Charlotte Valley
Central School

Student Handbook

2026-2027

As approved by the Board of Education

On August 06, 2026

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Rachel Mattice	-Secondary Math
Danielle Dorsey	-Secondary Science
Roy Williams	-Secondary Science
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Luca Truex	-Instrumental Music
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Mary Leh	-K-6 Remediation
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Loretta Kotowicz	-Art
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Kelly Coons	-Data Coord/CSE Chairperson
	-Spanish/LOTE/BOCES
Michael Ballard	-Special Education (7-12)Soc St
Beladee Nahem-Griffiths	-Special Education (7-12)ELA
Renee Moyse	-Special Education Elementary
Honnah Garrison	-12:1:1/Special Education
Shaylyn MacCracken	-12:1:1/Special Education
Sarah Scully	-Licensed Teaching Assistant
Becky Vroman	-Licensed teaching Assistant
Amy Bowie	-Licensed Teaching Assistant
Lori Fisher	-Licensed Teaching Assistant
Nycole Wayman	-Licensed Teaching Assistant
Jessica Marino	-Licensed Teaching Assistant
Samantha Clark	-Licensed Teaching Assistant
Patricia Kennedy	-Licensed Teaching Assistant
Cassandra Pedulla	-Licensed Teaching Assistant
Jennifer Mickel	-Licensed Teaching Assistant
Stacey Rinehart	-Licensed Teaching Assistant
Stacia Heyn	-Licensed Teaching Assistant
Jason Slocum	-BOCES Computer Technician
Cheryl Butler	-Health/Drivers Ed

DISTRICT AND BUILDING SUPPORT STAFF

Gerald Furgerson	-Bus Driver
Paula Orlowski	-Bus Driver
Tim Kelso	-Bus Driver
Heidi Mills	-Bus Driver
Tammy Stannard	-Bus Driver
Mike Branigan	-Custodial Worker/Bus Driver
Brian Yager	-Custodial Worker/Bus Driver
Nathan Fancher	-Custodial Worker
David Fallon	-Custodial Worker
Will Ostrander	-Custodial Worker
Maureen Smoke	-Custodial Worker
Samona Waid	-Cafeteria Cook
Donna Jean Rider	-Food Service Helper
Lisa Maker	-Food Service Helper
Rhonda Carey	-Food Service Helper
Rhonda Slicer	-Teacher Aide
Karen Wamsley	-Teacher Aide
Kathleen Greiner	-Teacher Aide/Bus Driver
Paul Garrison	-Bldg Maintenance Mechanic
Jenn Jester	-Clerk – Guidance

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		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			

Sept 1 & 2 Conference Days
7 Labor Day
8 1st Day for Students

Days in session 19

OCTOBER 2026						
S	M	T	W	Th	F	S
				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

9 Conference Day
12 Columbus Day

Days in Session 21

NOVEMBER 2026						
S	M	T	W	Th	F	S
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					

11 Veterans Day
23-24 PreK-8 Noon Dismissal
P/T Conferences
25-27 Thanksgiving recess
27 Thanksgiving Day

Days in Session 17

DECEMBER 2026						
S	M	T	W	Th	F	S
		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		

23-Jan 2 Holiday Vacation
25 Christmas Day

Days in Session 15

February 2027						
S	M	T	W	Th	F	S
	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						

15-19 Winter Break
15 - President's Day

Days in Session 15

March 2027						
S	M	T	W	Th	F	S
	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			

26-April 2 spring break

Days in Session 19

April 2027						
S	M	T	W	Th	F	S
				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	

1-2 Spring Break
29 Prek-12 Noon Dismissal
30 Superintendent Conf Day

Days in Session 20

May 2027						
S	M	T	W	Th	F	S
						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					

31 Memorial Day

Days in Session 20

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	**18**	19	20	21	22	23
25	25	26	27	28	29	30
31						

01 New Year's Day

18 M.L. King Day
26-29 Regents Exams

Days in Session 19

June 2027						
S	M	T	W	Th	F	S
		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			

15,16,17, 21-25 Regents
18 – Junteenth
25 – Last Day school
25 Commencement

Days in Session 18

185 – Includes 5 snow days

III. SCHEDULES

A) Regular Bell Schedule

08:05 am – 08:45 am	1st Period	(40 minutes)	
08:45 am - 08:59 am	Homeroom		
09:02 am – 09:43 am	2nd Period	(41 minutes)	3 Minute Pass to Class
09:46 am – 10:27 am	3rd Period	(41 minutes)	3 Minute Pass to Class
10:30 am – 11:11 am	4th Period	(41 minutes)	3 Minute Pass to Class
11:14 am – 11:55 am	5 Period	(41 minutes)	3 Minute Pass to Class
11:58 am – 12:39 pm	6 Period	(41 minutes)	3 Minute Pass to Class
12:42 pm – 01:23 pm	7h Period	(41 minutes)	3 Minute Pass to Class
01:26 pm – 02:07pm	8th Period	(41 minutes)	3 Minute Pass to Class
02:10 pm – 02:50 pm	9th Period	(40 minutes)	3 Minute Pass to Class
02:50 pm – 03:15 pm	Staff Planning/Faculty and Staff Development Meetings		

Standard Elementary Lunch Schedule

PreK	10:40 – 11:10
Kindergarten	10:30 – 11:00
1st Grade	10:50 – 11:11
2nd Grade T	10:30 – 10:50
2nd Grade R	10:50 - 11:11
3rd Grade	11:14 – 11:34
4th Grade G	11:14 – 11:34
4th Grade B	11:34 – 11:55
5th Grade	11:58 – 12:18
6th Grade	12:18 – 12:39

Standard 7-12 Lunch Schedule

7th Grade	11:14 - 11:34
8th Grade	11:35 - 11:
10th/11th Gr	11:58 - 12:18
9th/12th Gr	12:19 – 12:39

B) 2-Hour Delay Schedule

Busses Arrive 10:00 a.m.
No Breakfast served
Students report directly to 1st period class.

10:05 a.m. - 10:27 a.m.	Period 1	(22 minutes)	3 Minute Pass to Class
10:30 a.m. - 11:11 a.m.	Period 4	(41 minutes)	3 Minute Pass to Class
11:14 a.m. - 11:55 a.m.	Period 5	(41 minutes)	3 Minute Pass to Class
11:58 a.m. - 12:39 p.m.	Period 6	(41 minutes)	3 Minute Pass to Class
12:42 p.m. - 1:23 p.m.	Period 7	(41 minutes)	3 Minute Pass to Class
1:26 p.m. - 2:07 p.m.	Period 8	(41 minutes)	3 Minute Pass to Class
2:10 p.m. - 2:50 p.m.	Period 9	(41 minutes)	3 Minute Pass to Class
2:50 p.m. - 3:15 p.m.	Staff Planning/Faculty and Staff Development Meetings		

C) Early Release Schedule

Follow the regular bell schedule.
Lunches are as follows:

Pre-K	10:40 – 11:10		
Kindergarten	10:30 – 11:00	Grade 7	11:14 – 11:34
Grade 1	10:50 – 11:11	Grade 8	11:35 – 11:55
Grade 2 T	10:30 – 10:50		
Grade 2 R	10:50 – 11:11		
Grade 3	11:14 – 11:34		

Grade 4 G	11:14 – 11:34		
Grade 4 B	11:34 – 11:55	Grade 10/11	11:58 – 12:18
Grades 5	11:58 – 12:18		
Grade 6	12:18 – 12:39	Grade 9/12	12:19 – 12:39

IV. BEHAVIOR / DISCIPLINE

A) GENERAL RULES OF BEHAVIOR

The Charlotte Valley Central School community works to foster an environment that will guide each student to develop:

- A firm code of moral conduct
- Respect for the dignity of others and
- Individual responsibility for one's own behavior.

There are three basic ideas from which all rules of behavior at Charlotte Valley Central School are derived. They include the following:

1) All people must be safe – emotionally and physically.
2) All property must be safe.
3) No person may disrupt the educational process.

B) DISCIPLINE

Students who do not obey school rules will be subject to disciplinary action. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow to be self-disciplined. To address the ideas outlined in Section A) above, a Code of Conduct has been established for students that describes behavioral expectations and consequences. A copy of the code is available for examination in Appendix #1 of this handbook.

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

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; and
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.

