carrie Heffron, ext. 1128

Seneca Falls Middle School: Mr. Kevin Korzeniewski, ext. 2123

Elizabeth Cady Stanton School: Mrs. Susan Moulton, ext. 4133

Frank M. Knight Elementary: Mrs. Christine Tompkins, ext. 3115

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What is the Dignity Act?

The Dignity for All Students Act (DASA) is a New York State law that has been in effect since July 2012 in New York State. DASA states that no student shall be subjected to bullying, cyberbullying, harassment, or discrimination by employees or students on or off school property, at a school function, electronically, and when the act may create a risk of substantial disruption at school. DASA provides a framework for schools to respond to bullying (including cyberbullying), harassment, and discriminatory behavior. Within DASA, there are requirements for training, reporting, and investigation to protect students from bullying (including cyberbullying), harassment, and discrimination. According to the New York State Education Department, the goal of DASA is not to increase punishment, but to maintain a safe learning environment and to encourage students to be upstanders to these detrimental behaviors.

Who is Protected Under the Dignity Act?

DASA protects **ALL STUDENTS**. Reporting is mandated for all incidents of bullying, cyberbullying, harassment, or discrimination (actual or perceived) based on, **but not limited to**, the following:

- Race
- Color
- Weight
- Nationality
- Ethnicity
- Religion
- Disability
- Sexual Orientation (a person's attraction to others)
- Gender (gender identity & expression)
- Sex (physical/biological characteristics that define male versus female)
- Other*

Acts of bullying, cyberbullying, harassment, and discrimination against unprotected groups may not be covered under DASA, but are still subject to Code of Conduct violations and disciplinary consequences. These could include: socio-economic status (poverty/wealth), perceived intelligence, height, athletic abilities, musical abilities, etc.

Key Terms

The following terms' definitions come from the NYSEducation Department and NYS Center for School Safety:

Bullying: is described as an unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. ***Bullying can occur before and after school hours***, in a school building, on a playground, on a school bus while a student is traveling to or from school, or on the Internet. Bullying generally involves the following characteristics:

- An Imbalance of Power
- The Intent to Cause Harm
- Repetition

Cyberbullying: occurs when harassment or bullying happens through any form of electronic communication.

Harassment: is defined as the creation of a hostile environment by conduct or verbal threats, intimidation, or abuse that has or would have the following effect:

- Reasonably and substantially interfere with a student's educational performance, opportunities or benefits
- Would reasonably be expected to cause a student to fear for his or her physical safety.

Discrimination: is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs.



New York State Education Department



New York State Center for School Safety

What Does a DASA-Level Incident Look Like?

Incidents can vary from single events to **confirmed** repeated behaviors. Not all incidents will fall under the umbrella of a DASA violation. Some may be accidental with no intent to harm. An incident may be a reflection of a student's immaturity or developmental stage rather than a cruel intentional action. These behaviors are no less serious than bullying, harassment, and discrimination under DASA, and will be dealt with as Code of Conduct violations.

It is important to report any incidents to the DASA Coordinator as they are trained to identify whether an incident was a violation of DASA and are connected with additional DASA professionals at the regional and state level.

Examples of Bullying

Determining whether an incident was a violation of DASA is not always easy. It is natural that everyone will not always get along or like one another. It is natural for students to include their friends in activities and exclude others. Although difficult, in most cases this is not bullying, harassment, or discrimination. This is why it is important to report incidents to a DASA coordinator who is trained to identify when bullying DOES occur and DASA is violated. Types of bullying and DASA violations include:

Verbal Bullying: Name calling, teasing, sexual comments, taunting, and threatening to cause harm.

Social Bullying: Spreading rumors about someone, excluding others on purpose, telling other children not to be friends with someone, and embarrassing someone in public.

Physical Bullying: Hitting, punching, shoving, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's property, and making mean or rude hand gestures.

Emotional Bullying: Cruelly and deliberately attempting to hurt or humiliate someone, including teasing, spreading rumors, and excluding them from activities.

Cyberbullying: Using digital devices like cell phones, computers, and tablets to send, post, or share negative, harmful, false, or mean content about someone else causing embarrassment or humiliation.

