



2026-2027

Great Neck North Middle School Parent Handbook



Table of Contents

(Click each heading to jump to the specific page)

Letter From the Principal.....	4
Mission Statement.....	5
NMS Website.....	6
NMS 2026 - 2027 Communication Guide.....	7
NMS Faculty and Staff Members by Dept.....	8
Quick Reference Contact List.....	9
Teams By Grade.....	10
TEAM ADVENTURE.....	10
TEAM DISCOVERY.....	11
SWIS 1.....	12
SWIS 2.....	13
SWIS 3.....	14
BLUE TEAM.....	15
WHITE TEAM.....	16
ORANGE TEAM.....	17
Student Drop Off & Pick Up Procedures.....	18
Attendance Information for Parents.....	19
EXCUSED AND UNEXCUSED ABSENCES.....	19
REPORTING ABSENCES: PLEASE CALL 441-4515 or email:.....	19
LATENESS TO SCHOOL.....	20
LEAVING SCHOOL EARLY.....	20
Bus Transportation.....	21
GRADING AT NORTH MIDDLE SCHOOL.....	22
2026-2027 Grading Dates.....	22
New York State Assessment & Regents Schedule (26-27).....	23
General Information for Parents.....	23
PARENTAL ACCESS TO IMPORTANT INFORMATION.....	23
LOCKERS.....	24
ELECTRONIC EQUIPMENT.....	24
INTERNET SAFETY AT SCHOOL.....	24
LOST AND FOUND.....	24
STUDENT DRESS CODE.....	24
MESSAGES.....	24
SCHOOL SUPPLIES.....	25
INAPPROPRIATE GADGETS.....	25
DANGEROUS MATERIALS AND OBJECTS.....	25
BICYCLES AND E-BIKES.....	25
PLAGIARISM.....	25
EXTRACURRICULAR ACTIVITIES AND CLUBS.....	25
CAFETERIA.....	25
FREE LUNCH APPLICATION.....	26
BEFORE SCHOOL.....	26

AFTER SCHOOL.....	26
ONLINE PARENT LEARNING OPPORTUNITIES (OPLOs).....	26
GREAT NECK PUBLIC SCHOOLS STUDENT SCHEDULES.....	26
NMS School Calendar.....	26
Homework Policy.....	27
PARENT RESPONSIBILITIES.....	27
STUDENT RESPONSIBILITIES.....	27
TEACHER RESPONSIBILITIES.....	28
MAKING UP WORK.....	28
HOMEWORK HELP CENTER.....	28
LIBRARY.....	28
Academic Integrity.....	29
GNPS DISTRICT INTERNET, COMPUTER, AND IPAD ACCEPTABLE USE POLICY.....	31
Student Support Services.....	33
Tips for Middle School Parents.....	34
Extra Help and Testing Days.....	35
A & B Day Rotation at a Glance.....	36
Inclement Weather Information.....	37
Delayed Opening.....	37
Visiting & Security Procedures.....	38
The Drop Off Desk.....	39
Extracurricular Clubs and Activities.....	40
Interscholastic Athletics.....	43
INTRAMURAL SPORTS BOYS & GIRLS.....	44
GNPS CODE OF CONDUCT.....	45
INTRODUCTION.....	45
DEFINITIONS.....	45
STUDENT RIGHTS AND RESPONSIBILITIES.....	46
ESSENTIAL PARTNERS.....	46
STUDENT DRESS CODE.....	49
PROHIBITED STUDENT CONDUCT.....	49
REPORTING VIOLATIONS.....	51
DISCIPLINARY PENALTIES PROCEDURES AND REFERRALS.....	51
ALTERNATIVE INSTRUCTION.....	57
DISCIPLINE OF STUDENTS WITH DISABILITIES.....	57
CORPORAL PUNISHMENT.....	60
STUDENT SEARCHES AND INTERROGATIONS.....	60
VISITORS TO THE SCHOOLS.....	62
PUBLIC CONDUCT ON DISTRICT PROPERTY.....	63
DISSEMINATION AND REVIEW.....	64

Letter From the Principal



Richard S. Sherman
Great Neck North Middle School
Where Discovery Leads to Greatness

77 Polo Rd. • Great Neck, NY 11023 • (516) 441-4500
<https://www.greatneck.k12.ny.us/nms>



Mr. Brendan Nelson, Principal; Ms. Jennifer Booth, Asst. Principal; Mr. William J. Corrao, Asst. Principal

"Knowing in part may make a fine tale, but wisdom comes from seeing the whole."
— Ed Young

Dear North Middle School Community,

Welcome to the 2026–2027 school year! It is with great enthusiasm that I welcome our returning families and those stepping through our doors for the very first time.

Middle school is a remarkable, dynamic, and sometimes beautifully chaotic stage of development. This year, our guiding philosophy at North Middle School centers on a simple but profound goal: **seeing the whole student**. It can be tempting to define a child by a single data point or a fleeting behavior, but we know that statistics only tell us *what* is happening; it is our students' personal stories that tell us *why*. Our dedicated educators are committed to getting to the "root" of how our kids learn, discovering what makes them tick, and embracing them exactly where they are right now without rushing them through this vital phase of life.

To achieve this, the partnership between our school and your home is essential. We rely on your insights and trust to help us see the complete picture of your child. Together, we can foster an inclusive, compassionate environment where every student feels valued, understood, and supported.

As we embark on this new academic journey, I want to reiterate the core message I share with our students every day during the morning announcements: **"Be good to one another. And remember who you are."** By extending grace, treating each other with empathy, and staying true to our authentic selves, we build a community where everyone can thrive.

Thank you for the privilege of working with your children. Here is to a fantastic year of connection, discovery, and growth!

Warmest regards,

Brendan Nelson

Principal

Richard S. Sherman - Great Neck North Middle School

Mission Statement

Richard S. Sherman - Great Neck North Middle School community is committed to creating an environment where academic excellence, independence of thought, and intellectual integrity are valued. Through cooperative efforts, we strive to foster responsibility, social awareness, and respect for differences in a safe and responsive atmosphere.

A Brief History of the Richard S. Sherman – Great Neck North Middle School

There is a plaque in the main hallway of this school that reads:

**The Richard S. Sherman – Great Neck North Middle School
Named in the Loving Memory of Richard S. Sherman.**

PRINCIPAL	1964-1985
ASSISTANT PRINCIPAL	1961-1964
TEACHER	1953-1960
MASTER TEACHER	
WISE COUNSELOR	
GENTLE LEADER	
CARING FRIEND	

**Adopted by Resolution of the Great Neck Board of Education - February 10, 1986
Dedicated May 12, 1986**

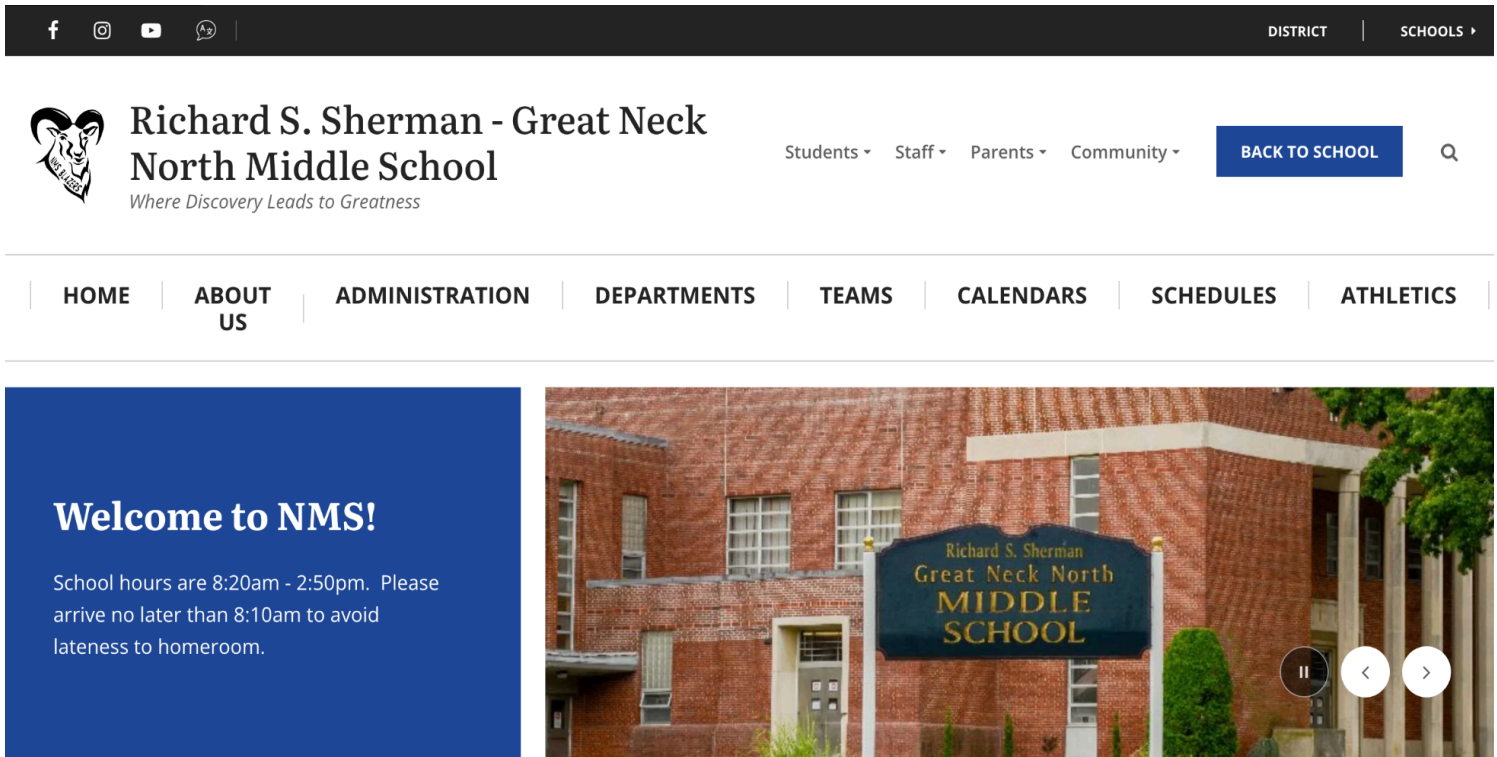
In the 1985 Great Neck North Middle School Yearbook, GOING FOR THE GOLD, the following statement appeared:

"His philosophy was a consistent one. One nurtured by his unswerving faith in the goodness of human nature. He exuded trust; he sought fairness; he inspired self-confidence. He simply refused to pander to the worst instincts in human nature. He told students to become all they could be, to risk failure, to produce their best. He prodded parents to do what was right for their children, to support them through a subtle combination of affection and discipline. In a world filled with horror and potential disaster he exhorted us all to keep things in perspective and never to lose sight of the wonderful and creative nature of humankind."

Richard S. Sherman died on July 11th, 1985, shortly after completing his 20th year as principal of this school.

NMS Website

The [North Middle School website](#) is a valuable resource for students, parents, and teachers. Important information can be found and it is updated often so you can stay up to date with everything related to North Middle School and the Great Neck Public Schools. For your convenience, the website can be translated into dozens of languages.



View the **Quick Links** section for the most frequently used sections of the website.

View **calendars** and learn about **upcoming news and events**. **Announcements and accolades** are also shared on the website.

Visit the **Staff Directory, Department, and Team pages** to easily get in touch with your child's teachers.

View the **Communication Guide** to better understand the lines of communication at our school.

[The NMS Parent Information Page](#)

This page has been designed for information specific to North Middle School Parents. Please visit it to find links to almost everything - including files, webpages, updates and more.

Other Webpages

[Parent Teacher Organization \(PTO\)](#)

[Shared Decision Making Committee](#)

NMS 2026 - 2027 Communication Guide

Striving to Improve Communication in Our School

STUDENTS

We encourage all students to express their questions or concerns directly with their teacher.