V. RESOLVING A COMPLAINT OR CONCERN

If a student or parent has any concern about a school policy or a situation involving a faculty or staff member, the following protocol in line with the chain of command should be followed in order to resolve the problem as quickly and effectively as possible:

A) Contact the faculty or staff member with whom you have a complaint to discuss both sides of the situation. Opening and strengthening the lines of communication may be the most important and appropriate first step in resolving any complaint quickly and without escalation.

B) If the problem still exists, contact the principal.

C) If still unresolved, contact the superintendent of schools.

D) Finally, if unresolved, submit a written request to the District Clerk to place the complaint or issue on the following month's Board of Education agenda, if appropriate, for further discussion.

VI. THE SCHOOL DAY

A) Arrival

The Charlotte Valley Central School is open to students at 8:00 a.m. The school building will remain locked until 8:00 a.m. Only faculty/staff members will be permitted into the building prior to 8:00 a.m. Students in grades 3-6 will report to the cafeteria. PK-2 students will report to their classrooms. At 8:05 a.m., a bell signals the official beginning of the day. Entering your first period class after 8:05 a.m. is considered tardy. Frequent tardiness can seriously affect your ability to be successful in school and may result in disciplinary action.

B) Departure - School is dismissed at 2:50 p.m. The buses leave at 3:00 p.m. Teachers are available for extra help, with prior arrangement or appointment, from 2:50 – 3:15 p.m. An after-school enrichment program will operate for K-8 only – CROP (Creating Rural Opportunities Program) – will operate beginning on or about **September 14, 2026** from 3 to 5 p.m., Mondays through Friday when school is in session. This will include a second bus run. Only

students participating in school-sponsored after school programs will be permitted to remain at school and to ride the late bus.

C) Attendance - Education law requires that students enrolled in school attend school every school day unless legally excused. Regular attendance at school is imperative to your personal and academic success and achievement. Excessive absences and tardiness are not conducive to good work habits or learning. With this in mind, the Board of Education adopted a Comprehensive Attendance Policy (Refer to Appendix # 4).

The main objective of the attendance policy is to help you become more successful. Research shows a strong link between regular school attendance and academic achievement. In other words, if you are here every day and apply yourself academically, you are more likely to learn and be successful in school and in life after school.

D) Passes - Any staff member supervising students may issue passes. Anytime you are out of an assigned class or activity you must utilize the digital hall pass program. The pass should include the staff member's name, your destination, and the period and time of departure from that assigned area. Students should ask for late passes whenever they expect to be late to their next class for any reason. Students who are late for class without a pass shall be considered tardy.

Any student with two or more deficiencies or failures is ineligible to receive passes. See the "Deficiency / Failure Policy" chart in the following section for more detailed information about consequences for academic deficiencies and failures.

VII. ACADEMIC INFORMATION – (As excerpted from the faculty and staff handbook section entitled "PROFESSIONAL STAFF RESPONSIBILITIES (Instructional)"

A) Course Information – General and Specific Information / Guidelines

1) General Course Information

Within the first week of a new course, the teacher will distribute a one-page handout covering the following information for each scheduled instruction:

- Name of Class
- Teacher's Name, Phone Number, Times Available for Parent Contacts
- Brief Description of Course
- Units of Credit, Elective/Required Course
- State Mandated Testing Requirements
- Textbook or materials required (including book covers)
- Explanation of Grading System: Testing, Impact/Process for Accepting Late Assignments, Papers or Homework
- Student Expectations for Class

Please review this information carefully so that you are aware of any course requirements and expectations. If you are unclear about any of the above information, please discuss this with your teacher as soon as possible.

2) Secondary Math

a) Students who have not passed the Algebra or equivalent Regents will receive supportive services.

b) In order to enroll in Geometry students must have passed the Algebra assessment.

c) All students who intend to enroll in either Pre-Calculus or Calculus must have passed the Algebra II-Trig Regents examination.

3) Secondary Science

Students enrolled in all 9-12 science courses will be eligible to earn non-Regents units of credit pursuant to the following criteria:

a) A student may, at the discretion of the guidance counselor and teacher, be permitted to enroll in either chemistry or physics if they have not passed either the earth science or biology Regents examination. The specific student must, however, be concurrently enrolled in either earth science or biology and be taking either course for Regents credit.

b) The net difference between Regents and non-Regents credit shall be passing or sitting or not sitting for the Regents

c) All students in Chemistry and Physics must sit for the Regents Examinations in order to receive credit for the courses. Failure to sit for the Regents examinations will result in an incomplete with not credit awarded.

B) HOMEWORK HELP PROGRAM

Pursuant to provisions of the current collective bargaining agreement, members of the Charlotte Valley Central School professional staff are expected to be available after school to help students with work.

TUTORING PROGRAM FOR GRADES 7-8

Days & subjects: Schedule and staffing to be determined during the first quarter of the school year.
Times: 3:15pm to 5:00pm. Students needing a ride can take the CROP bus home.

Purpose: to ensure student success.

TUTORING PROGRAM FOR GRADES 9-12
Days & subjects: Schedule and staffing to be determined during the first quarter of the school year.
Times: 3:15pm to 5:00pm. Students needing a ride can take the CROP bus home.
Purpose: to increase graduation rates, prevent failing grades and help all students reach their academic potential.

C) Homework

1) Homework is an integral part of education. It should be relevant and timely.
2) The amount of homework to be given is dependent upon the grade level as well as the subject matter. The following is offered as a guideline.
   a) K - 3 - 0-30 minutes nightly
   b) 4 - 6 - 30 - 60 minutes nightly
   c) 7 - 8 - 1 - 1.5 hours nightly (total of all classes)
   d) 9 - 12 1 - 2 hours nightly (total of all classes)

Elementary Homework

Homework may be assigned to reinforce subject related skills being covered during class time. Homework assignments in Grades 5-6 will be coordinated among Professional Staff Members on a weekly basis and will not be unrealistic in length.

The completion of homework is an essential part of the child's skill development - namely, one of promoting responsibility for tasks assigned. Accomplishing this on a regular basis is essential for success.

Most students in Grades 5-6 are also given a study period in which students may seek extra help, work on assignments and organize supplies and materials for the next day.

D) Marking-Elementary

1) CONFERENCES / PARENTS
Parent conferences will be scheduled during the year to allow teachers and parents to discuss the student's progress. The conference dates for Grades PK-6 are early release days that allow for parents to meet with teachers during the afternoon. The specific dates are listed under #5 of this section.

2) GRADE REPORTING (Grades 3-6)
   a) Reports cards will be issued every ten weeks.
   b) A five-week progress report will be sent home for each student.

3) HONOR ROLL - GRADES 3-6
   a) Student achievement will be recognized by their placement on the Honor Roll. Eligibility is based on marking period averages. The honor rolls are:
      1. Honor Roll - Students must achieve an 85.0 average (rounded off to the nearest whole number) during the marking period.
      2. High Honor Roll – Students must achieve at least 90.0 average (rounded off to the nearest whole number) for marking period.
      3. Principal's List - Students must attain at least a 95.0 average (rounded off to nearest whole number) for the marking period.

4) GRADES Pre-K -2
Report cards will be issued four times during the year for students in PreK through second grade students. Reports will be issued in November, January, April and June.

5) MARKING PERIODS

Marking Period	Report Cards Out
09/08/2026 - 11/13/2026	**11/20/2026**
11/16/2026 - 01/29/2027	**02/05/2027**
02/05/2027 – 04/16/2027	**04/23/2027**
04/19/2027- 06/14/2027	**06/30/2027**

The dates listed below will be half days of instruction.