Microaggressions: Subtly and often unconsciously or unintentionally expressing a prejudiced attitude (via a comment or action) toward a member of a marginalized group.

Characteristics of Bullying

- Persistent

- Repeated
- Targets someone else
- Intention to cause harm or fear either physically or emotionally
- Intention to hurt another person's feelings
- Reduces someone else's self-esteem or damages their reputation

Possible Signs of Bullying

- Unexplained injuries
- Lost or destroyed clothing or possessions
- Feeling sick or faking illness
- Difficulty sleeping or frequent nightmares
- Avoidance of certain areas
- Loss of interest in school and grades
- Sudden loss of friends or avoidance of social situations
- Decreased self-esteem and/or self-destructive behaviors

Information for Parents

How to Talk to Your Child About Bullying

- Explain what bullying is and make sure they understand it is unacceptable.
- Keep communicating with your child. Know their friends, ask about their day, and listen to their concerns and questions.
- Encourage your child to talk to you or another trusted adult at school if they are a victim or a witness.
- Be a role model by treating others with respect and understanding.

What Should I Do if I Think My Child is a Victim?

If you believe your child is being bullied, harassed, or discriminated against, speak with them immediately. Listen to them and ask them to share important details such as when, where, why, how, how often, by whom, etc. of the event(s). If after getting this information you believe DASA was violated by an act of bullying, harassment, or discrimination, contact the DASA Coordinator immediately. Please encourage your child to directly report any incidents of this nature whether they are a victim or witness.

Reports can be taken over the phone, through email, or via the DASA Reporting form available online on our school website. DASA Reporting Flowcharts are also posted throughout the building with a QR code that will direct one to the online DASA Reporting Form. This online form can be filled out anonymously if desired. The DASA Coordinator can assist anyone wanting to fill out one of these reporting forms.

What Should I Do if I Think My Child is Bullying Others?

- Talk to your child about the behavior, why it's wrong and won't be tolerated.
- Find out why your child acted in this way in order to understand the reasons and offer solutions.
- Use any disciplinary consequences to teach, not humiliate.

- Call your child's teacher, principal, school counselor, or social worker to talk about what happened and strategies to move forward.

Signs That Your Child May be Bullying Others

- Getting into physical or verbal fights
- Disregarding/disrespecting other people's feelings
- Disrespecting authority
- Unexplained extra money or new belongings
- Blaming others for problems
- Lying to get out of trouble
- Deliberately hurting pets or animals
- Using anger to get what they want
- Refusing to accept responsibility for actions.

Reporting & Investigation Process

Any student, staff member, or parent/guardian who witnesses or is informed of a situation involving bullying, harassment, or discrimination is encouraged to report this to the DASA Coordinator immediately!

School employees are trained annually on reporting processes:

- **Notify** the DASA Coordinator **verbally** no later than **one school day** after witnessing/receiving a report.
- **File a DASA Report** with the DASA Coordinator no later than **two school days** after witnessing/receiving the initial report.

Anonymous Reporting

Our district has implemented two options for anonymous reporting of DASA-related incidents and/or safety concerns:

- **Online DASA Reporting Form:** All school's Reporting Forms are available online on our district website and a hard copy is available in each main office.:

* Mynderse Academy: <https://mynderseacademy.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Middle School: <https://sfmiddleschool.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Cady Stanton Elementary: <https://cadystanton.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

* Frank Knight Elementary: <https://frankknight.senecafallscsd.org/our-school/dignity-for-all-students-act-dasa>

- **SpeakUp Tipline:** Anonymous reporting about student and/or school safety concerns can be sent through the following ways: Email: speakup@senecafallscsd.org Call or Text: (315) 902-0028

While these are important resources to help keep our school safe, if the situation is an emergency call 911.

If you or someone you know is experiencing a mental health crisis, call 988 or 211.

Investigation

Once a DASA report is received, immediate steps are taken to protect those making the report, if necessary. These actions will depend on the situation, where it may have occurred, and the potential history of events between

students. Parents/guardians will be included in this process and informed of steps taken to protect their child from any retaliation.