PARENTS

If you are concerned about an issue involving your child's education, classroom experience or teacher, contact the teacher directly.

Teachers are available to communicate with students and parents. You can leave a message for the teacher at 441-4500 between 7:30 am and 4:00 pm or email the teacher directly by visiting the [NMS webpage](#) and navigate to the [staff directory](#), department page, or team page. In order to respond in a timely manner, indicate times when you can be reached. Please be patient...the teachers will try to contact you as soon as possible. In the event that additional clarification is necessary or if you haven't heard from the teacher in a reasonable amount of time, please contact the Department Chair at the appropriate number listed below.

SCHOOL COUNSELORS

If you have concerns about your child's academic, emotional, or social growth, please contact the School Counselor for your child's grade.

6th-8th Grade: Dr. Segal (441-4521) tsegal@greatneck.k12.ny.us (Dept. Chair)
6th Grade: Ms. Blasi (441-4523) hblasi@greatneck.k12.ny.us
7th Grade: Ms. Israel (441-4522) misrael@greatneck.k12.ny.us
8th Grade: Mr. Woods (441-4524) jwoods@greatneck.k12.ny.us

TEAM LEADERS - Call 441-4500 or email:

GRADE 6

Adventure Team Leader Ms. Weissman
Discovery Team Leader Ms. Rice

GRADE 7

SWIS I Team Leader Ms. Bliss
SWIS II Team Leader Ms. Disney
SWIS III Team Leader Ms. Byrne

GRADE 8

Blue Team Leader Mr. DelFerraro
Orange Team Leader Mrs. Kostishak
White Team Leaders Mr. Jablonowski

PUPIL PERSONNEL SERVICES

Psychologist (A-M): Mr. Artoglou (441-4535) bartoglou@greatneck.k12.ny.us
Psychologist: Ms. Flammia (441-4538) fflammia@greatneck.k12.ny.us
Psychologist (N-Z): Dr. Fusco (441-4536) efusco@greatneck.k12.ny.us
Social Worker: Ms. Murad (441-4537) wmurad@greatneck.k12.ny.us

DEPARTMENT CHAIRS

Department Chairs are responsible for the Middle School curriculum. If your concern stems from a classroom practice, grade or a particular book or assignment, and you have not been able to resolve it with the teacher first, contact the Department Chair.

DEPARTMENT	CHAIRPERSON	PHONE
Counseling	Dr. Segal	441-4521
Art/Technology	Ms. Kirleis	441-4540
Computer	Ms. Toto	441-4542
English/Reading	Ms. Raffo	441-4544
FACS (Home & Careers)	Dr. Kuhner	441-4546
Health	Mr. Gutierrez	441-4547
Library	Ms. Toto	441-4542
Mathematics	Dr. Boyt	441-4550
Music	Mr. Trinkwald	441-4551
Nurse	Ms. Tehrani	441-4510
Phys.Ed./Athletics	Ms. Beaudoin	441-4567
Science	Ms. Vitberg	441-4554
Social Studies	Ms. Crisafulli	441-4555
Special Education	Ms. Bennardo	441-4556
World Languages/ENL	Ms. Walsh	441-4548

DEAN OF STUDENTS SUPPORT

If you have questions or concerns about your child's social interactions, peer conflicts, or overall well being, contact the Deans' Office.

Mr. Parker
441-4504

kparker@greatneck.k12.ny.us

Ms. Sposito
441-4506

csposito@greatneck.k12.ny.us

Ms. Zwick
441-4505

mzwick@greatneck.k12.ny.us

ADMINISTRATORS

If questions or concerns exist after following the above communication guide, contact the administrator for your child's grade: 516-441-4500 or email:

6th GRADE

Mr. Nelson

bnelson@greatneck.k12.ny.us

7th GRADE

Mr. Corrao

wcorrao@greatneck.k12.ny.us

8th GRADE

Ms. Booth

jbooth@greatneck.k12.ny.us

PRINCIPAL

If further discussion is necessary, contact the Principal, Mr. Brendan Nelson
516-441-4500 or email: bnelson@greatneck.k12.ny.us

NMS Faculty and Staff Members by Dept.

Administration

Nelson, Brendan, Principal
Booth, Jennifer, A.P.
Corrao, William J., A.P.

Counseling Center

*Segal, Tracey (Dr.)
Artoglou, Bobby
Blasi, Heather
Flammia, Felicia
Fusco, Eileen (Dr.)
Israel, Michele
Murad, Wendy
Woods, Jonathan

Behavior Specialist

Epstein, Jarrod

Deans

Parker, Kevin
Sposito, Christine
Zwick, Michelle

Health/Nurse's Office

*Tehrani, Adele, (RN)
Ascione, Laura

Art/Technology

*Kirleis, Kristin
Haase, Linda
Siciliano, William
Steffens, Jake
Teich, Sherry

Computers

Library

*Toto, Daniela
Ernst, Robin
Halvatzis, Marion
Siciliano, William
Viggiano, Nancy

English/Reading

*Raffo, Cinthia
Andreacchi, Victoria
Bliss, Kimberley
Burton, Ashley
Del Ferraro, Daniel
Dove, Marissa
Norberto, Michael
Parker, Kevin
Rice, Trina
Sephton, Melissa
Spillane, Bridget
Triebe, Nicole

Family and Consumer Science

*Kuhner, Jeanne (Dr.)
Campbell, Cailin
Panzarino, Arielle

Health Education

*Gutierrez, Roberto
Martins, Julia
Morelli, Sabrina
Zwick, Michelle

Mathematics

*Boyt, Zachary (Dr.)
Carmody, Katie
Dalton, Sean
Frenz, Lauren
Frole, John
Kostishak, Lindsay
Kouroupos, Angela
Simani, Ladan
Sposito, Christine
Sun, Jianuo

Music

*Trinkwald, Matt
DeNise, Andrew
Murdocco, Arielle

Physical Education

*Beaudoin, Sherri
Flete, Gustavo
Kasdorf, Keith
Keen, Alexandra
Morelli, Sabrina
Zwick, Michelle

Science

*Vitberg, Zehava
Auger, Bill
Byrne, Stefanie
Calby, Brianna
Ellis, Jenna
Hall, Sarah
Hrysko, Megan
Livingston, Thomas
Roach, Paul
Turnbull, Heather

Social Studies

*Crisafulli, Patti
Axelrod, Fred
DeMarco, Jenny
Disney, Gillian
Jablonowski, Jeffrey
Plunkett, Collin
Reilly, Paul
Weissman, Rachael

Special Education

*Bennardo, Jeryl
Azzaretto, Daniella
Broder, Patrick
Buchbinder, Andrew
Cambroner, Elizabeth
Carlson, Regina
Chen, Evan
DeModna, Lisa
Diliberto, Brian
Epstein, Jarrod
Feifer, Aimee
Goldin, Daniel
Gordon, Kimberly
Hicks, Laura
Jeshiva, Cara
Kerr, Jennifer
Lalena, Amanda
Lanzilotta, Lisa
Larson, Danielle
Mazzolla, Eugina
Persichilli, Stephanie
Russo, Katherine
Sachs, Jillian
Solosky, Susan
Warstadt, Lindsay
Wulfow, Jaime
Yadegar, Ariel
Yarrow, Sandi

World Languages & ENL

*Walsh, Iris
Abraham, Elita
Bokhour, Hanna
Hartofilis, Maria
Johnson, Krisann (Dr.)
McLaughlin, Kelly
Papageorgiou, Angela
Rodriguez, Franshuas
Silva, Ronald
Troisi, Tanya
Wang, Lin

**Visit the staff directory
for the most up-to-date
information.**

Administrative Assistants

Garcia-Rapa, Beatriz
Klig, Deborah
Murtagh, Tracy
Piro-Dellacona, Diane
Versace, Chrisoula

Cafeteria

*Zumba, Maria
Cordray, Cynthia
Karmabat, Senel
Bulls, Jackee
Kin Noh, Nayelhi

Paraprofessionals

Aguilar, Gloria
Albanese, Ann Marie
Anam, Neela
Ascione, Laura
Athens, Lisa
Bolden, Raymond
Capellen, Marisol
Cecere, Trish
Contreras, George
Greenspoon, Beck
Halvatzis, Marion
Jimenez, Robert
Julia, Jaime
Moody, Vandelyn
Papagianakis, Irene
Perez, Maritza Loayza
Rascko, Evan
Schule, Monica
Simani, Ladan
Spiegel, Tali
Theotoka, Viki
Tornato, Gilda
Tuksa, Dunja
Tulley, Margaret
Tyrrel, Matthew
Vaughan, Krista
Zeiger, Lisa

Custodial

*Ryder, Glen
Davis, Delano
Man-Chu, Yuk (Simon)
Reyes, Hamilton
Tang, Xianzhaong (Jack)
Ulmann, Phil
Yanis, Richard

Security

Happel, Rich
Treadwell, Jim

* Department Head

2026-2027

Quick Reference Contact List

Department/Office		Phone	Email
Principal	Brendan Nelson	441-4500	bnelson@greatneck.k12.ny.us
Assistant Principals	William J. Corrao & Jennifer Booth	441-4500 441-4500	wcorrao@greatneck.k12.ny.us jbooth@greatneck.k12.ny.us
Deans of Students	Kevin Parker Christine Sposito Michelle Zwick	441-4505 441-4504 441-4506	kparker@greatneck.k12.ny.us csposito@greatneck.k12.ny.us mzwick@greatneck.k12.ny.us
Counseling Center	Dr. Tracey Segal	441-4520	tsegal@greatneck.k12.ny.us
Main Office	Main Office	441-4500	(please call the school)
Attendance	Attendance	441-4515	nmsattendance@greatneck.k12.ny.us
Art/Technology	Kristin Kirleis	441-4540	kkirleis@greatneck.k12.ny.us
Computers	Daniela Toto	441-4542	dtoto@greatneck.k12.ny.us
English/Reading	Cinthia Raffo	441-4544	craft@greatneck.k12.ny.us
Family & Consumer Sciences	Dr. Jeannie Kuhner	441-4546	jkuhner@greatneck.k12.ny.us
Health	Roberto Gutierrez	441-4547	rgutierrez@greatneck.k12.ny.us
Library	Nancy Viggiano	441-4549	nviggiano@greatneck.k12.ny.us
Mathematics	Dr. Zach Boyt	441-4550	zboyt@greatneck.k12.ny.us
Music	Matt Trinkwald	441-4500	mtrinkwald@greatneck.k12.ny.us
Nurse	Adele Tehrani	441-4510	ahacker-tehrani@greatneck.k12.ny.us
Physical Education/Athletics	Sherri Beaudoin	441-4567	sbeaudoin@greatneck.k12.ny.us
School Psychologists	Mr. Bobby Artoglou (A-M) Ms. Felicia Flammia Dr. Eileen Fusco (N-Z)	441-4520 441-4520 441-4520	bartoglou@greatneck.k12.ny.us fflammia@greatneck.k12.ny.us efusco@greatneck.k12.ny.us
Science	Zehava Vitberg	441-4554	zviterberg@greatneck.k12.ny.us
Social Studies	Patti Crisafulli	441-4555	pcrisafulli@greatneck.k12.ny.us
Social Worker	Wendy Murad	441-4537	wmurad@greatneck.k12.ny.us
Special Education	Jeryl Bennardo	441-4556	jbennardo@greatneck.k12.ny.us
World Languages/ENL	Iris Walsh	441-4548	iwalsh@greatneck.k12.ny.us

Cafeteria	Maria Zumba	441-4580	mzumba@greatneck.k12.ny.us
-----------	-------------	----------	--

Teams By Grade

2026-2027

GRADE 6

(Brendan Nelson - Grade Level Administrator)