Staff Development ½ days - (PreK-12 Noon Dismissal):
04/30/2027

P-T Conference ½ days - (PreK-8 ½ day):
11/23/26, 11/24/26

5) Elementary Retention Guidelines

It sometimes is in the best interest of a student to be retained an additional year at the same grade level. This is often a difficult decision

making process. Thus, in an effort to devise a policy and set of procedures that will provide for the best possible outcomes, the following

guidelines are being put in place:

a) Objectives for Retaining

The purpose of retaining a child is to provide the child with a second chance for a successful educational experience that, hopefully, will assist the child in their efforts to achieve future academic success. The following retention objectives will become the focus of the child's instruction during his her second year at the same grade level:

1. Unless there are extraordinary circumstances, as documented and reviewed by the principal, a child will only be retained once in grades PreK through 6.
2. Provide the child with an opportunity to achieve an adequate working knowledge of material at his/her grade level in order that he/she may deal more successfully with what he/she must face at the next level.
   a. Non-graded remedial reading program with the reading specialist.
   b. Volunteer parent tutoring programs.
   c. Early use of speech therapist.
3. To provide the child with a sound emotional and social adjustment through the enjoyment of a wide range of successful experiences in social and academic achievements.
   a. Counseling with appropriate staff.
   b. Testing programs that will indicate progress at regular intervals.

b) The following considerations will be taken into account in evaluating children for possible retention by the evaluating team:

1. Insufficient individual growth
   a. Has the child made sufficient effort to contribute toward his/her own learning?
   b. Has the child accepted personal responsibilities for his/her grade level?
   c. Is the child socially mature enough to work and play with his/her peers?
2. Academic Achievements - the child will be evaluated in accordance with his/her performance level.
   a. Has the child made a reasonable amount of progress in reading and math?
   b. Can the child follow directions with a reasonable amount of accuracy for their grade level.
   c. Can the child be depended on to follow through on a task?
   d. Can the child be trusted to carry on tasks unaided?
3. Serious consideration will be given to the class the child will be placed in during the next year:
   a. Will there be a physical compatibility with classmates?
   b. Will class size be beneficial to his/her success?
   c. Will there be opportunity for remedial help?
   d. Will there be opportunity for individual counseling?

c) General retention assumptions:

   a. All grade retention recommendations are made by classroom teachers and other professional staff members.
   b. All grade retention decisions are made by the principal as the initial retention authority rests solely with the principal.

d) General Retention Procedures

1. In order to provide time for adequate consideration, the classroom teacher and/or potentially another professional staff member will notify the principal, in writing by the end of the 2nd marking period, regarding any child(ren) who is/are being considered for retention.
2. During the month of March, the teacher / other professional staff member will schedule an initial meeting with the parent(s) of any child(ren) being considered for retention. The teacher / other professional staff member will be responsible for compiling a file of work samples, test performance data, and a review of behavioral performances in anecdotal form. Records of past parent / teacher / other professional staff member conferences will also be useful at this meeting.
3. During the month of May, a final parent conference will be held. The purpose of the conference is to inform the parent of the teacher / professional staff member's final retention recommendation to the principal.
4. Early in June, the final teacher / other professional staff member recommendation regarding retention will be submitted in writing to the principal.
5. The principal will render a detention decision, in writing, to the parents by the end of the 2nd week in June.

e) Appeal Process

a. Stage 1

In the event that parents wish to appeal the retention decision beyond the Principal, they must initially appeal the decision, in writing, to the superintendent on or before July 1st. The superintendent will render a decision in writing by July 20.

b. Stage 2

In the event that parents wish to appeal the retention decision beyond the Superintendent, they may submit their appeal, in writing, to the Board of Education (BOE) on or before August 8th. The eventual hearing will be convened at the second BOE meeting in August when the BOE annually sets the District tax levy.

E) Marking - Grades 7-12

1) ATTENDANCE IN CLASS

On a course-specific basis, each 7-12 teacher will be responsible for the following:

a) Establishing rules regarding when and how assignments need to be returned to the teacher in the event that a student is absent from class,
b) Establishing rules regarding when and how missed quizzes and tests will administered,
c) Discussing the above-referenced rules with their respective classes and
d) Disseminating written copies of above-referenced rules to students.

2) CALCULATING GRADES

a) Teachers should have an acceptable weighting formula for calculating report card grades. Teachers are expected to inform students regarding this formula during the first week of class.
b) The following steps are used to calculate the final yearly grades.
   1. Full year course: (Q1 grade + Q2 grade + Mid-Term Exam + Q3 grade + Q4 grade + Final Exam) / 6
   2. ½ year course: (Q1 grade + Q2 grade + Final Exam) / 3
c) Other grading procedures:
   1. "Rounding Off" of grades. For example, an 86.5 should be recorded as an 87. An 86.4 will be recorded at 86.
   2. Do not assign any grades higher than 100.
   3. Grades of 50 or below: These grades will be recorded and averaged as a 50 during the 1st marking period. During the 2nd, 3rd and 4th marking periods, the actual grades shall be assigned.
   4. The actual numerical grade earned - no matter how low - can and should appear on all interim reports.

3) CHANGING OF GRADES

The procedure for changing a Report Card Grade is that grade changes will be handled on an individual basis through the guidance office by the school counselor. Disputes will be resolved by the principal.

4) CLASS RANK CALCULATIONS

Class ranking calculations are generated three times during a student's career at Charlotte Valley Central School. The specific times are as follows: immediately prior to the beginning of the senior year, at the end of the 2nd quarter of the senior year and immediately following the end of the senior year. The first ranking is calculated for the purposes of preparing students' transcripts. The second ranking is calculated to determine Valedictorian, Salutatorian and graduation awards. The third and last calculation is prepared to update student's transcripts following graduation.

All class rank calculations will use the weighted mean method for determining averages. The rules that will govern this procedure are as follows:

a) All course grades, passing and failing, will be factored into the cumulative averages. The only exception will be when courses are repeated. In the case of a repeated course, the higher of the two grades will be used in the calculation.
b) Students will be ranked based on their Cumulative Ranking Average. The formula for determining Cumulative Ranking Average shall be: The Total of all Single Course Ranking Values DIVIDED BY the Total of all Course Credits.
c) The formula for determining a Single Course Ranking Value shall be: Course Grade TIMES Course Credit Weighting Factor.
d) Course Credit Weighting Factors will be determined by multiplying the designated weighting factor by the amount of credit that was or could be generated by the course. Regarding the credit issue specifically, a course that counts as one unit toward graduation will be weighted twice as much as a course that counts as a .5 unit toward graduation. The weighting formula shall be as follows:
   1. Courses beyond Regents level - 110%
   2. Regents and all inclusive courses * - 105%
   3. Non-Regents academic courses - 100%
   4. Vocational / Occupational Courses - 100%

   * Must include passing the appropriate Regents examination.
e) Definitions of course types described in the preceding section are as follows:
   1. (Courses defined as "Beyond Regents Level") Several course options fall between the categories of Regents level and AP/College level. The assigned weighting factor will be 110%. The targeted courses for the 2007-2008 academic year and beyond are as follows:
   a. Pre-Calculus
   b. Calculus
   c. College courses.

2. (Regents and all Inclusive Courses) All courses evaluated by a Regents examination shall be given the 105% weighting factor. Obviously, this will include single course / single Regents combinations such as American History and any of the science classes. Further, this will include courses that have contributed to the preparation for a Regents exam. For example, the English 9, 10 & 11 classes all contribute toward the preparation for the Comprehensive English Regents exam. Correspondingly, all will be eligible to receive the 105% weighting factor. This situation shall additionally apply to any foreign language Regents, the Global Studies Regents , and the Math A / Math B exams.
3. (Non-Regents Academic Courses and Vocational / Occupational / Physical Education Courses) All BOCES occupational courses, Non-Regents academic courses, local vocational courses and home/career skills and physical education courses will be assigned a weighting factor of 100%.

f) Averages will be carried out to the thousandth place. If there is a tie, the student with the most credits toward graduation will be ranked higher. If there is still a tie, the person with the highest final exam average will be ranked higher.

g) Where transfer grades are accepted from another school and are compatible with our grading system, they will be included for class rank. Grades that are not compatible with our grading system (such as pass/fail, satisfactory/unsatisfactory, etc) and cannot be incorporated into class rank calculations will not be used. A person in such a situation will have a class rank based on grades that are compatible and/or are earned here at Charlotte Valley Central School.

h) (Computation of the cumulative weighted average.) The procedure for determining weighted averages shall be as follows:
1. Actual grades in each class will be calculated in the customary manner.
2. The grade will then be multiplied by the weighting factor to develop the weighted course grade (WCG).
3. The WCG will then be multiplied by the credit value to determine weighted course value (WCV).
4. All WCVs shall be totaled.
5. All credits shall be totaled.
6. The cumulative weighted average shall be the total of the WCVs divided by the total accumulated credits.

i) The weighted average will appear on a student's transcript in the final average area.

j) Class rank calculations for determining Valedictorian, Salutatorian and graduation awards will use the procedures described above. The only net difference is that senior course credit will be prorated. Courses, incomplete at the mid-year point, will be assigned a credit value based on the percent of completion for the class, usually 75%. For instance, in the first semester, Jane Doe is taking English 12, U. S. Government, Pre-Calculus, Physics, Spanish 4, Health and Choir. As U. S. Government finishes at the mid-year point, credit would have been earned in January. The remaining courses would be half finished. Correspondingly, prorated credit would be assigned to the courses as follows: English 12 / .5 credits, Pre-Calculus / .5 credit, Physics / .5 credit, Spanish 4 / .5 credit, Health / .25 credit and Choir / .25 credit.