The DASA Coordinator will conduct a prompt, thorough, and accurate investigation in line with the training they received through New York State. This investigation includes interviewing the complainant (if not anonymous), the accused, and any staff or student witnesses. There is no legal timeline as to how long any one investigation should take to complete, however, we believe it is in the best interest of all to conduct a thorough and prompt investigation.

Notification

The victims, the accused, and their parents/guardians will be notified that a DASA Report was filed, the description of the incident, and the findings of the investigation. If disciplinary action is taken against the accused, specifics **will not be shared** with the complainant, the victim, their parents/guardians, or with any witnesses. New York State Education Law protects the confidentiality of all students, this includes those whose actions warrant a disciplinary consequence of any kind. If a DASA Report includes any criminal conduct, the district will need to notify law enforcement immediately.

District Reporting Responsibilities

At the end of each school year, the district is required to report data related to bullying, harassment, and discrimination to the New York State Commissioner of Education. The reports include the type of harassment, bullying, or discrimination; the location of the incident; and the type of bias involved.

Responding

If the investigation confirms that harassment, bullying, or discrimination occurred, the district will take action to end the negative behavior with the goal always to ensure a safe and positive school environment. Steps will be taken to prevent a recurrence of the situation and sure the safety of all students. Any applicable discipline that follows the response of a DASA violation will be age-appropriate and consistent with the offending student's discipline history, the severity of the behavior, and our Code of Conduct. *As previously stated in this guide, specific disciplinary actions will remain confidential in accordance with New York State Education Law.*

Disputing Outcome

Both the complainant and the accused have the right to appeal the findings of an investigation. This must be directed to the superintendent in writing within 10 days of the receipt of the decision. If the superintendent upholds the findings, the decision may be further appealed to the Board of Education in writing within 10 days. If the Board of Education upholds the findings, this may be appealed to the Commissioner of Education within 30 days of receipt of the decision. If you have questions about this process, you can contact the NYSED Office of Student Support Services at DASA@nysed.gov or www.p12.nysed.gov/dignityact/



Mynderse Academy

Homework Expectations



The Seneca Falls Central School District and Mynderse Academy are committed to educating the whole student. The District Steering Committee made homework practices a standing agenda item throughout the 2018-2019 school year. Committee members, which included students, teachers, parents, community members, administration, and BOE members, discussed homework practices, developed belief statements, and arrived at recommendations for consideration to each of the School Improvement Teams. Any instructional strategy used in school, including homework, is to improve learning.

Purposes/Beliefs:

- Homework is meaningful when aligned to best practices in instruction. Useful purposes of homework may include: practicing learning, reinforcing topics through independent practice, fostering creativity, finding relevance, as self-assessment, in preparation for upcoming class discussion/learning.
- When assigned to study, teachers ensure students know how and what to study. This will be taught specifically in each class.
- The goal and purpose for each homework assignment should be communicated to students.
- Being college and career-ready: students will be prepared to handle the workload and expectations after high school.

Expectations:

- Homework is factored into students' grades, but will not be more than 25% of their overall grade for each class.
- Students who participate in a sport or extra-curricular activity will stay period 10 with a teacher or in sports study hall in order to complete work and study.
- Teachers will communicate with one another in order to alleviate excessive amounts of homework, projects, and assessments assigned to students at a given time.

Hopes:

- Families take time to eat, talk, and spend time together as often as possible.
- Parents assist students in prioritizing and managing their time in order to complete assigned work.
- Parents, teachers, coaches, and administrators encourage students to spend their time in study halls and sports study hall completing work and studying.
- Students will have a conversation with their parents and teachers if homework is creating anxiety or is a struggle for them to complete. We encourage open communication between home and school.

ONLINE ACCESS

A complete copy of the Board of Education Code of Conduct Policy can be found on the school website under "District" and then "Code of Conduct" or you can enter the link: https://www.boardpolicyonline.com/?b=seneca_falls_csd

You can also contact the school for a paper copy.

A copy of the Athletic Rules and Regulation can be found on the school website under "Athletics". You can also contact the athletic office for a paper copy.