TEAM ADVENTURE

Team Adventure Staff Name	Team Adventure Subject Area
Rachael Weissman - Team Leader	Social Studies
William Auger	Science
Heather Blasi	Counseling
Stefanie Byrne	Science
Ashley Burton	Reading
Evan Chen	Special Education (English/Science)
Sean Dalton	Math
Cara Jeshiva	Special Education (Social Studies)
Michael Norberto	English
Angela Papageorgiou	ENL
Collin Plunkett	Social Studies
Katherine Russo	Special Education (Math)
Tracey Segal, Ed. D.	Counseling
Melissa Sephton	English
Bridget Spillane	Reading
Christine Sposito	MLC Math
Jianuo Sun	Math
Sandi Yarow	Special Education (Social Studies)

(Grade 6 continued on next page)

GRADE 6
(Brendan Nelson - Grade Level Administrator)

TEAM DISCOVERY

Team Discovery Staff Name	Team Discovery Subject Area
Trina Rice - Team Leader	English
Victoria Andreacchi	Reading
Heather Blasi	Counseling
Jenny DeMarco	Social Studies
Bryan Diliberto	Special Education (English)
Lauren Frenz	Math
Cara Jeshiva	Special Education (Social Studies)
Danielle Larson	Special Education (Science/Reading)
Thomas Livingston	Science
Katherine Russo	Special Education (Math)
Susan Solosky	Special Education (English)
Bridget Spillane	Reading
Christine Sposito	Math
Sandi Yarow	Special Education (Social Studies)

GRADE 7
(William J. Corrao - Grade Level Administrator)

SWIS 1

SWIS 1 Staff Name	SWIS 1 Subject Area
Kimberley Bliss - Team Leader	English
Fred Axelrod	Social Studies
John Frole	Math
Dan Goldin	Special Education (Social Studies)
Sarah Hall	Science
Michele Israel	Counseling
Tracey Segal, Ed. D.	Counseling
Lindsay Warstadt	Resource Room
Jaime Wulfow	Special Education (English/Science)
Sandi Yarow	Special Education (Math)

(Grade 7 continued on the next page)

GRADE 7
(William J. Corrao - Grade Level Administrator)

SWIS 2

SWIS 2 Staff Name	SWIS 2 Subject Area
Gillian Disney - Team Leader	Social Studies
Daniella Azzaretto	Special Education (Math)
Laura Hicks	Special Education (Science/English)
Michele Israel	Counseling
Angela Kouroupos	Math
Lisa Lanzilotta	Special Education (Science)
Eugina Mazzolla	Special Education (English)
Jillian Sachs	Special Education (Math/SS/Eng)
Nicole Triebe	English
Paul Roach	Science
Jaime Wulfow	Special Education (Social Studies)

(Grade 7 continued on the next page)

GRADE 7
(William J. Corrao - Grade Level Administrator)

SWIS 3

SWIS 3 Staff Name	SWIS 3 Subject Area
Stefanie Byrne - Team Leader	Science
Daniella Azzaretto	Special Education (Math/English)
Andrew Buchbinder	Special Education (Social Studies)
Patricia Crisafulli	Social Studies
Michele Israel	Counseling
Danielle Larson	Special Education (Science)
Angela Papageorgiou	ENL
Will Siciliano	Flex
Melissa Sephton	English
Christine Sposito	MLC Math
Jianuo Sun	Math

GRADE 8
(Jennifer Booth - Grade Level Administrator)

BLUE TEAM

Blue Team Staff Name	Blue Team Subject Area
Daniel Del Ferraro - Team Leader	English
Zachary Boyt, Ed. D.	Math
Brianna Calby	Earth & Space
Lisa Demodna	Special Education (Social Studies)
Bryan Diliberto	Resource Room
Megan Hrysko	Earth Science
Cara Jeshiva	Special Education (English)
Angela Papageorgiou	ENL
Paul Reilly	Social Studies
Ron Silva	ENL
Jianuo Sun	MLC Math
Lindsay Warstadt	Special Education (Earth & Space/Math)
Jon Woods	Counseling
Ariel Yadegar	Special Education (Earth & Space)

(Grade 8 continued on the next page)

GRADE 8
(Jennifer Booth - Grade Level Administrator)

WHITE TEAM

White Team Staff Name	White Team Subject Area
Jeffrey Jablonowski - Team Leader	Social Studies
Katie Carmody	Math
Marissa Dove	English
Amanda Lalena	Special Education (Math/SS/English)
Cinthia Raffo	English
Tracey Segal, Ed. D.	Counseling
Susan Solosky	Resource Room
Heather Turnbull	Earth & Space
Zehava Vitberg	Earth & Space
Jon Woods	Counseling
Ariel Yadegar	Special Education (Earth & Space)

(Grade 8 continued on the next page)

GRADE 8
(Jennifer Booth - Grade Level Administrator)

ORANGE TEAM

Orange Team Staff Name	Orange Team Subject Area
Lindsey Kostishak - Team Leader	Math
Andrew Buchbinder	Special Education (English)
Lisa Demodna	Special Education (English)
Jenna Ellis	Earth & Space
Dan Goldin	Special Education (Social Studies)
Kimberly Gordon	Special Education (Math)
Amanda Lalena	Special Education (Social Studies)
Eugina Mazzolla	Special Education (Social Studies)
Kevin Parker	English
Collin Plunkett	Social Studies
Cinthia Raffo	English
Paul Reilly	Social Studies
Zehava Vitberg	Earth & Space
Lindsay Warstadt	Special Education (Earth & Space)
Jon Woods	Counseling

Student Drop Off & Pick Up Procedures

North Middle School Hours

8:20am - 2:50pm

Students are expected to be in classrooms during these times.
Drop off should be earlier to ensure they're in the Homeroom on time.

No child who enters the building after 8:15 AM can be on time for homeroom in the proper frame of mind for a productive school day. Parents are encouraged to plan accordingly.

Students are encouraged to take a bus to/from school each day.

To learn more about buses, [click here](#).

Students are encouraged to be dropped off by 8:10a.m.

All vehicle **DROP-OFFS** will be on the NMS side of Polo Road.

- Arrive early and the doors on Polo Road will open at **7:35 a.m.**
- Use the entire Drop Zone (about 150 yards of yellow marked curb) and drive down as far into the Drop Zone and let your child out of the vehicle.
- DROP- OFFS are not permitted on the eastern side of Polo Road. They are only permitted on the NMS side or the western side of Polo Road.
- Please look carefully before pulling your vehicle out after dropping off your child.

Students are dismissed at 2:50p.m.

All vehicle **PICK-UPS** will be on the NMS side of Polo Road.

- Use the entire Drop Zone (about 150 yards of yellow marked curb) and drive down as far into the Drop Zone to pick up your child.
- PICK-UPS are not permitted on the eastern side of Polo Road. They are only permitted on the NMS side or the western side of Polo Road.

Important Drop-Off and Pick-Up Reminders for Parents:

- **U-Turns and double parking are illegal on Polo Road.**
- The speed limit on Polo Road is 25 mph.
- Texting while driving is strictly prohibited.
- Nassau County Police will enforce the traffic laws to ensure the safety and well being of our students.
- The Parkwood parking lot is **NOT** a designated DROP-OFF/PICK-UP area. There is **NO CROSSING GUARD** stationed there, making it unsafe for student drop-off or pick-up.

The following hours apply:

- Prior to 7:35 AM use the Bus Platform and/or Polo Road for drop off
- **Between 7:35 AM and 8:20 AM use Polo Road only for drop off**
- After 8:20 AM use the Bus Platform only for drop off
- **Between 2:50 PM and 3:15 PM use Polo Road only for pick up**
- After 3:15 PM use the Bus Platform only for pick up

Attendance Information for Parents

RICHARD S. SHERMAN

GREAT NECK NORTH MIDDLE SCHOOL

8:20am - 2:50pm

Students are expected to be in classrooms during these times.
Drop off should be earlier to ensure they're in homeroom on time.

516-441-4515

Email: NMSattendance@greatneck.k12.ny.us

- Regular attendance at school is a prerequisite for academic success. All students are expected to be on time every day.
- Homerooms open at 8:15 AM and school begins promptly at 8:20 AM.
- Students need to sign in to school by noon in order to participate in any and all extracurricular activities.
- The Attendance Office and the Deans of Students closely monitor student absence and lateness. Chronic lateness will be referred to the deans for disciplinary action.
- **Parents must call or email the attendance office (441-4515) by 8:30 a.m. when a student will be absent.**
- Upon returning to school, an **absent note**, written and signed by a parent or guardian, **is required** and should be given to the homeroom teacher. If a child is absent 3 consecutive days or more, a medical note from a doctor must be provided.
- For students arriving after 8:30 a.m. a **late note**, written and signed by a parent or guardian, is required at the time the child signs in at the attendance desk. If a child is late due to a doctor or dentist appointment, it is asked that they bring a note from the doctor/dentist in to excuse the lateness.

EXCUSED AND UNEXCUSED ABSENCES

- **Excused absences** are defined as absences, tardiness and early departures from class or school due to personal illness, illness or death in the family, impassable roads or inclement weather, religious observance, quarantine, required court appearances, medical or dental appointments, approved college visits, approved cooperative work programs, military obligations, or such reasons as may be approved by the principal.
- All other absences, tardiness and early departures (ATEDs) are considered **unexcused absences**. All ATEDs must be accounted for with a signed note upon students' return to school. Traffic, oversleeping, or staying up late the night prior are NOT valid reasons for lateness or absences from school. Just because a parent/guardian provides a note, it does not mean it will be accepted as a valid reason for lateness or absences.

REPORTING ABSENCES: PLEASE CALL 441-4515 or email:

NMSAttendance@greatneck.k12.ny.us

For the protection of your child, you are urged to call the school if he/she is absent from school. To accommodate parents' schedules, calls will be taken by answering machine when school is not in session. Please leave a message with **the student's full name, grade, date of absence, and the reason for absence.**

If you have any other message, please call the main office while school is in session at 441-4500. This procedure for having parental contact when a student is absent is a necessary safeguard to insure the health and safety of your child.

LATENESS TO SCHOOL

One of our major goals as a school is to have students show a concern for their overall success in school. Being on time helps to fulfill that goal.

1. Homeroom begins promptly at 8:20 a.m. Any student who is not in the Homeroom by this time is late.
- 2. Students arriving at school between 8:20 a.m. and 8:30 a.m. should report directly to their Homeroom. They will be marked tardy (T) for the day.** Only a signed note will excuse a student if it is for a valid reason ([See excused reasons](#)) and the note will be collected by the homeroom teacher.
3. Students arriving after 8:30 a.m. should report to the Attendance Desk located in the lobby to sign in. Students must have a written note from home excusing the lateness.

If there is no note or lateness isn't for a valid, excused reason, students will be subject to the following:

1st-3rd Lateness:	• Verbal Warning from the student's teacher with notation in Infinite Campus.
4th Lateness:	• The teacher will email facts/specifics of latenesses to the attendance clerk. • Phone call to Parent/Guardian through the Attendance Clerk.
5th + Lateness:	• Ms. Piro Dellacona & the Deans will be in touch with the student(s) getting detention.

* Persistent lateness will be dealt with by the administration on a case-by-case basis.

Please note this procedure will refresh at the start of the THIRD MARKING PERIOD.

Students are required to sign in to school by noon in order to participate in any and all extracurricular activities. We recognize the important relationship between class attendance and student performance. Consequently, each marking period, the final grade may be based on classroom participation, as well as a student's performance on homework, tests, quizzes, papers, projects, etc.

LEAVING SCHOOL EARLY

- When a parent/guardian intends to pick up their child/ren early, a written email or note must be sent to the attendance office with the reason why and time that they will be leaving school. It should also note if the child will be returning to school on that same day. Email: NMSAttendance@greatneck.k12.ny.us
- Early dismissal requests must come from a parent or legal guardian. Students must be signed out and picked up at the security desk by a parent or guardian.