k) In order for students to be eligible to receive Valedictorian or Salutatorian awards, they must have been in continuous attendance at Charlotte Valley Central School (or a remote CVCS sponsored program – i.e. a BOCES academy or an approved college program) since the beginning of their sophomore year. Further, they must have attended an accredited US school during their Freshman year. NOTE: Regarding an operational definition of the "beginning" of the sophomore year, the student must have been enrolled at CVCS no later than the end of the 1st 5 weeks of school.

l) In order for students to receive other graduation awards and recognition based on class rank, they must be in attendance at Charlotte Valley Central School during the first semester of the senior year, and have attended an accredited US school during their Freshman, Sophomore, and Junior years.

m) CVCS students attending college during the first semester of the senior year must petition the principal for academic recognition of their college work. The college program must be comparable in time, difficulty and substance to that of a full time student attending at Charlotte Valley Central School. In general, for a semester of college work to be considered comparable to a semester of Charlotte Valley Central School work, the student must be a full time student at the college or is enrolled in an equivalent combination of CVCS and the college classes. The determination of equivalence shall be made by the Principal or his/her designee. Grades generated from such work will be incorporated in to the ranking system as the student meets the 1st semester of their senior year requirement at CVCS.

n) MARKING PERIODS

Marking Period	Report Cards Out
09/08/2026 - 11/13/2026	**11/20/2026**
11/16/2026 - 01/29/2027	**02/05/2027**
02/05/2027 – 04/16/2027	**04/23/2027**
04/19/2027- 06/14/2027	**06/30/2027**

5) MID-TERM & FINAL EXAMS - SECONDARY

a) Grades 7 & 8 are not required to participate in either mid-term or final examinations. Their course grades are based on an average of the four marking period grades.

b) Grades 9-12

1. Participation in Mid-Term and Final Exams
   Students in grades 9-12 with a 95 or better average in either:
   - The preceding two (2) quarters of a mid-term or
   - The preceding four (4) quarters of a final exam have the option of being excused from taking the respective examination(s).

   The teacher of the course will substitute the mean grade for the preceding two (2) quarters of the class for the exam grade.
2. Exclusive of band and choir, there will be mid-term exams in all 9-12 40-week courses.
3. Exclusive of band and choir, there will be Non-Regents Finals in all 9-12 subject areas.
4. Midterm and Final Exam schedules will be posted and distributed by the Guidance Counselor after the administration has approved them.
5. Students enrolled in courses where a Regents examination is given at the end of the year will be awarded a final exam grade for the higher of either the final or the Regents exams.
6. Except as stipulated in VII, A. above, students must take Regents exam where applicable in order to receive course credit.

6) HONOR ROLL

a) Students' achievement will be recognized by placement on the Honor Roll. Eligibility is based on marking period averages. The honor rolls are:

1. Honor Roll - Students must achieve an 85.0 average (rounded off to the nearest whole number) during the marking period.
2. Principal's List - Students must achieve a 90.0 (rounded off to the nearest whole number) average during the marking period.
3. Platinum List - Students must attain at least a 95.0 average (rounded off to nearest whole number) for the marking period.

b) In any of the courses they take in which letter grades are given, students must have no mark lower than a "C".

7) HONOR ROLL CALCULATIONS

Teachers are not responsible for secondary honor roll calculations as the e-Student software accounts for that calculation. The details associated with honor roll calculations are as follows:

a) The Honor Roll will be based on marking period grades only. Midterm and final exams will not be included in 2nd and 4th marking period honor roll calculations.

b) When an incomplete is received, students will not be eligible for Honor Roll until the incomplete grade is cleared.

c) Weighting

1. Courses that meet 5 days per week during a marking period are weighted once.
2. Courses that are graded numerically and meet every other day are weighted half.
3. BOCES is weighted two and a half times.
4. Courses in which a letter grade is given are neither weighted nor included in the calculation. However, they will be counted toward the Honor Roll in that a student must receive a minimum of "C" for all such courses.

d) Sample Honor Roll Calculation

Course	Avg.	Weight	Weighted Average
English 10	88	1	88
Soc. St. 10	91	1	91
Math 10	85	1	85
Biology	89	1	89
Health	90	.5	45
Phys Ed	A	.5	45
		5	443

443/5 = 88.6 = 89.00

e) Letter Grade Conversion

Letter grades earned through college course work, or while in attendance at another high school will be converted to our marking system using the following conversion table.

Letter Grade	Numeral Equivalent
A+	97.5
A	95
A-	92.5
B+	90
B	87.5
B-	85
C+	82.5
C	80

C-	77.5
D+	75
D	72.5
D-	70
F	0

8) INCOMPLETE GRADES
   a) When a student is absent due to an illness or other legal reason, and is unable to complete work in a timely fashion, an incomplete report card grade may be given.
   b) A student will have 10 school days from the end of the marking period to complete any missing work. Tests, quizzes, or other work not completed within the 10 day time limit will be graded "0".
   c) On the 11th day, teachers must report to the guidance office to record a numerical or letter grade on the report card and marking sheet.

9) PASSING GRADES FOR A COURSE
   a) The minimum passing grade will be 70. No 69's will be used. A 69 as a final grade will be recorded as a "Circle 70."
   b) The grades for each marking period are based on the evaluation of tests, quizzes, projects, homework, reports, notebooks, journals, lab activities, class participation, attitude, and effort.
   c) Granting credit for Regents courses. A Regents course of study involves class attendance, homework assignments, quizzes, tests, and other activities, as well as the Regents examination. All students enrolled in a Regents course must take the Regents examination to be eligible for course credit. When deciding whether or not a pupil who is enrolled in a Regents course of study has satisfactorily completed the course of study and is entitled to a unit of credit, the teacher should evaluate the pupil's performance on all of these activities. The granting of credit should not be based on the Regents examination score.
   d) Students who fail a course required for graduation will be encouraged to repeat the course in an approved summer school program. If a student repeats a course, both grades will appear on the transcript. The higher grade of the two courses will be used for the purpose of computing the GPA.
   e) Students in grades 9-12, who have previously failed any full-year course other than math and choose to repeat the course at CVCS, may earn credit by achieving a cumulative average of 70. The average will be calculated using the 1st and 2nd quarter grades from the current year and the mid-term.

10) PROGRESS REPORTS
Progress reports are sent out mid-way through each quarter for 7-12. However, teachers are encouraged to send out progress reports at any time. Progress reports are required for all seventh and eighth grade students, Special Ed. students, new students, Alternative Ed. students and students currently failing or in danger of failing the course.

11) PROMOTION
   a) The Acceleration committee will consider students for acceleration. This committee will be comprised of the Guidance Counselor, Principal, and teachers. Criteria used in making promotion decisions will be academic achievement, social factors, effort, potential for success and other pertinent factors.
   b) In order to be promoted from 7th to 8th grade and 8th to 9th grade, a student must pass three of four major areas of study: English, Math Social Studies, and Science. If a student fails two or more major courses, the student must attend summer school or obtain tutoring approved by the CVCS administration. (See special summer school/tutoring requirements, which follow.) If deficiencies are not made up during the summer, the student repeats 7th or 8th grade in the fall.
   c) In high school grades the number of credits earned each academic year determines promotion. The criterion for high school promotion for the school year is as follows:

FROM GRADE	TO GRADE	CREDITS
09	10	5
10	11	11
11	12	17
12	Graduation	22

   d) Summer School Requirements - A student who has failed a specific required subject during the regular academic year may conditionally repeat that subject by enrolling in, and successfully completing, an accredited summer school course.
   e) The prioritized choices for summer school courses are as follows:
      1. Grades 9-12
         a. English
         b. Social Studies
         c. Math
         d. Science

2. Grades 7-8
   a. English
   b. Math
   c. Social Studies
   d. Science

Prior to enrollment approval by the Principal or his designee is required.

Enrollment in, and successful completion of, a Summer Tutorial is a second option only if there are extenuating circumstances (i.e. extreme illness). The Principal prior to the start of the study must approve the tutorial. The Principal will only approve a tutorial plan that guarantees:

1. 30 hours of instruction by a teacher certified in the subject to be taught.
2. A "Tutorial Contract for Summer Credit" signed and agreed to by the student, the teacher, the parent and the Principal prior to beginning study.
3. A portfolio of student work that demonstrates the student's successful completion of the course of study outlined in the "Tutorial Contract for Summer Credit."

The Principal can refuse credit if, at the end of the tutorial, the student has not satisfactorily met the requirements set out in the "Tutorial Contract." This decision will be based on the student's portfolio and is solely the responsibility of the High School Principal.

f) If there is any question as to the appropriateness of a student's participation in a summer tutoring program, the parent may appeal the case to the Superintendent of Schools.

12) REPORT CARDS

Ten-week grades are determined by using various evaluative criteria such as quizzes, unit tests, reports, homework, class participation, etc. A minimum of 10 - 12 quiz and test grades should be used in calculating the grade. An average of one-two quizzes/exams should be given each week.

13) TYPES OF GRADES

a) Number grades will be assigned in all academic classes. This grade not only reflects the average of quiz and test grades; it indicates effort, attendance, and class participation.

b) In order to further refine the number grade an effort comment will also be assigned. This effort comment reflects class attendance, participation, working up to potential, and behavior. Effort comments will range from outstanding to unacceptable or conference requested.

c) The minimum grade that can be recorded in the 1st of a full year course is a 50 in grades 7-12. (The minimum grade that can be recorded in the 1st quarter of a ½ year course is 50. The minimum grade that can be recorded in the 1st quarter for a transfer student is a 50. Exceptions will be made only with the Principal's approval.

F) Special Situation Information and Guidelines

1) Independent Study Enrollments

Enrollment in an independent study (IS) class is a student privilege not a right. Students participating in IS classes are expected to adhere to the class responsibilities in a mature and adult manner. The guidelines for enrollment in IS courses are as follows:

a) An interested student will first meet with the school counselor to solicit preliminary approval for enrollment in an IS class.

b) If the IS class is new, the principal must also approve the curriculum.

c) Once the school counselor has approved enrollment and the principal has approved the curriculum, the student will be given a form for their parent(s) and appropriate secondary teacher to complete.

d) If the targeted secondary teacher does not believe that the IS course is appropriate for the student in question (s)he will meet with the school counselor, and potentially the principal, to discuss his/her concerns

e) Once the counselor and teacher agree (and principal if the course in a new course) to the student's enrollment in an IS class, the counselor will arrange to enroll the student in the student records management program. Please note until that enrollment has been completed, the IS class does not exist.

f) Once enrollment is complete, the student and teacher will be notified.

g) Disputes regarding any aspect of a student's enrollment in an IS class will be resolved by the building principal.

2) Multiple Enrollments of Courses within the Same Area

Students who have failed a class in any academic area, will be permitted, if the schedule allows, to concurrently enroll in that class and the next higher level class in the same area.

a) Conditions

This shall occur based on the following:

1. Only two such enrollments for any subject area shall occur at the same time (i.e. a student will not be permitted to enroll in English 9, 10, and 11).
2. They have the joint permission of the teacher and the guidance counselor. The building principal will arbitrate any mixed decision.
3. There will be no concurrent, multiple-level enrollments in mathematics.
4. Students will be permitted to take a comprehensive final exam to "test out" the lower level course at the mid-year point in the 2nd year (70 average only).

b) Exceptions

1. Continuous concurrent enrollment in English 11 and 12 will be permissible if the student has the potential to graduate.
2. Continuous concurrent enrollment in Social Studies 11 and Economics or Government will be permissible.
3. Continuous concurrent enrollment in two courses where there was no prior failure of a lower level course (i.e. in the 07/08 school year - social studies 11 and a distance learning class (DLC) in a social studies elective or English 12 and a DLC in an English literature elective).

G) Standards

It is important that we establish and maintain consistent standards. Your help and input in this area are needed. Please help with the following:

1) Test Taking - Establish a tone that gives credibility to the task in which you are involved. Don't allow talking or any other form of disruptive behavior.
2) Cheating - Enforce the no cheating rule both in test taking and with homework.
3) All written work should follow a standardized format. Papers should have headings, which include name, assignment, and date, and they should be neat. Don't accept papers that have been torn from notebooks.
4) Every teacher is responsible for basic skill instruction as it relates to the grade and content area including outlining, note taking, listening skills, study skills and general organizational skills.

H) Testing Schedules

The school counselor will prepare schedules for special test situations. Examples include: June final exams, Regents exams, state assessments, etc. Prior to the administration dates, the appropriate schedules will be disseminated to the staff.

I) Guidance Dates and Information

1) Deficiency / Failure Procedure

Students who are not in good academic standing are not permitted to participate in extra-curricular and/or co-curricular activities. To address academic shortcomings, deficiency / failure procedure has been established to assist students in their efforts to overcome their academic shortcomings and thus continue to be eligible for extra-curricular and/or co-curricular participation. The following sections outline the important provisions of the deficiency / failure procedure:

a) Definitions
   1. Eligibility – The term "eligibility" refers to the fact that a student is permitted to participate in sports, intramural bowling, club meetings and activities, after-school activities, school-sponsored functions, dances, attend athletic events etc.
   2. Ineligible – The term "ineligible" refers to the fact that a student is not permitted to participate in sports, intramural bowling, club meetings and activities, after-school activities, school-sponsored functions, dances, attend athletic events etc.
   3. Deficient - A "deficient" grade is a grade in any course that is below 70 as calculated at the 5, 15, 25 and 35 week progress reporting periods.
   4. Failure - A "failure" is any grade below 70 as calculated at the 10, 20, 30 and 40 week report card periods.

b) Consequences for deficiency or failure in one or two courses.
   At the end of each 5-week progress reporting period or the end of each marking period, any student with grades below 70 in one or more courses will be considered either deficient or failing. At this point, the student is responsible for obtaining a parent's signature on a deficiency/ineligibility form acknowledging the deficiency. The student will be given 8 calendar days to return the form to the Guidance office. If after the 8th day the form is not returned, the student will be ineligible for ALL extracurricular activities until the end of the next 5 week progress reporting period.

c) Additionally, any student with 3 or more deficiencies or failures will be ineligible for a minimum of 14 calendar days. After this period the student will only regain eligibility if they are in good academic standing as verified by teacher signatures sought by students.

2.) The Deficiency periods are:

10/19/2026 - 10/28/2026
11/23/2026 - 12/07/2026
01/03/2027 - 01/13/2027
02/08/2027 - 02/24/2027
03/15/2027 - 03/24/2027
04/26/2027 - 05/06/2027
06/01/2027 - 06/10/2027

Within five days following the conference(s), the student must be passing each course where (s)he was deficient or failing in order to maintain eligibility.

a) Consequences for deficiency or failure in more than two courses.

Any student who is either deficient or has failed more than two courses at any of the 5-week progress reporting periods or quarterly marking periods is be considered ineligible.

2) General Guidance Information

a) Progress / Grade Reporting Schedule (All grades / reports due by 3:00 p.m. on the respective days)

PERIOD	DATE	
5 week IPR (Interim Progress Report)	**10/08**	**-End of marking period**
	10/14	-Reports due in SchoolTool
	10/16	-IPR distributed + mailed
10 week (end of marking period)	**11/13**	**-End of marking period**
	11/17	-Reports due in SchoolTool
	11/20	-Report cards distributed + mailed
15 week IPR (Interim Progress Report)	**12/17**	**-End of marking period**
	12/21	-Reports due in SchoolTool
	12/23	-IPR distributed + mailed
20 week (end of marking period)	**1/29**	**-End of marking period**
	2/02	-Reports due in SchoolTool
	2/05	-Report cards distributed + mailed
25 week IPR (Interim Progress Report)	**3/5**	**-End of marking period**
	3/9	-Reports due in SchoolTool
	3/12	-IPR distributed + mailed
30 week (end of marking period)	**4/16**	**-End of marking period**
	4/20	-Reports due in SchoolTool
	4/23	-Report cards distributed + mailed
35 week IPR (Interim Progress Report)	**5/21**	**-End of marking period**
	5/25	-Reports due in SchoolTool
	5/28	-IPR distributed + mailed
40 week (end of marking period)	**6/14**	**-End of marking period**
	6/17	-Grades due in SchoolTool

MISCELLANEOUS GUIDANCE INFORMATION

Open House- Sept 23
Budget Vote- May 18
Academic Awards –June 14
Moving Up Day Ceremony- June 14
Last Day of Elementary- June 25
Last Day of High School- June 14
Baccalaureate -June 24
Graduation – June 25th at 6:30pm.