Bus Transportation

Free school bus transportation to public and nonpublic schools within the district is provided for pupils in grades K–5 who live 1/2 mile or more from school attended; for grades 6–8 who live 3/4 mile or more from school attended; and for grades 9–12 who live 1 mile or more from school attended. Distances for each grade level are measured along the shortest route between home and school. Children who require bus transportation because of a temporary physical disability or other illness must submit a written physician’s diagnosis to the school nurse. Final approval for granting bus passes for medical reasons rests with the school physician.

[Click here for the Bus Finder Site](#)

Students must be at their AM pick up location 10 minutes before scheduled pick up on the first day of school.

When calling transportation for assistance, have your child’s route number and pick up time accessible to expedite the process.

A student may be late getting home due to bus delays because of breakdown, weather, traffic, construction, a disciplinary problem, etc. You might want to call the homes of other students who ride on your child’s bus, your child’s school, or the Transportation Office (441-4060), which remains open until all bus routes are completed. ***Late-activity-bus or athletic-bus inquiries may be made by calling the Security Office (441-4911) after 4:30 PM.***

In bad weather, bus drivers are instructed to respect weather conditions rather than maintain a time schedule. When weather conditions appear to make driving a problem, delays should be expected. In the morning, if a bus does not arrive within 15 minutes of its regularly scheduled time, please call the Transportation Office (441-4060). When bad weather is forecast, consult the procedures in this handbook for emergency school closings, delayed openings, and early dismissals.

Late Bus

All students who stay after school may ride home on the [late buses](#) at 4:00 PM, 5:00 PM, 5:20 PM or 6:00pm

A BUS PASS IS NOT REQUIRED FOR LATE BUSES

[Click here for Late Bus Information](#)



GRADING AT NORTH MIDDLE SCHOOL

Parents are encouraged to check the [Parent Portal](#) often for up to date assignments and grades in all classes. Additionally, parents should monitor their child's Google Classrooms, binders, and folders to stay up to date on how they're doing in school. Each quarter, students attending North Middle receive report cards that reflect letter grades. The symbols and the corresponding numerical scores are as follows:

A+=100-97; A=96-93; A-=92-90;

B+=89-87; B=86-83; B-=82-80;

C+=79-77; C=77-73; C-=72-70;

D=69-65; F=64 and below

Students can also check the [Student Portal](#) for up to date information.

At the end of each quarter, quarter grades are calculated and included in report cards. The report cards are posted in the [parent portal](#). Quarter grades are always Alphanumeric. Course Grades are always numeric, and the quarter grades should be averaged equally.

2026-2027 Grading Dates

Q	Quarter Begins	Grading Window Opens	Quarter Ends	Grading Window Closes	Grades Posted	# of Days
1	1-Sep	30 - Oct	6 – Nov	17 – Nov	17 – Nov	46
2	9 – Nov	15 – Jan	22 – Jan	29 - Jan	29 – Jan	44
3	25 – Jan	2 - Apr	9 – Apr	16 – Apr	16 – Apr	46
4	12 – Apr	11 – Jun	25 – Jun	25 – Jun	25 – Jun	45

NOTE: While the grading window is open for teachers to prepare for report cards, live grading will remain visible during the first week. Live grading will NOT be visible to parents & students from the end of the quarter until the window closes. Once grades are posted, live grading will again be visible to all.

New York State Assessment & Regents Schedule (26-27)

Grades 6, 7, 8 ELA Assessment:	Tues. 4/6 - Wed. 4/7
Grades 6, 7, 8 Math Assessment:	Wed. 5/5 - Thurs. 5/6
WIDA ACCESS (previously NYSESLAT):	Mon. 2/1 - Fri. 4/9
NMS Final Exams:	TBD

Earth, Space & Science Regents

Tuesday, June 15 at 1:15 pm

Algebra I Regents

Wednesday, June 16 at 1:15 pm

Foreign Language Proficiency

Monday, June 21st from 8:15-10:15 am

General Information for Parents

Including Rules and Policy Procedures at NMS

PARENTAL ACCESS TO IMPORTANT INFORMATION

There are several ways to access important information about your child and stay updated on their academic progress:

1. Campus Parent Portal

Once a student is enrolled in the Great Neck Public School District, parents will receive an invitation to create a Parent Portal account in Infinite Campus. This account enables parents/guardians to access student **report cards**, assessment scores, attendance history, bus information, and immunizations. For Parent Portal support, please email: parentsupport@greatneck.k12.ny.us.

2. Google Classroom Guardian Summary

Google Classroom Guardian Summaries allow parents to help their children stay up to date on classroom work and assignments. Parents who opt-in will be emailed daily/weekly updates.

- Parents will receive an invitation to opt-in to receive a Google Classroom Guardian Summary when their child joins a Google Classroom. Parents will be asked if they want daily or weekly updates.
- If you do not receive an invitation to join or have technical difficulties, please contact Ms. Daniela Toto, NMS's Information and Communication Technology Department Chair. Ms. Toto can be reached at dtoto@greatneck.k12.ny.us.

LOCKERS

Corridor and gym lockers are supplied to each student. They are for the purpose of holding books, clothing, and personal belongings. **Students are not to share lockers or to give anyone their combinations.** Additionally, no items are to be taped to the lockers inside or out. Students are permitted to use only the lockers assigned to them. All lockers must be kept shut and locked at all times. Lockers are a privilege not to be abused. They are the property of the District and periodic checks of them may be made. The school is not responsible for lost or stolen valuables, clothing, or books.

ELECTRONIC EQUIPMENT

School issued iPads will be distributed to students in September. If a child needs assistance or has questions, they should see Ms. Toto in the Library. The best time to visit Ms. Toto is before homeroom, during lunch period, and after school. Students should take care of these iPads. [Lost or damaged iPads will incur a charge.](#)

Cellular phones, smart watches, cameras, personal iPads, iPods/MP3 players and their headsets, including AirPods and all other electronic equipment are to remain in lockers between 8:20 am and 2:50 pm. Calculators are for use in science and math classes only. Banned electronic equipment may be confiscated on sight.

INTERNET SAFETY AT SCHOOL

Internet filtering and keeping passwords private help to protect students while they are at North Middle. However, sometimes cyberbullying incidents occur off campus. This should be brought to the attention of an adult in the building, as every student deserves to feel comfortable, safe, and supported in our school.

LOST AND FOUND

Articles that are found during the day are taken to the lost and found in the student cafeteria. Students should not bring valuable jewelry, electronic devices, large amounts of money, or other expensive items to school. The school is not responsible for lost or stolen property. Unclaimed items will be donated to charity.

STUDENT DRESS CODE

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

A student's dress, grooming, and appearance – including hair style/color/jewelry, make-up and nails shall:

1. Be safe and not disrupt or interfere with the educational process.
2. Include footwear appropriate for the activity.
3. Not include items that are vulgar, obscene, or libelous, or that denigrate others on account of race, color, creed, religion, national origin, gender, sexual orientation, or disability.
4. Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities.
5. Not include gang-related clothing or symbols.

MESSAGES

Only emergency messages will be delivered to children during the school day. Students are permitted to make telephone calls from the school office only in emergencies or when school business is involved. Students are not permitted to use cell phones during the school day.

SCHOOL SUPPLIES

Supply lists were sent to all students and are posted on the [NMS website](#). Additional supplies may be requested throughout the year. Please check with your child(ren)'s teachers for supplies needed.

INAPPROPRIATE GADGETS

Playthings such as cards, skateboards, laser pointers, and water pistols are not permitted in school. To maintain a focused and productive environment, **fidget toys** such as but not limited too Nee Dohs, Squishies, and 3D-printed items **are no longer permitted in school**. Anything that does not contribute to the instructional program does not belong in school. If you have to think for more than a few seconds as to whether an object does or does not belong in school...it most likely does not belong in school.

DANGEROUS MATERIALS AND OBJECTS

Students are forbidden to bring such things to school as matches, lighters, fireworks, glass bottles, or anything else that can inflict bodily harm on themselves or anyone else. Any student involved in an illegal act is subject to mandatory suspension and police referral.

BICYCLES AND E-BIKES

Students younger than 16 years old cannot drive an e-bike or motorized scooter. Students cannot drive on the sidewalk and drive over 20 mph. Students must wear a helmet. Students driving an e-bike or motorized scooter must follow Nassau County traffic laws.

PLAGIARISM

Plagiarism is defined as presenting the thoughts, writings, and ideas of other people as your own. Integrity of the academic process requires that credit be given where credit is due. Accordingly, it is unethical to present as one's own work without customary and proper acknowledgement of sources. [Please view the academic integrity statement.](#)

EXTRACURRICULAR ACTIVITIES AND CLUBS

Clubs change from year to year. New clubs are formed when at least ten students request the creation of a club and a faculty advisor is available. Please visit the [clubs and activities website](#) for a complete up to date list.

CAFETERIA

To encourage good nutrition, breakfast and lunch are offered daily. Students are invited to bring their own lunch if they so choose. Kosher and vegetarian options are always available (see [District lunch menu](#)). No sharing of food for celebratory purposes including but not limited to cakes, cookies, cupcakes or donuts.

We appreciate students' cooperation in eating all food and drinks in the cafeteria, standing in line in an orderly manner, depositing all litter in wastebaskets and leaving the table and floor around their seat in a clean condition.

After students have eaten their lunch, they are encouraged to participate in a recess period outdoors weather permitting, visit the library, makerspace, ELC, MLC, or see a subject area teacher for extra help. If students wish to meet with a teacher, they **will need a pass in advance**.

FREE LUNCH APPLICATION

Food & Nutrition Services mails home information regarding free and reduced lunch to every family in August. This application for free or reduced lunch must be submitted EVERY YEAR before September 1st. For additional information, please call Food and Nutrition Services at 441-4090.

BEFORE SCHOOL

Although school does not officially begin until 8:20 AM, there are activities available if students arrive early. We invite students to join the open sports program in the gym or have breakfast in the cafeteria.

AFTER SCHOOL

Although the last period of instruction ends at 2:50 PM, the opportunity for students to participate in school-sponsored activities continues. All students **MUST** be in a supervised activity after school in order to remain in the building. Daily bulletins and announcements inform students of these activities on a regular basis. There are [late buses](#) (4:00 PM, 4:30 PM, and 5:20 PM) for those students who choose to participate in after school activities. [A bus pass is not required for late buses.](#)

ONLINE PARENT LEARNING OPPORTUNITIES (OPLOs)

Be on the lookout for an invitation to one of our Online Parent Learning Opportunities (OPLOs). Here, all your technology questions can be answered, including receiving daily/weekly updates on classroom assignments and grades. Emails and announcements on the NMS website will alert parents of these opportunities.

GREAT NECK PUBLIC SCHOOLS STUDENT SCHEDULES

Student schedules are created by the Guidance Counselors each summer.

Schedule Changes: All schedule changes will follow procedures posted on each school's guidance website.

Course Level Changes—Middle School: Students may change course level (for example, Regents to Non-Regents) up until the end of the 2nd marking period. Students will not be permitted to change course levels after this deadline. Grades will not follow from one level course to another.

Exceptions: Exceptions to the add/drop deadlines may be made for ungraded and support classes such as study skills unless these courses are required by State Law, Board of Education Policy, Individualized Educational Plan, or 504 accommodation.



NMS School Calendar

Visit the [NMS website](#) for the entire school calendar.

Special events are posted on the home page under announcements.

The calendar is also updated on Parent Square.

Homework Policy

PARENT RESPONSIBILITIES

- Set a regular, uninterrupted study time each day in a quiet, well-lit study area.
- Monitor your child's organization and daily assignments through the agenda book or electronic postings on Google Classroom.
- Be aware of web-based sites where individual teachers or teams post assignments, including Google Classroom.
- Help your child to find the answer, not just get it done; foster independent learning and responsibility.
- Be supportive when your child gets frustrated or anxious over homework.
- Be aware of homework procedures and [extra help schedules](#). Call or email with questions or concerns.
- Encourage your child to report progress to you on long-term assignments.
- Carefully examine the [Parent Portal](#) and Report Cards for comments.
- Set clear limits regarding bedtimes and acceptable hours for phone/computer/Internet/video game use.
- Always encourage your child's day-by-day learning through outside reading and reviewing class notes regularly.