TESTING SCHEDULE
Regents Exams/RCT— June 15- 17, 21-24

VIII. ADDING OR DROPPING A CLASS

Students may drop or add a credit-bearing course only during the first two weeks the course is in session. Any student dropping or adding a course must have a slip from the Guidance Office approved by the drop and add teacher, their parent or person in parental relation, and the guidance counselor. No drops or adds shall be made until all the necessary signatures are obtained within the required time period. All students are required to carry a minimum of six units of credit per semester.

Distance Learning
College courses are available over the Distance Learning network during the school year. For the most current list of courses available, see the Guidance Counselor.

IX. ACADEMIC HONORS

If you achieve the following averages or better, you will be so listed and recognized for your efforts and outstanding academic achievement:

Middle/High School, 7th – 12th Grades:

Principal's List	90% or higher average
Honor Roll	85-89% average

Northern Catskills Occupational Center:

Principal's List	96% or higher average
Honor Roll	90-95% average

4th – 6th Grades:

Principal's List	90% or higher average
Honor Roll	85% or higher average

Honor Society -Membership in the Charlotte Valley Central School Chapters of the National Honor Society and the National Junior Honor Society is based upon precepts of the district's Charter. The essential criteria are as follows:

a) Scholarship (90%) cumulative average or above.
b) Service to the school and community.
c) Leadership in the school and community.
d) Character.

At the appropriate time during the school year, staff will be asked to comment on the non-academic qualifications of prospective honor society candidates.

X. EXTRACURRICULAR ACTIVITIES

A wide variety of extracurricular activities are available to students, grades 7-12 at Charlotte Valley Central School. These include: Art Club, Drama Club, GAA, Honor Society, Key Club, Math Honor Society, Prom Committee, Safety Patrol, Student Council, SADD, Varsity Club, Yearbook and more. Students are encouraged to become involved in extracurricular activities. For more information, see the Guidance Director or appropriate club advisor.

A) ELIGIBILITY FOR PARTICIPATION IN SCHOOL EXTRA-CURRICULAR AND CO-CURRICULAR ACTIVITIES

A student who is academically ineligible, absent or who has been suspended out of school will not be allowed to participate in or attend any school activity during the suspension period. This includes weekends and vacations.

A student, who is tardy prior to 10 a.m., generally will be allowed to participate in after-school or evening extracurricular activities or functions. Tardiness later than 10 a.m. generally precludes such participation. Attendance on Friday is necessary for participation in a weekend school activity.

B) SPORTSMANSHIP AND SPECTATOR CODE OF CONDUCT

Interscholastic athletic contests must be conducted in a proper, orderly climate in order to attain the desired educational outcomes. The Charlotte Valley Central School Board of Education and administration support the New York State Public High School Athletic Association, Section IV, and the Delaware League Sportsmanship and Athletic Codes. As such, the following ideas apply:

1) Coaches, school personnel, athletes, and spectators are expected to be sportsmanlike when they are representing the District in an athletic contest. Such actions as taunting, jibes, vulgar language, gestures, or any other disrespectful acts or attitudes are unacceptable at any time.
2) Coaches are expected to follow the Code of Ethics established by these organizations. School officials, in turn, will enforce rules and regulations regarding spectators and spectator actions.
3) An athlete expelled from a league or non-league contest for unsportsmanlike conduct will be subject to section, league, or school penalty. Penalties imposed may be punishment to its own students, coaches, or staff officials.

4) A spectator may be denied the privilege and invitation from attending athletic contests for actions referred to above if such actions are directed towards coaches, school personnel, athletes, game officials, or other spectators.
5) The Superintendent of Schools, Principal, or his/her designee is authorized to take all necessary steps to implement such standards of conduct for all interscholastic athletic contests consistent with the athletic policy and the School Code of Conduct.

We appreciate your cooperation in displaying enthusiasm for our Wildcats, while maintaining sportsmanlike conduct.

XI. TEACHER CONFERENCE / STAFF DEVELOPMENT DAYS

Throughout the year, there may be scheduled parent /teacher conferences or teacher conference days which may require a half or whole day with no student attendance. Half-day parent/teacher conferences and staff development days typically involve a noon dismissal, and students are provided lunch prior to dismissal.

XII. EMERGENCY PROCEDURES, DRILLS ETC. – (As excerpted from the "CVCS District-Wide Emergency Preparedness Plan")

A) BELL and NO BELL PROCEDURES
All building drills will be initiated in either of two ways **and are to be conducted with no talking unless specified.**
1) Conventional Procedure - Obviously, the conventional method of evacuating the building by sounding the fire alarm will be used as the primary method for students and staff to leave the building. This method will be employed most often, and in the customary manner, for building evacuations (fire drills).
2) "No Bell" Procedures - A second "no bell" method will also be used to initiate a building evacuation. It will be needed in those instances where the fire alarm system is not functional or, for alternate reasons, cannot be employed. The "No Bell" procedures will be outlined in Sub-section E of this document.

B) Crisis Team
Pursuant to the provisions of the revised District-Wide Safety Plan, certain protocols will immediately be put in place to address various crises that present themselves. Part of that process is the determination as to whether or not to activate the District's Crisis Team. It will be activated at times of significant emergencies and will be responsible for coordinating the district's response to various crises. The following individuals have been approved as the 2026-2027 members of the district's crisis team:

Team Member	Title	Team Responsibility
Davis, Christine	Jr./Sr. High Principal	Internal Communications 1
Plante, Jennifer	Mgmt. Confidential Secretary	Internal Communications 2
Whipple, Eric	Superintendent	External Communications 1
Rider, Troy	Treasurer	External Communications 2
Moyse, Renee	Athletic Director	Staff Services Liaison 1
Hildebrandt, Robert	Jr./Sr. High School Counselor	Parent Services Liaison
Losie, Christina	School Nurse	Team Recorder
Moller, Paul	Director of Facilities II	Security Coordinator
Jones, Matt	Elementary Teacher	Staff Services Liaison 2

C) Delayed Openings / Closings
1) After discussion with appropriate personnel regarding the status of the road conditions, the superintendent will determine if a delayed opening or school closing is appropriate.
2) If for some reason there are communication problems the information is also communicated to the media. Listen for announcements on the television and radio.
3) On the days when there are delays, follow the alternate schedule times as outlined in the bell and lunch schedule sections of the handbook.

D) Emergency Building Evacuation / "Fire Drill"/ Safety Drills

Due to the sensitive nature of the information, the evacuation and drill procedures will no longer be posted in the handbook. This decision was made upon the recommendation of the New York State Police and for the safety of all CVCS students.

E) Emergency In-Session Closing Of School
When an emergency situation occurs such that students must be sent home during the school day (i.e. storm warnings, flooding, etc.) a regional notice will be received in the Superintendent's Office. At that time, the superintendent, or his designee, will determine if students should be transported home before the customary end of the school day. If the decision is to close school, the following steps will be taken:

1) The Principal will notify the transportation supervisor in order that he may call all regular drivers to bring their buses to school for immediate dismissal.

2) Personnel from the Superintendent's Office will contact the local television stations to make a public service announcement that school is closing.

3) An automated "all call" will be made to inform all parents/guardians of the situation.

4) An all-call announcing the school closing will be made over the PA about one hour prior to dismissal. Children who need to telephone parents will then be given the opportunity to do so.

5) When buses are ready, an announcement will be made over the PA that students should be dismissed and all bussed students are to report to their buses.

6) Faculty and staff will be given instructions for leaving the building at the time of the one-hour warning.

7) The Transportation Supervisor will, as soon as possible, inform the main office when all buses have returned. Office personnel will remain in the building until that communication has been received.

8) Children who walk home will be dismissed immediately. As the number of children who walk home is small, supervision will not be necessary. All walkers live close enough to the school so that the pupil at the farthest point can be home in five minutes.

9) Custodial staff will be alerted to the dismissal in order to take whatever steps are necessary to shut down the building.

10) All staff members are expected to know and understand this plan. Any questions should be directed to the Principal and/or Superintendent.

F) Mandated Reporters Of Abuse/Neglect In School System

REPORTING PROTOCOL FLOW CHART
SCHOOL SYSTEMS

Teacher Nurse Counselor Other Person

Building Administrator, Principal or Superintendent of Schools

NYS Child Abuse/neglect Registry
1-800-342-3720

Appropriate Police Agency

Delaware County Department of Health & Family Services – (607) 746-2075

XIII. LIBRARY

The Charlotte Valley Central School library is fully automated and offers a wide range of instructional resources and materials for student and potentially future community use.