STUDENT RESPONSIBILITIES

- Be aware of all homework assignments before leaving class. Ask for clarification of an assignment if you do not understand it.
- Record all assignments in the agenda book or on your iPad. Take it, and all necessary materials, home each night.
- Be aware of your teacher's [extra help schedules](#). Be sure to share these with your parents.
- Check with a buddy or the teacher's Google Classroom when you miss work due to absence. Make up your work on time.
- Spend the necessary amount of time on homework each night. If you feel you are spending too much time on homework, share your feelings with your parents and/or your teacher.
- Find a quiet, well-lit area where you can complete your homework and studying.
- Budget your time for long-term assignments and projects. Make sure your parents are aware of your long term obligations.
- Always complete your homework to the best of your ability.

TEACHER RESPONSIBILITIES

- Make sure that students and parents are aware of the [days and times when extra help](#) is given.
- Plan and assign meaningful homework that aligns with classroom objectives and New York State standards. Homework should reinforce or extend learning, support student progress, and engage students at an appropriate level of challenge. Establish a consistent routine, provide clear instructions, and ensure students understand the purpose and expectations. All homework will be reviewed, and any collected assignments will be returned in a timely manner.
- Balance homework, long-term assignments, and assessment preparation.
- Be flexible and mindful of individual needs. Be sensitive to days of religious observance and family situations.
- Involve parents and contact them in a timely manner when behavior and/or classwork and homework responsibilities are not met.

MAKING UP WORK

Students who are unable to attend school or a class on a given day due to their participation in a school sponsored activity may arrange with their teachers to make up any missed work. This also applies to any student who is absent, tardy, or leaves early from school or a class due to illness or any other excused reason. All students with an excused absence, tardiness, or early dismissal are expected, upon their return, to consult with their teachers regarding missed work.

HOMEWORK HELP CENTER

Supervised homework help is available in the library from 3:00 pm until 4:20 pm, Monday – Thursday.

LIBRARY

The school library houses thousands of books, periodicals, and resource materials. The school library is open daily from 8:20 am to 4:20 pm.

The [GREAT NECK PUBLIC LIBRARY](#) is open Monday, Tuesday, & Thursday 9:00 am – 9:00 pm and on Wednesday from 10:00 am – 9:00 pm. Friday and Saturday hours are from 9:00 am – 6:00 pm and Sunday from 1:00 pm – 5:00 pm. The phone number is 466-8055.

Academic Integrity

The North Middle School Community seeks to create an environment that nurtures individual effort and provides opportunities for all students to achieve to the best of their ability. Cheating and plagiarism is never acceptable.

Examples of Cheating/Plagiarizing

I. Testing

- Looking at/allowing someone to look at assessment for answers
- Writing answers on yourself
- Having answers within view during a test/quiz
- Communicating during tests, quizzes, or other assessments
- Discussing or sharing test answers with other students later in the day
- Using electronic devices besides those allowed for the test/assessment

II. Homework

- Copying/sharing homework
- Turning in someone else's homework
- Letting your partner or group do all the work
- Letting parents, guardians, relatives, tutors do your homework/projects

III. Projects/Research

- Writing a paper for someone else/turning in a paper that someone else wrote
- Sharing files
- Using internet translation sites to translate entire foreign language documents
- Copying/Pasting from a website or book

NOTE : Above are examples, but any action that compromises the integrity of NMS student assessments will be addressed accordingly.

Potential Consequences for Testing/Plagiarizing

- Possible reduced grade, failing grade, or the grade of zero(0)
- Re-take test/re-do assignment within a reasonable amount of time (Student may sit for a make-up outside of the normal class time)
- Counsel student on proper test/assignment behaviors
- Parent Notification
- Detention
- The Department Head will record the incident on the "Behavior" section of Infinite Campus

Please Note : North Middle School may use discretion when issuing additional consequences.

Please have your child return both the student and parent statements below, which will be kept on file.

Please have your child return both the student and parent statements below to his/her HOMEROOM teacher.

This document will be kept on file.

GREAT NECK NORTH ACADEMIC INTEGRITY

Student Statement:

Cheating/Plagiarism in any form is unacceptable at Great Neck North Middle School. I have read the information on Academic Integrity and the consequences, and I will adhere to the Great Neck North Middle School Academic Integrity Guidelines.

STUDENT SIGNATURE _____ DATE _____

Parent Statement:

Plagiarism/Cheating in any form is unacceptable at Great Neck North Middle School. I have read the information on Academic Integrity and Consequences for infractions, and I will support the school's Academic Integrity Guidelines.

PARENT SIGNATURE _____ DATE _____



**NORTH
BLAZERS**

GNPS DISTRICT INTERNET, COMPUTER, AND IPAD

ACCEPTABLE USE POLICY

(Click link above for official Board of Education policy)

When used responsibly, as an educational tool, a Great Neck Public School provided Apple iPad can support the learning and organizational skills of our students in all subject areas.

All students have been assigned an Apple ID by the School District, that cannot be changed.

All school-issued iPad devices are subject to the policies of the Great Neck Public Schools and North Middle School.

All school-issued iPad devices have educational apps pre-installed from North Middle School.

All school-issued iPad devices have filtered Internet access while on the school network. When the school-issued iPad is used outside of school, parents need to be aware that Internet access is usually unfiltered, with monitoring of all Internet activity being the active responsibility of the parent.

All school issued iPad devices have been provided with a protective case that should not be removed/replaced.

All messages or postings from a school-issued iPad to any Internet site on or off campus, at any time, must be educationally purposeful, legal, and appropriate.

Taking audio and video recordings or photos in school is strictly prohibited unless under the supervision of a faculty member and requires the express permission of the subject.

Students shall respect copyright laws and licensing agreements pertaining to materials stored on a school-issued iPad.

If a student does not bring his or her school-issued iPad to school, or fails to charge it, a substitute will not be provided. Chargers may not always be available. The student will be required to do his or her school work offline while still meeting all class assignments. It is the responsibility of the student to make up for any missed work.

Users are responsible for taking proper care of the iPad and accessories assigned to them, and must take all reasonable precautions against damage, loss, or theft. Any damage, loss, or theft must be reported immediately to the school. Expenses incurred to repair or replace an iPad assigned to a student due to accidental damage or documented theft will be equally shared by the School District and the Parent/Guardian. Prices may vary; the current cost for a repair is \$80 for each repair and the cost of replacement is \$300.

Please initial:

In the case of a damaged or lost iPad peripherals the cost for replacement is completely borne by the Parent/Guardian. Prices may vary; the current cost for a replacement iPad Case: \$35, 12 Watt Power Adapter: \$19, and Lightning Cable: \$19.

Please initial: _____

In the event that a school-issued iPad becomes inoperable, if available, a spare iPad will be loaned to the student for temporary use while the inoperable iPad is repaired or replaced. There are a limited number of iPads available for this purpose.

The use of a school-issued iPad is a privilege and not a right. Any user who does not comply with these guidelines may lose access or have their iPad confiscated. The school retains the right to have an administrator, teacher, or other employee collect and/or inspect the school-issued iPad at any time and to modify its settings or content as needed.

Any users who have committed a severe infraction of this iPad AUP will be subject to disciplinary action as stated in the North Middle School Code of Conduct and other School District policies.

Please initial: _____

We have read and agree to the terms specified in the
Great Neck North Middle School 2026-2027 iPad Acceptable Use Policy.

Student: _____ Parent: _____

Phone: _____ Date: _____

Student Support Services

Each student at Great Neck North Middle School has the same school counselor for three years. The counselors provide a variety of services including individual counseling, group counseling, evaluation of student progress, and parent/guardian contact. Students are encouraged to see their counselor to discuss academic and personal concerns. Parents and guardians can reach counselors by calling the Counseling Center at (516) 441-4520 or emailing directly:

Counseling Center Personnel

6th-8th Grade Counselor:	Dr. Segal	tsegal@greatneck.k12.ny.us (Dept. Chair)
6 th Grade Counselor:	Ms. Blasi	hblasi@greatneck.k12.ny.us
7 th Grade Counselor:	Ms. Israel	misrael@greatneck.k12.ny.us
8 th Grade Counselor:	Mr. Woods	jwoods@greatneck.k12.ny.us
Psychologist (A-K):	Mr. Artoglou	bartoglou@greatneck.k12.ny.us
Psychologist (L-Z):	Dr. Fusco	efusco@greatneck.k12.ny.us
Psychologist:	Ms. Flammia	fflammia@greatneck.k12.ny.us
Social Worker:	Ms. Murad	wmurad@greatneck.k12.ny.us

Counselor's Responsibilities Include:

- **Conferences with parents, teachers, and students** – to discuss the academic, emotional, and social development of our students.
- **Comprehensive Orientation Programs** – to ease the transition between elementary, middle and high school.
- **Classroom Presentations** – to promote positive attitudes and healthy choices.
- **Academic Follow-up** – students, counselors, administrators, and parents identify strengths and weaknesses and plan strategies for success.
- **Crisis Intervention**
- **Individual and Group Counseling**

School Psychologists

School psychologists act as consultants to teachers, administrators, and parents/guardians. Children may be seen in counseling on an individual basis as well as in groups for specific purposes.

School Social Worker

The social worker is a contact between the school, home, and community who links parents/guardians with community services and resources. The social worker meets with students individually as well as in groups.

[Visit the Guidance and Counseling website for more information](#)

Tips for Middle School Parents

The tips below will help you guide and advise your child as he/she goes through middle school.

1. At the beginning of each grading period, sit down with your son or daughter, and, together, set realistic academic goals for each class.
2. Encourage your child to be involved in extracurricular activities, and show your support by attending performances, games, etc.
3. Make sure that your child understands that he/she is expected to be in school, on time, every day.
4. Attend all open houses and parent conferences.
5. One of the biggest challenges for middle school students is being organized. Make sure that your child has a system for recording assignments, taking notes, keeping his/her backpack organized, etc.
6. Realize that it is your child's responsibility to get homework done, to prepare for tests, and to follow the rules.
7. Work together with the school. Teachers, counselors, and principals are there to help your child get the best education possible.
8. Make sure that your child is not spending too much time on the phone, computer, or watching TV. Set limits and monitor their activities.
9. Look up opportunities to praise good grades and extra effort.
10. Talk to your child about what's happening in school and be a good listener. If your son or daughter says something about school that concerns you, please remember that what you are hearing is from your child's perspective. If you have a question or concern, don't hesitate to call the school.
11. At the beginning of middle school, explain to your child that he/she will have limited freedoms, and that you will be checking on where he/she is going and with whom. If your son or daughter knows that you are checking, your child will be less likely to do something that you would disapprove of.
12. If you suspect that your child is drinking or using drugs, talk to your son or daughter immediately. If you need help or advice, talk to your child's counselor or to your family doctor.
13. When appropriate, encourage your child to take care of things on his/her own. By doing this, your child will learn independence and gain confidence.
14. If you are trying to change a behavior, first make sure that your child knows exactly what your expectations are. You can offer rewards if your expectations are met, or consequences if they're not. Never take away a positive activity (e.g., sports, choir, scouting) as a consequence.
15. Make school a top priority. Nothing is more important to your child's future than education.