Students are encouraged to take advantage of the resources and media available. The library strives to support the curriculum, encourage personal and academic development, and foster a love of reading. Students are expected to be quiet at all times while in the library. Please respect those around you who are studying or doing research in our library.

XIV. LOCKERS

The Charlotte Valley Central School District provides hallway and gym lockers for student use grades 5-12. The lockers are for storage of outer clothing and textbooks. The lockers are the property of the Charlotte Valley Central School. The rules in the 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 administration retains 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, without prior notice to students and without their consent.

Although outer locks secure the lockers, students are advised and encouraged not to store personal valuables in individual lockers. The administration also advises students not to share their locker combinations with other students. Students are not permitted to share lockers with other students, unless assigned by administration. The school is not responsible for loss of valuables from lockers due to theft. Only school-issued locks may be used on school lockers.

Students may go to lockers before the 8:05 am bell has sounded and during the change of regular classes. Students should plan properly to have books and other materials with them for classes. Students are not to go to their lockers during instructional time since this interrupts valuable instructional time and since opening and closing lockers disrupts adjoining

classes in progress. The bell schedule includes three-minute passing times to accommodate student needs. Please plan accordingly. With proper planning, it may not be necessary for you to go to your locker every period of the day.

XV. STUDENT PARKING

Charlotte Valley Central School provides parking privileges to a limited number of high school students who meet the following guidelines. Student drivers must:

- Annually complete an application for driving privileges;
- Possess a New York State Senior Class D Driver's License (it is illegal for students possessing a Junior Class D Driver's License to drive to school);
- Have regular access to a properly registered, inspected, and insured vehicle;
- Maintain acceptable attendance and disciplinary standards;
- Complete and return a signed student driver agreement;

Student parking on school property is for authorized vehicles only, in designated areas only. Students who drive to school without authorization create a hardship for everyone. Students who drive to school without authorization will be subject to disciplinary action and/or having the vehicle towed at the owner's expense. The administration reserves the right to revoke the driving privilege of any student who drives recklessly on or near school property.

XVI. STUDY HALLS

In keeping with our philosophy that instructional time should be maximized for all students, every effort will be made to avoid assigning students to more than one study hall a day. Study hall is a time for academic work.

The following policies are intended not to stifle you, but rather to insure that you have a quiet atmosphere in which to study. Students without homework are encouraged to read a magazine or book. Please respect other students' rights to study and do research in the library or other assigned study hall location.

- Students are to be in the room and in their assigned seat when the bell rings.
- The period is to be used for schoolwork. This may include the reading of books, magazines, or newspapers.
- Students are to bring work with them. They will not be excused to their lockers to get forgotten work.
- There is to be no sleeping in study hall.
- Talking is permitted only with the permission of the Study Hall Monitor.
- Only academically eligible students would be issued passes from study hall.

XVII. CAFETERIA

The school cafeteria serves breakfast and lunch daily. The Food Services Program strives to provide a variety of foods that are nutritionally balanced. No foods are to be taken out of the cafeteria.

A) Breakfast Program
Breakfast is served from 8:00 a.m. through 9:00 a.m. daily. Upon arrival to school, students in grades 3-6 may proceed directly to the cafeteria for breakfast. Should late bus arrival prevent a student from obtaining breakfast before first period, he or she may request a pass to breakfast from his or her first or second period teachers. This privilege should not be abused.

B) Paying for Meals and Snacks
Students will be assigned a cafeteria payment account. The number will be used to make all meal or snack transactions in the cafeteria. Should a student's account fall into a negative balance, he or she shall be permitted to charge meals only. This should only be done in an emergency and the privilege should not be abused. Many schools do not allow charging at all. Students are not permitted to charge snacks. Account balances must be paid in full weekly.

C) Cafeteria Prices – **2026- 2027**

Extra Entree	$2.50
Snacks	$1.00
Ice Cream	$1.00
Bottled Water	$1.00

The grant for Free Lunch for all students has been renewed for the 2025-2026 school year.

D) Cafeteria Rules / Lunch Etiquette
Students must report to the cafeteria at the beginning of their scheduled lunch period. Students are expected to adhere to the following rules while in the cafeteria:

- Students should form a single file line to the hot lunch serving line or to the salad bar line.
- Do not cut into or budge the lunch line. As part of Senior Privileges, seniors may go to the front of the lunch line.
- Respect those around you.
- Return trays to designated areas and leave tables neat and clean.
- Put trash in trash containers.

- Eat all food in the cafeteria only.
- Keep noise to a minimum.
- Do not disturb classes in session.
- Students must remain in the cafeteria until the end of the assigned lunch period.
- Students may not leave the cafeteria without permission.
- If a student needs to go to the restroom during lunchtime, he or she should get permission and a pass from the Cafeteria Monitor.

Student misbehavior in the cafeteria will result in appropriate disciplinary action as outlined later in this handbook or the Code of Conduct.

XVIII. INTERNET ENABLED DEVICE PROCEDURES

Students are generally prohibited from using Internet-enabled devices during the school day anywhere on school grounds as well as non-Internet-enabled devices with the capability to text message or communicate with other individuals.
However, students may be authorized to use an Internet-enabled device during the school day on school grounds:

a) If authorized by a teacher, principal, or the District for a specific educational purpose;
b) Where necessary for the management of a student's health care;
c) In the event of an emergency;
d) For translation services;
e) On a case-by-case basis, upon review and determination by a school psychologist, school social worker, or school counselor for a student caregiver who is routinely responsible for the care and well-being of a family member; or
f) Where required by law.

Students must be permitted to use an Internet-enabled device where the use is included in the student's:

a) Individualized Education Program (IEP); or
b) Section 504 Plan.

Procedures
Prohibited devices are not to be used or accessed during the school day. Every student is assigned a personal Yondr Pouch. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition. **Students must place all prohibited electronic devices in a secure Yondr pouch.**

Securing of Prohibited Devices
During their 1st period class, students will:
1. Turn their device(s) off or to silent with no vibration.
2. Place their device(s) in the Yondr pouch and secure it in front of a staff member.
3. Students will be responsible for storing or carrying their Yondr pouch.
4. Students who indicate they do not have prohibited devices or are already securely stored in the Yondr pouch must sign the "Device Storage" log to attest they have abided by the school policy.

Students arriving late to school will follow the same procedures outlined above when signing into the main office. Students who indicate they do not have prohibited devices must sign the "Device Storage" log.

Unlocking of Prohibited Devices
As students exit the building, students will
1. Unlock their pouch at designated locations.
   a. Main Entrance
   b. Main Hallway (Handheld)
   c. Main Hallway (Handheld)
   d. Upstairs (Handheld)
   e. Athletic Hallway
2. Remove their device(s).
3. Close their pouch and take it with them.

Students must bring their Yondr pouch with them each day. If a student forgets their pouch, their device(s) will be collected and stored in a Yondr pouch in the Main Office until dismissal.

Students who leave school early for an authorized reason (i.e. medical appointment, illness, etc), will unlock their device at the Main Office.

Violations of this Policy
1st offense: If prohibited device(s) are seen or heard:

- The student must place their device(s) in the Yondr pouch under the supervision of a staff member. If the device is heard in the Yondr pouch, the student will need to report to a staff member who can unlock the pouch for the student to silence the device and return it to the pouch.

- If the student refuses to comply, the student reports to the administration, and the device(s) will be confiscated and will remain in the main office for the student to pick up upon dismissal, or the student will remain in the main office until their parent/guardian arrives a the building to retrieve the device from their child.

2nd offense: If prohibited device(s) are seen or heard:

- The student reports to the administration, and the device(s) will be confiscated and will remain in the main office for the student to pick up upon dismissal.
- The student serves 1 period of detention during the school day.
- If the student refuses to comply by providing the device to the administration, the student's parent/guardian will be called to retrieve the device from their child. The student will remain in the main office until their parent/guardian arrives at the building. The student will receive 1 day of after-school detention.

3rd offense: If prohibited device(s) are seen or heard:

- The student reports to the administration, and the device(s) will be confiscated and will remain in the main office for a parent/guardian to pick up.
- The student serves 1 day of after-school detention.
- If the student refuses to comply by providing the device to the administration, the student's parent/guardian will be called to retrieve the device from their child. The student will remain in the main office until their parent/guardian arrives at the building. The student will receive 1 day of in-school suspension.