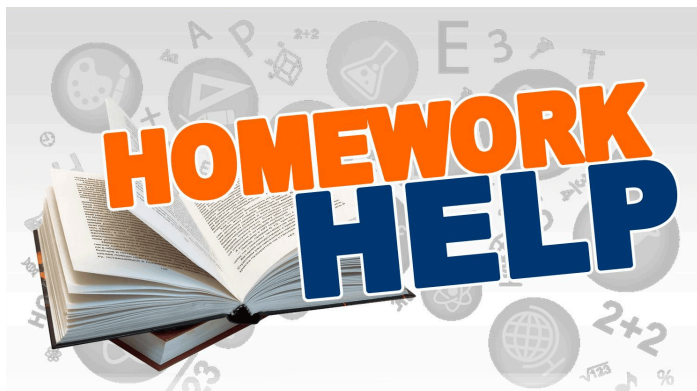


Extra Help and Testing Days

2026-2027



EXTRA HELP DAY	SUBJECT	TEST DAY
MONDAY <i>or by appointment</i>	Health Science	TUESDAY
TUESDAY <i>or by appointment</i>	Social Studies	WEDNESDAY
WEDNESDAY <i>or by appointment</i>	Art English World Languages	THURSDAY
THURSDAY <i>or by appointment</i>	Math Reading	FRIDAY
Extra help by appointment:	Technology Computers Home & Careers Music Physical Education Speech	Testing Days Vary (Check with each teacher individually)



Monday through Thursday
3:00 PM – 4:20 PM
Library

A & B Day Rotation at a Glance

[Please visit the NMS Website for up to date calendar information.](#)

Great Neck North Middle School	A/B Day Calendar	2026-2027
-----------------------------------	------------------	-----------

Legend	
	Non-instructional day
	Non school day
Period Schedules	
	A
	B

July						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
November						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
December						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
March						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
April						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
June						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Default number of instructional minutes per day: **360**
 Total number of instructional days this year: **175**
 Total number of instructional minutes this year: **0**

Inclement Weather Information

Emergency School Closings are made by the Superintendent based on police reports on road conditions from local villages and Nassau County, area weather reports and local weather conditions, checks of road conditions by school personnel, and recommendations of the bus company serving the district. The decision is made by 6 a.m.

All bus transportation is canceled for students attending nonpublic schools if the Great Neck Public Schools are closed. This includes students attending private, parochial, BOCES, and other special schools outside the area.

Please check the [Great Neck Public Schools website](#) as well as local media as listed below:

- Broadcast on Cablevision channels 12 and 72 and
- Announced on the following AM radio stations:
 - WMCA 570
 - WNBC 660
 - WOR 710
 - WGSM 760
 - WINS 1010
 - WHLI 1100
 - WGBB 1240

Delayed Opening

In the event of a delayed opening, school will start either one or two hours later at the following times:

1 Hour Delay:	2 Hour Delay:
HR: 9:20 - 9:26	HR: 10:20 - 10:26



Visiting & Security Procedures

VISITING PROCEDURES

All parents and visitors sign in at the Security Guard post. **A driver's license or picture identification is required to gain entry to the building.** North Middle School uses the Lobby Guard Kiosk System. Once logged in with the system, parents and visitors place the identification label on their person and report to the main office before proceeding to the desired destination. The same label must be scanned and discarded upon departure. Our security guards will now be located in the lobby of the school. Visitors will use **the Auditorium Main Door Entrance.**

****Please keep in mind that **lunches** must be sent to school with the child in the morning or purchased at school. Parents will only be able to drop off forgotten items on a very limited basis or in the event of an emergency.****

With our new security system, you will no longer be able to enter the building until you are visually identified, you identify your purpose for coming to NMS, and you are buzzed into the Lobby area by the Security Guard.

Please see diagram:

Press Here to Speak



It is important not to hold the door open for or otherwise assist a parent or student with entrance into the building as it defeats the purpose of the security measures.

Once cleared, you will be buzzed into the Main Building, and you may proceed to your assigned destination only.

The Drop Off Desk

What gets dropped off?

Please only drop off school issued iPads.

We ask that there be no "take out lunch" dropped off. We also want to remind you that no food is to be brought in for celebrations, like birthdays, etc. If your child forgets his or her lunch, he or she can purchase lunch. We serve both kosher and non-kosher lunches.

Ok. It's an emergency. Now what do I do?

Park your car in the Parkwood Parking Lot, and walk across to NMS. You will enter through the visitor's entrance and get cleared through security via the Security Procedures outlined on the previous page. Then, you will be allowed to enter the main vestibule and leave the item for your child on the table in the auditorium lobby situated near our Security Officer(s). Please, clearly mark the item with your child's name.

What happens then?

Students will not be called down to retrieve their iPad, as it is disruptive to the educational process. If you are leaving an iPad for your child, it is up to the child to know to stop by the table. Also, keep in mind that items lost or stolen are not the responsibility of the school.



Extracurricular Clubs and Activities

(All Clubs are subject to student involvement and BOE approval.)

[Visit the Clubs and Activities webpage for the most up to date information.](#)

Art Club:

For students who are interested in the visual arts. Students will have the opportunity to work on individual and group projects, as well as to participate in various contests. They will work with a variety of materials and creative techniques.

Basketball Club:

Do you love to talk about basketball, watch highlights, create fantasy teams, watch the Madness of March with the NCAA tournament, and play an occasional game of knock out or h-o-r-s-e?

Chamber/Jazz/Pop Jazz Ensemble:

For students interested in expanding their instrumental musical repertoire and performing at special events.

Cooking Club:

Involves hands-on recipes and crafty creations with a primary emphasis on food and kitchen safety.

Chess Club:

For students who love to play chess or for those who want to learn.

Debate Club:

For students interested in improving their public speaking skills, self-confidence, organization, use of rhetoric and evidence, as they debate a wide range of current issues.

Entrepreneurship Club:

Unleash your inner business leader! Learn how to turn your creative ideas into a real venture, learn smart risk-taking, and have fun learning how to design, market and sell your items.

Environmental Club:

For students who wish to discuss issues related to improving environmental conditions and taking action to raise awareness in this area. Students will help lead the school recycling effort and any other initiatives that may arise.

ENL Homework Club:

For students interested in helping create the yearbook for the ENL (English as a New Language) students. Students will be involved in the creative process of cover design, page layout, and photo editing.

ENL Yearbook Club:

The ENL Yearbook contains portraits, group photos, artwork, and written work from the English as a New Language students. Members of the ENL Yearbook Club design the yearbook cover, backgrounds, and graphics. In addition, they design the layout of all the pages using Adobe InDesign and edit artwork and photos in Adobe Photoshop.

Gaming Club:

The game club provides students with an opportunity to explore classic and current video games, board games, and card games.

Gift of Life:

Help save the lives of kids all around the world! Through fundraising events, our club raises money so these kids can get the lifesaving operations they need to get healthy, play and live full lives.

Greenhouse Club:

Go Green!!! If you love to grow plants, then the Greenhouse Club is for you! We'll be planting and growing flowers, vegetables, and other plants all year inside our beautiful new greenhouse, and performing experiments to see what hydroponic organic practices work best.

GSA:

The GSA seeks to promote a safe environment for all students, faculty, staff and parents regardless of their sexual orientation. The GSA will promote awareness in our school through activities and events.

Literary Magazine – ZEPHYR

For students interested in developing an award winning literary magazine comprising literature and artwork. In addition to their own creative writing, students will be involved in editing, production, and distribution of the finished product.

Math Olympiads:

For those students in Grade 6 who are especially interested in mathematical exercises and problems. Students will be involved in mathematics competitions.

Math Team:

For those students in Grades 7 and 8 interested in learning to solve intricate mathematical problems and wishing to compete in mathematics contests with students in other schools, with the possibility of making state and national championships.

Multicultural Club:

For students interested in celebrating and recognizing all of NMS's diverse cultures.

The Musical, The One Acts, and Stage Crew

For students interested in participating in NMS's highly successful stage and musical performances! Casting for the musical begins in September. Casting for the One Act Plays takes place in January. Rehearsals may be several days/week, from 3:00 until 5:15 PM and weekends. Specific schedules are announced and advertised in school.

Ping Pong Club:

The Ping Pong Club is all about casual play, laughs, and awesome rallies- no experience or competitive stress required.

Rally for Relay Club:

This club brings students together through fun, Relay for Life - inspired events centered on cancer education and supporting local heroes. By combining activities with meaningful causes, Rally builds school spirit, teachers health awareness, and raises funds for the student body and NMS activity fund.

Robotics Club:

Students work in teams to design, build, and program a LEGO Mindstorm Robot. Once they complete the robot, they will compete in the National First LEGO Competition in March.

School Newspaper – *NORTHERN LIGHTS*:

For students interested in the production of the school newspaper. Students learn to edit, produce, investigate, and write articles. They also learn about circulation and distribution of newspapers.

Science Olympiads:

For students especially interested in science exercises and problems. Students will be involved in a regional competition and there is the possibility for statewide competition.

Shared Decision Making Committee:

Through the Shared Decision Making Committee, we work on many goals to improve North Middle School. The committee is composed of teachers, administrators, parents, and students.

Show Choir:

The TrebleBlazers is North Middle's very own Show Choir! Much like Glee and Pitch Perfect, the group sings contemporary songs from Broadway to rock, pop to country!

Student Council Organization/Student Government

For students interested in participating in various aspects of school and community life – school service, school government activities, school action activities, and fundraising. The sub groups to this organization are: Dare to Care, The School Store, Community Action, and Student Organization.

Technochicos:

If you like Spanish and technology this club will be so much fun for you!

Theatre Workshop:

Theater Workshop is an after school club that helps students gain confidence and friendships while playing drama games. It meets once a week up until the musical and will resume after Spring Break.



Interscholastic Athletics

[Visit the Athletics webpage for the most up to date information](#)



Interscholastic athletics allow students to enhance their middle school experiences with additional athletic opportunities at the end of the school day.

The interscholastic program is available to all students in seventh and eighth grades. Sport activities offered are determined by the existence of Nassau County leagues and student interest. At this level, the focus is on learning sportsmanship, athletic skills, game rules, and fundamentals of team play. Interscholastic activities are offered, provided we have qualified coaches, suitable indoor/outdoor facilities, and a safe environment.

All students who plan on participating on any interscholastic team must complete two forms: a health form and a parental permission form. These forms are mailed home in August and are available on the [nurse](#) and [athletics](#) webpages.

TRYOUTS AND SQUAD SELECTION

Attempts are made to accommodate as many players as practical. At times, however, the roster must be limited in order to assure individualized instruction, as well as adequate supervision of participating students.

CODE OF CONDUCT FOR STUDENT ATHLETES

Participation in the interscholastic program at the North Middle School is a privilege. The athletic program is just one part of the total educational experience provided for students at the North Middle School. All students must follow the rules for appropriate behavior listed below:

- Avoid using profanity, abusive language, and inappropriate gestures in dealing with opponents, officials, and spectators.
- Accept victory with grace and defeat with dignity.
- Display courtesy and respect for all coaches, opponents, teammates, officials, supervisors, spectators, and administrators.
- Always remember that the student athlete represents the Great Neck School District and should, therefore, always demonstrate good sportsmanship.
- Stay until the end of the contest and turn in your entire uniform at the conclusion of the final contest.

**Students must be signed in at school by 12:00 PM
& participate in their physical education class
in order to be eligible for that day's game/practice.**

Interscholastic Athletics

Boys' Teams (grades 7 & 8)	Girls' Teams (grades 7 & 8)
<u>Fall Sports</u> Football Cross Country Soccer (2 teams) <u>Winter I Sports</u> Basketball (2 teams) Swimming Co-ed Winter Track & Field 7/8 <u>Winter II Sports</u> Wrestling Volleyball (2 teams) <u>Spring Sports</u> Lacrosse Baseball Track & Field Tennis	<u>Fall Sports</u> Cross Country Field Hockey Soccer (2 teams) Swimming Tennis <u>Winter I Sports</u> Volleyball (2 teams) Co-ed Winter Track & Field 7/8 <u>Winter II Sports</u> Basketball (2 teams) <u>Spring Sports</u> Lacrosse Softball Badminton Track & Field

INTRAMURAL SPORTS BOYS & GIRLS

Our Intramural Program offers a variety of fun sports/fitness activities before and after school. All students in **grades 6, 7, & 8** are welcome to join! Students can attend when they are available; students must sign in and out.

Intramurals Times

- **Morning:** 7:30–8:15 AM
- **Afternoon:** 3:00–4:20 PM (students may leave earlier if picked up or taking the 4:00 late bus)

Pickup & Transportation

- Parent pickup and Late Bus pickup are at the bus platform for proper supervision.
- Late buses depart at **4:00 PM** and **4:30 PM**.

Intramural Locations - Activities take place in the following locations:

- Gymnasium
- Weight Room (Room 2)
- Ping-Pong Room (Room 25)
- Outdoors (weather permitting)

Activities Offered - *Activities vary depending on student interest, participation, staff, and facility availability.*

Intramurals may include:

- Basketball
- Soccer
- Table Tennis (Ping Pong)
- Fitness

We especially encourage **6th graders** to participate, since county-wide interscholastic athletics begin in 7th grade. The schedule is located on our school website, [Physical Education Department page](#), and [Athletics Page](#). Intramurals are a wonderful way for students to stay active, strengthen sports skills, and make new friends. We look forward to their participation!

GNPS CODE OF CONDUCT

[CLICK TO VIEW](#)

INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal,

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this Code of Conduct ("Code").

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

DEFINITIONS

For purposes of this Code, the following definitions apply:

Disruptive student means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, as defined in Education Law S3214 (2a) (b).

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

Commissioner means New York State Commissioner of Education.

School property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, as defined in Education Law 52801(1), or on a school bus, as defined in Vehicle and Traffic Law S142.

School function means any school-sponsored extracurricular event or activity whether on or off school property, as defined in Education Law S2801(1).

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

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

Firearm means a firearm as defined in 18 USC 5921 for purposes of the Gun-Free Schools Act.

Weapon means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

STUDENT RIGHTS AND RESPONSIBILITIES

I. Student Rights

- A. The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:
- B. Take part in all district activities on an equal basis regardless of: age, ancestry, color, disability, ethnic group, gender, genetic predisposition, marital status, national origin, parental status, race, religion, religious practice, sex, sexual orientation, or weight.
- C. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
- D. Access school rules and receive an explanation of those rules from school personnel.
- E. Confidentiality with regard to their school records and classroom performance.
- F. Student behavior and performance shall be discussed by staff on a need-to-know basis only.

II. Student Responsibilities

- A. All district students have the responsibility to:
- B. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
- C. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
- D. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
- E. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
- F. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
- G. Control their anger.
- H. Ask questions when they do not understand.
- I. Seek help in solving problems that might otherwise lead to physical or emotional confrontation.
- J. Abide by the school dress code.
- K. Accept responsibility for their actions.
- L. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
- M. Cooperate with school authorities in the investigation of incidents of violence or threats of violence.

ESSENTIAL PARTNERS

I. Parents

All parents are expected to:

- A. Recognize that the education of their children is a joint responsibility of the parents and the school community.
- B. Send their children to school ready to participate and learn.
- C. Ensure their children attend school regularly and on time.
- D. Notify the school that a child will be absent prior to the start of the school day.
- E. Insist their children be dressed and groomed in a manner consistent with the student dress code.
- F. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- G. Know school rules and help their children understand them.
- H. Convey to their children a supportive attitude toward education and the district.
- I. Build good relationships with teachers, other parents and their children's friends.
- J. Help their children deal effectively with peer pressure.
- L. Inform school officials of changes in the home situation that may affect student conduct or performance.

- M. Provide a place for study and ensure homework assignments are completed.
- N. Build positive relationships with students, district staff, and other parents.

II. Teachers

All district teachers are expected to:

- A. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- B. Be responsible for appropriate instruction.
- C. Know school policies and rules, and enforce them in a fair and consistent manner.
- D. Communicate to students and parents on essential, grade-appropriate matters including, but not limited to:
 - (1) Course objectives and requirements
 - (2) Marking/grading procedures
 - (3) Assignment deadlines
 - (4) Expectations for students
 - (5) Classroom discipline plan
- E. Build positive relationships with children, parents and district staff.

III. Paraprofessionals

All district paraprofessionals are expected to:

- A. Maintain a climate of mutual respect and dignity, which will strengthen students' self-concept and promote confidence to learn.
- B. Know school policies and rules, and enforce them in a fair and consistent manner.
- C. Report violations to school authorities.
- D. Build positive relationships with children, parents and district staff.

IV. Guidance Counselors

All guidance counselors are expected to:

- A. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- B. Initiate teacher/student/counselor conferences and parent/teacher/student counselor conferences, as necessary, as a way to resolve problems.
- C. Review with students their educational progress and career plans.
- D. Encourage students to benefit from the curriculum and extracurricular programs.
- E. Meet regularly with individual teachers and teams to help identify and address student needs and placement
- F. Build positive relationships with children, parents and district staff.

V. Psychologists and Social Workers

All district psychologists and social workers are expected to:

- A. Assist in the maintaining of a school climate of mutual respect and dignity.
- B. Communicate with students, parents, teachers and building administrators concerning student learning issues and social-emotional well being.
- C. Assist students in coping with emerging personal, familial and school related social-emotional problems.
- D. Serve as a liaison between student/family/school and, where appropriate, community resources.
- E. Conduct necessary evaluations of student needs including status evaluations and functional behavioral assessments.
- F. Assist in district efforts in crisis/violence prevention and intervention, and Child Protective Services, PINS, and Social Service contacts.
- G. Assist in district efforts in student social skill development, parent education initiatives and staff development.
- H. Build positive relationships with children, parents and district staff.

VI. Security Staff

All district security guards are expected to:

- A. Patrol their assigned areas.
- B. Remain vigilant at all times.
- C. Report violations of the Code to proper authorities.

- D. Maintain written security logs.
- E. Build positive relationships with children, parents and district staff.

VII. Bus Drivers

All bus drivers are expected to:

- A. Offer safe, efficient bus transportation to all eligible students.
- B. Have a written description of the bus route assigned.
- C. Complete a driver vehicle inspection report at the beginning and end of each day.
- D. Maintain a safe environment on the school bus.
- E. Know the district's school bus rules and report violations to the supervisor.
- F. Build positive relationships with children, parents and district staff.

VIII. Principals

All building principals are expected to:

- A. Promote a collegial, safe, orderly and stimulating school environment, supporting active teaching and learning.
- B. Ensure that students and staff have the opportunity to communicate with the principal and approach the principal for redress of grievances.
- C. Evaluate on a regular basis all instructional programs.
- D. Support the development of and student participation in appropriate extracurricular activities.
- E. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- F. Build positive relationships with children, parents and district staff.

IX. Dignity Act Coordinator(s)

The Dignity Act Coordinator(s) are expected to:

- A. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- B. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
- C. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
- D. Address personal biases that may prevent equal treatment of all students and staff.

X. Superintendent

The Superintendent of Schools is expected to:

- A. Implement the policies and directives of the Board of Education.
- B. Promote a collegial, safe, orderly and stimulating school environment, supporting active teaching and learning.
- C. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- D. Inform the Board about educational trends relating to student discipline.
- E. Institute a comprehensive, school-based K-12 violence prevention program.
- F. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- G. Build positive relationships with children, parents, district staff, and the community

XI. Board of Education

The Board of Education is expected to:

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

STUDENT DRESS CODE

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

A student's dress, grooming and appearance, including hairstyle/color, jewelry, make-up and nails,

1. Be safe and not disrupt or interfere with the educational process.
2. Include footwear appropriate to the activity.
3. Not include items that are vulgar, obscene, or libelous, or that denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
4. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
5. Not include gang-related clothing or symbols.

Each school's Shared Decision Making Committee may develop a more specific dress code appropriate to the needs of the building. Each principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of each school year and any revisions to the dress code made during the school year.

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

PROHIBITED STUDENT CONDUCT

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

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

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

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

- I. Engage in conduct that is disorderly and/or disrupts the normal operation of the school community.

Examples of disorderly conduct include, but are not limited to:

- A. Obstructing vehicular or pedestrian traffic.
- B. 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.
- C. Using language or gestures that are profane, lewd, vulgar, abusive, or threatening.
- D. Display or use of personal electronic devices, such as, but not limited to, cell phones, i-pods, or digital cameras in a manner that is in violation of district policy.
- E. Computer/electronic communications misuse, including any unauthorized use of computers, software, cell phones, i-pods, digital cameras, or internet/intranet account; accessing inappropriate websites; any other violation of the District's Acceptable Use Policy or use of any electronic device to engage in harassing, bullying or sexting. Sexting is defined as sending sexually explicit messages, photographs, or videos electronically.

- II. Engage in conduct that is insubordinate.

Examples of insubordinate conduct include, but are not limited to:

- A. Failing to comply with the reasonable directions of teachers, school administrators or other District employees in charge of students or otherwise demonstrating disrespect.
- B. Missing class, leaving school without permission, chronic lateness and/or absenteeism.
- C. Failing to report for detention.

III. Engage in conduct that is violent.

Examples of violent conduct include, but are not limited to:

- A. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other District employee or attempting to do so.
- B. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person on District property or attempting to do so.
- C. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.
- D. Displaying what appears to be a weapon.
- E. Threatening to use any weapon.
- F. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person on District property, including graffiti or arson.
- G. Intentionally damaging or destroying District property.

IV. Engage in any conduct that endangers the safety, morals, health or welfare of others.

Examples of such conduct include, but are not limited to:

- A. Lying or withholding information to impede inquiry or investigation by proper authority.
- B. Stealing, misappropriating, or misusing the property of other students, school personnel or any other person on school property or attending a school function.
- C. Defamation, which includes making false 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.
- D. Discrimination, which includes the use of age, ancestry, color, disability, ethnic group, gender, genetic predisposition, marital status, national origin, parental status, physical characteristics, race, religion, religious practice, sex, sexual orientation, or weight as a basis for treating another in a negative manner.
- E. Harassment, which includes a severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
- F. Intimidation or bullying, which include engaging in actions or statements that put an individual in emotional distress or fear of bodily harm.
- G. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District sponsored activity, organization, club or team.
- H. Selling, using or possessing obscene material.
- I. Using obscene or abusive language or gestures.
- J. Smoking a cigarette, cigar, pipe or using chewing or smokeless tobacco.
- K. Possession, consuming, selling, distributing, manufacturing, or exchanging alcoholic beverages or illegal substances*, or synthetic versions thereof whether specifically illegal or not, or being under the influence of such substances on District property, at a District function, on a school bus, or when representing the school district.
- L. Gambling.
- M. Indecent exposure, that is, exposure to sight of the private parts of the body.
- N. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- O. Forging any school related document or correspondence.

V. Engage in misconduct while on a school bus or at a designated school bus stop.

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

VI. Engage in any form of academic misconduct.

Examples of academic misconduct include, but are not limited to:

- A. Plagiarism.
- B. Cheating.
- C. Copying.
- D. Altering records.
- E. Assisting another student in any of the above actions.

*"illegal substances" include, but are not limited to inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."

REPORTING VIOLATIONS

All students shall promptly report to a teacher, a dean, an assistant principal, the principal, or the Superintendent, violations of the Code of Conduct involving violence or the threat of violence, including expressions of suicidal ideation. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall, in like manner, report this information, immediately to a teacher, a dean, an assistant principal, the principal, or the Superintendent.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to the principal or his/her designee. Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his/her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his/her designee learns of the violation. The notification may be made by telephone, followed by an entry in a school log maintained for such purpose, followed by a written confirmation. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

DISCIPLINARY PENALTIES PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to strictly adhere to the requirements of due process.

Disciplinary action, when necessary, will be firm, fair and consistent. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

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

Disciplinary procedures regarding students who have been classified, or who are under consideration for classification under the Individuals with Disabilities in Education Act (IDEA), are set forth in Code of Conduct: Discipline of Students with Disabilities.

I. Penalties

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

Oral warning - any member of the district staff

- A. Written warning - bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, deans, assistant principals, principal, Superintendent
- B. Written notification to parent - bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, deans, assistant principals, principal, Superintendent
- C. Detention - teachers, deans, assistant principals, principal, Superintendent
- D. Suspension from transportation - director of transportation, principal, Superintendent
- E. Suspension from athletic participation - coaches, principal, Superintendent
- F. Suspension from social or extracurricular activities — activity director, principal, Superintendent
- G. Suspension of other privileges - principal, Superintendent
- H. In-school suspension - principal, Superintendent
- I. Removal from classroom by teacher - teachers, principal
- J. Short-term (five days or less) suspension from school principal, Superintendent, Board of Education
- K. Long-term (more than five days) suspension from school - principal, Superintendent, Board of Education
- L. Permanent suspension from school - Superintendent, Board of Education

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

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

A. Detention

Teachers, principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

B. Suspension from Transportation

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

Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 53214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

C. Suspension from athletics, extra curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law 53214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

D. In-school suspension

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

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law 53214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

E. Teacher disciplinary removal of disruptive students

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

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

A classroom teacher may remove a disruptive student from class for one to five days. The number of days a student may be removed from class will be jointly determined by the teacher and the principal, and will depend upon the age of the child and the nature of the disruption. The removal from class applies to the class of the removing teacher only.

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

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

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

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

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's

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

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

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's Code of Conduct.
3. The conduct warrants suspension from school pursuant to Education Law 53214 and a suspension will be imposed.

The principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

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

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

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

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

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

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

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

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

When the Superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law 53214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

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

2. Long-term (more than 5 days) suspension from school

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

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

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

3. Permanent suspension

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

III. Minimum Periods of Suspension

A. Students who bring to or possess a firearm or weapon at school

Any student, other than a student with a disability, found guilty of bringing to or possessing a firearm or weapon on school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law 53214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

1. The student's age.
2. The student's grade in school.

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

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

B. Students who commit violent acts other than bringing to or possessing a firearm or weapon at school
Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing to or possessing a firearm or weapon on school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying an one-year suspension for possessing a weapon.

C. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this Code of Conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law S3214(3-a) and this Code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis.

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

IV. Referrals

A. Counseling

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

B. PINS Petitions

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

1. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
2. Engaging in an ongoing or continual course of conduct that makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
3. Knowingly and unlawfully possessing marijuana in violation of Penal Law S 221 .05. A single violation of S 221.05 is a sufficient basis for filing a PINS petition.

C. Juvenile Delinquents and Juvenile Offenders

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

1. Any student under the age of 16 who is found to have brought a weapon to school; or
2. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law SI .20 (42).

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

ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher, or a student of compulsory attendance age is suspended from school pursuant to Education Law 53214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and to support student re-entry to the classroom at the conclusion of the disciplinary action.

DISCIPLINE OF STUDENTS WITH DISABILITIES

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

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

I. Authorized Suspensions or Removals of Students with Disabilities

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

A suspension means a suspension pursuant to Education Law S 3214.

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

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

B. School personnel may order the suspension or removal of a student with a disability from his/her current educational placement as follows:

1. The Board, the Superintendent of Schools or a building principal may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
2. The Superintendent, following a Superintendent's hearing, may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time non-disabled students would be subject to suspension for the same behavior (see Section C below).
3. The Superintendent may order additional suspensions in accordance with Section C below.
4. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

a) "Weapon" means the same as "dangerous weapon" under 18 U.S.C. S 930 (g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."

- b) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.
- c) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

C. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student in his/her current educational placement poses a risk of harm to the student or others. This procedure may be repeated as necessary.

II. Change of Placement Rule

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

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

B. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the district may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs or controlled substances.

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

A. The district's Committee on Special Education shall:

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

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

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

2. Conduct a manifestation determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES, following an expedited impartial hearing or a Superintendent's hearing, either for misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension that constitutes a disciplinary change in placement.

III. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state laws and regulations if, in accordance with federal and state statutory and regulatory criteria, the school district is deemed to have had knowledge that their child was a student with a

disability before the behavior precipitating disciplinary action occurred. If the district is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.

1. The Superintendent, building principal or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.

2. A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the district had knowledge the student was a student with a disability, the district either:

a. conducted an individual evaluation and determined that the student is not a student with a disability, or

b. determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations.

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

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

C. The district shall provide parents with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES for either misconduct involving weapons, illegal drugs or controlled substances or because maintaining the student in his/her current educational setting poses a risk of harm to the student or others; or a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

D. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.

E. Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days shall be bifurcated into a guilt phase and a penalty phase in accordance with the procedures set forth in the Commissioner's regulations incorporated into this code.

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

G. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services as required by the Commissioner's regulations incorporated into this code.

IV. Expedited Due Process Hearings

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

1. The district requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his/her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his/her current educational placement during such proceedings.

2. The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

a) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the district agree otherwise.

b) If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.

B. An expedited due process hearing shall be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such a time period, he or she must mail a written decision to the district and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

V. Referral to law enforcement and judicial authorities

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

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

B. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported only to the extent permitted by the Family Education Rights and Privacy Act (FERPA).

CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

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

STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the District Code of Conduct. Students are not entitled to any sort of Miranda type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials shall tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent, building administrators and the school nurse to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search shall result in evidence that the student violated the law or the District Code of Conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the District employees, shall be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees shall be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should give the student the opportunity to say whether or not he or she possesses physical evidence that they violated the law or the District Code of Conduct, and to voluntarily consent to the search. Searches shall be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches shall be conducted in the privacy of administrative offices and students shall be present when their possessions are being searched.

I. Student Lockers, Desks and other School Storage Places

The rules in this Code of Conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them.

This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, including the removal of locks installed by students, without prior notice to students and without their consent.

II. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used in violation of the Policy 5300 Code of Conduct and/or Policy 5695 Personal Electronic Communication Devices. They are permitted to look at the screen of the confiscated cell phone and request the student's cooperation to search the cell phone further. Absent a student's permission, teachers should not undertake a more extensive search of a cell phone, and should notify the building principal as soon as practicable. In such instances, if the principal has reasonable suspicion that a search will result in the discovery of evidence that the law or the District Code of Conduct have been violated, he/she should alert the Superintendent of Schools or his [her designee, who shall contact the District's legal counsel for guidance.

III. Documentation of Searches

The authorized school official conducting the search should promptly recording the following information about each search:

- A. Name, age and grade of student searched.
- B. Reasons for the search.
- C. Name(s) of any informant(s) (to be kept confidential).
- D. Purpose of search (that is, what item(s) were being sought).
- E. Type and scope of search.
- F. Person conducting search and his/her title and position.
- G. Witnesses, if any, to the search.
- H. Time and location of search.
- Results of search (that is, what items(s) were found).
- J. Disposition of items found.
- K. Time, manner and results of parental notification, if contraband is found.

The building principal or his/her designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his/her designee shall clearly label each item taken from the student and retain control of the item(s). The principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

IV. Police Involvement in Searches and Interrogations of Students

A. District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

B. Before police officials are permitted to question or search any student, the building principal or his/her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee shall also be present during any police questioning or search of a student on school property or at a school function.

C. Students who are questioned by police officials on school property or at a school function shall be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of their attorney.

V. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services when they have reasonable cause to suspect that a student has been abused or maltreated, the District shall provide data and assistance to local Child Protective Services workers, or members of a multi-disciplinary team accompanying such workers who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as access to any child named as a victim in a report or a sibling of that child, or a child residing in the same home as the victim. Such access includes conducting an interview of such child without a court order or the consent of the parent, guardian or other person legally responsible for the child when the Child Protective Service encounters circumstances that warrant interviewing the child apart from family or other members of the home or household where child abuse or maltreatment allegedly occurred.

All requests by Child Protective Services to interview a student on school property shall be made directly to the building principal or his/her designee. Child Protective Service workers and any associated multi-disciplinary team members must comply with the District's procedures for visitors, provide identification and identify the child(ren) to be interviewed. The building principal or his/her designee shall decide if it is necessary and appropriate for a school staff member, including but not limited to an administrator or school nurse, to observe the interview either from inside or outside the interview room.

A Child Protective Services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

VISITORS TO THE SCHOOLS

As the Great Neck Public Schools are places of work and learning certain limits must be set for visits to the schools. The building principal or his/her designee is responsible for all persons in the building and on the grounds. This is a shared responsibility, and it is expected that all staff will confirm that any visitors to a school are there for legitimate purposes.

In order to foster a secure environment for students and staff, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.

2. All visitors to a school must enter through a designated single point of entry. They will be required to present photo identification, sign the visitor's register and will be issued a visitor's identification badge which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge before leaving the building.
3. Visitors attending school functions that are open to the public before, during or after regular school hours, such as parent-teacher organization meetings or public gatherings are not required to register.
4. Visits for reasons other than attendance at school activities must be pre arranged with the building principal.
5. Teachers are expected to not take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the Board of Education Code of Conduct: Public Conduct on School Property.

PUBLIC CONDUCT ON DISTRICT PROPERTY

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

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

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

I. Prohibited Conduct

No person, either alone or with others, shall:

- A. Intentionally injure any person or threaten to do so.
- B. Intentionally damage or destroy school district property or the personal property of a student, teacher, administrator, other District employee or any person on District property, including graffiti or arson.
- C. Disrupt the orderly conduct of classes, District programs or other District activities.
- D. Distribute or wear materials on District grounds or at District functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the District program.
- E. Intimidate, harass or discriminate against any person on the basis of age, ancestry, color, disability, ethnic group, gender, genetic predisposition, marital status, national origin, parental status, physical characteristics, race, religion, religious practice, sex, sexual orientation, or weight.
- F. Enter any portion of the District premises without authorization or remain in any building or facility after it is normally closed.
- G. Obstruct the free movement of any person in any place to which this Code applies.
- H. Violate the traffic laws, parking regulations or other restrictions on vehicles;
- I. Possess, consume, sell, distribute, manufacture or exchange alcoholic beverages, controlled substances, or synthetic versions thereof whether specifically illegal or not, or be under the influence of such substances on District property or at a District function.
- J. Possess or use weapons in or on District property or at a District function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- K. Loiter on or about District property.
- L. Gamble on District property or at District_functions.
- M. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- N. Willfully incite others to commit any of the acts prohibited by this code.

O. Violate any federal or state statute, local ordinance or Board policy while on District property or while at a District function.

P. Smoke a cigarette, cigar, pipe, electronic cigarette, or use chewing or smokeless tobacco.

II. Penalties

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

A. Visitors: Their authorization, if any, to remain on District grounds or at the District function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.

B. Students: They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.

C. Tenured faculty members: They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law S3020-a or any other legal rights that they may have.

D. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law 575. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law 575 or any other legal rights that they may have E. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

III. Enforcement

The building principal or his/her designee shall be responsible for enforcing the conduct required by this code whenever school is in session and at all school related functions. The Superintendent of Schools or his/her designee (e.g., Chief of Security) shall be responsible at all other times.

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

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

DISSEMINATION AND REVIEW

I. Dissemination of Code of Conduct

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

A. Providing copies of a summary of the Code to all students at a general assembly held at the beginning of each school year.

B. Making copies of the Code available to all parents at the beginning of the school year.

C. Mailing a summary of the Code of Conduct to all parents of district students before the beginning of the school year and making this summary available later upon request.

D. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.

E. Providing all new employees with a copy of the current Code of Conduct when they are first

F. Making copies of the Code available for review by students, parents and other community members.

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

II. Review of Code of Conduct

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

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

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

The Code of Conduct and any amendments to it will be filed with the Commissioner no later than 30 days from the date of adoption.