4th offense: If prohibited device(s) are seen or heard:

- The student reports to the administration, and the device(s) will be confiscated and will remain in the main office for a parent/guardian to pick up.
- The student serves 1 day of in-school suspension.
- If the student refuses to comply by providing the device to the administration, the student's parent/guardian will be called to retrieve the device from their child. The student will remain in the main office until their parent/guardian arrives at the building. The student will receive 1 day of out-of-school suspension. Students will also not be allowed to participate in any extracurricular activities or sports during their suspension.

Subsequent offenses: If prohibited device(s) are seen or heard, the following may occur:

- Parent/student meeting with administration.
- Student may lose access to extracurricular activities for a defined period of time.
- Student will secure and leave their phone in the main office for a defined period of time.
- Student may face additional disciplinary actions, which include detention during the day, after-school detention, in-school suspension, and/or out-of-school suspension.

Students who indicate they do not have prohibited devices must sign the "Device Storage" log. If it is later determined that the student does possess prohibited devices, they will skip to the 3rd offense violation in the progressive discipline consequences for dishonesty and violation of the policy. Repeat infractions of this will result in the Subsequent offences outlined above.

Damage to Yondr pouch
If a Yondr Pouch is ripped, cut, torn, damaged, shows signs of force to the black button on the back, or opened in any way other than prescribed by the district:

- The student/their caregiver is responsible for purchasing a new Pouch ($30 USD)
- The student may serve an after-school detention.
- Repeat infractions of this will skip to the Subsequent offences consequences, in addition to the cost of any replacement pouches.

TELEPHONE USE
The school telephone cannot be used for non-emergency student phone calls. Students will be permitted to use the school phone only in an emergency situation.

XIX. STUDENT REPRESENTATION

A) Student Council
The student council has been designed to facilitate communication between the students, teachers, administration, and the Board of Education. The student council is to represent students, who will have a voice in decisions

concerning curriculum, school policy, activities, social events, student welfare, student conduct, and other factors of school life.

The council will operate on the premise that all persons within the school community have rights and responsibilities. Through communication and open discussion, as well as mutual respect, the council seeks to work for the improvement of Charlotte Valley Central School. The student body elects student council representatives annually in accordance with the organization bylaws.

XX. STUDENT GRADUATION REQUIREMENTS

For information regarding graduation requirements for students in the class of **2027** please refer to Appendix #5 in this document.

Charlotte Valley Central School
Davenport, New York 13750

CODE OF CONDUCT

2026-2027

Approved by the BOE on August 06, 2027 following the public hearing

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I. INTRODUCTION

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

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

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

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

II. DEFINITIONS

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

A) Disruptive Student means an elementary or secondary student under the age of 21 who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom.

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

C) School Property means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus (Education Law §11[11 and Vehicle and Traffic Law §142).

D) School Function means a school-sponsored extra-curricular event or activity (Education §11[2]).

E) Violent Student means a student under the age of 21 whom:
1) Commits an act of violence upon a school employee, or attempts to do so.
2) Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3) Possesses, while on school property or at a school function, a weapon.
4) Displays, while on school property or at a school function, what appears to be a weapon.
5) Threatens, while on school property or at a school function, to use a weapon.
6) Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7) Knowingly and intentionally damages or destroys school district property.

F) Weapon means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, paint ball 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.

G) School Bus means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities (Education Law §11[1] and Vehicle and Traffic Law §142).

H) Disability means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held (Education Law §11[4] and Executive Law §292121]).

I) Employee means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services

performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).

J) Sexual Orientation means actual or perceived heterosexuality, homosexuality, or bisexuality (Education Law §11[5]).

K) Gender means actual or perceived sex and includes a person's gender identity or expression (Education Law §11[6]).

L) Discrimination and Harassment means an intentional act against any student, on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact by verbal threats, intimidation or abuse, of such a severe nature that it:

1) Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional physical well-being; or
2) Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A) Student Rights

The Charlotte Valley Central School District is committed to safeguarding the rights given to all students under state and federal law in promoting a safe, healthy, orderly, and civil school environment. All district students have the right to:

1) Take part in all district activities on an equal basis regardless of race, color, creed, national origin, gender or sexual orientation, or disability.
2) Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3) Access school rules and, when necessary, receive explanation of those rules from school personnel.
4) Any student expressing a moral or religious objection to the performance or witnessing of the dissection of an animal, either wholly or in part, shall be provided the opportunity to undertake and complete an alternative project that shall be approved by such student's teacher. The student's objection must be sustained in writing by the student's parent or legal guardian. Students who perform alternative projects who do not perform or witness dissection of animals shall not be penalized.

B) Student Responsibilities

All district students have the responsibility to:

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

5) Respond to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6) Work to develop mechanisms to control their anger.
7) Ask questions when they do not understand.
8) Seek help in solving problems that might lead to disciplinary action.
9) Dress appropriately for school and school functions.
10) Accept responsibility for their actions.
11) Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events, holding themselves to the highest standards of conduct, demeanor, and sportsmanship.

IV. ESSENTIAL PARTNERS

A) Parents - All Parents Are Expected To:

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

B) Teachers - All District Teachers Are Expected To:

1) Maintain a climate of mutual respect and dignity that will strengthen students' self-concept and promote confidence to learn.
2) Be prepared to teach.
3) Demonstrate interest in teaching and concern for student achievement.
4) Know and enforce school policies and rules in a fair and consistent manner.
5) Communicate to students and parents:
   - Course objectives and requirements.
   - Marking/grading procedures.
   - Assignment deadlines.
   - Expectations for students.
   - Classroom discipline plan.
   - Communicate regularly with students, parents, and other teachers concerning student growth and achievement.

C) Non-Instructional School Personnel - All Non-Instructional Personnel Are Expected To:

Non-instructional school personnel play an important role in the education of students. In view of this responsibility, such school personnel must:

1) Insure that all non-school personnel report to the Main Office so they can register and receive a visitor's badge,
2) Promote a climate of mutual respect and dignity that will strengthen each student's positive self-image,

3) Teach the common courtesies by precept and example,
4) Treat students in an ethical and responsible manner,
5) Help students to reach their maximum potential,
6) Demonstrate desirable standards of behavior through personal example,
7) Report violations of the Code of Conduct initially to the Dean of Students or in his/her absence, the Building Principal (including designated acting building principal) and
8) Immediately report and refer violent students to the Principal or Superintendent of Schools.

D) All District Counseling Personnel Are Expected To:

1) Assist students in coping with peer pressure and emerging personal, social, and emotional problems.
2) Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3) Regularly review with students their educational progress and career plans.
4) Provide information to assist students with career planning.
5) Encourage students to benefit from the curriculum and extracurricular programs.

E) Principal - The Principal is Expected To:

1) Promote a safe, orderly, and stimulating school environment that supports active teaching and learning.
2) Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
3) Evaluate all instructional programs on a regular basis.
4) Support the development of and student participation in appropriate extracurricular activities.
5) Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

F) Superintendent - The Superintendent is Expected To:

1) Promote a safe, orderly, and stimulating school environment that supports active teaching and learning.
2) Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3) Inform the Board about educational trends relating to student discipline.
4) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5) Work with District administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.

G) Board of Education – The Board of Education is Expected To:

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

V. STUDENT DRESS CODE

All Charlotte Valley Central School District students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers

and all other District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting. The dress code will be administered at the discretion of the CVCS staff. Individuals will be dealt with on a case-by-case basis.

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

A) Be safe, appropriate, and provide coverage so as not to disrupt or interfere with the educational process.
B) Recognize that extremely brief garments of any type are not appropriate. Student dress shall include the following:
    - Completely cover all underwear with outer clothing.
    - All tops must have sleeves or straps over the shoulders
    - Completely cover the midriff area
    - Clothing must be opaque (non-see through)
    - Pants, shorts, dresses, and skirts must be of appropriate fit to cover undergarments under any movement and body position throughout the school day. Volleyball type shorts are not appropriate.

D) Include footwear at all times. Footwear that is a safety hazard will not be allowed.
E) Hats are not permitted to be worn inside the school building from 8:00 AM to 3:00 PM, Monday through Thursday.
However, students in grades 7-12 are allowed to wear hats in the school building on Fridays and during designated School Spirit Weeks, as announced.
F) Not include items that are vulgar, obscene, and libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation, or disability.
G) Not promote and/or endorse the use of alcohol, tobacco, or illegal drugs and/or encourage other illegal or violent activities. Each building principal or his or her designee will be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code will 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 will be subject to discipline up to and including in-school or out-of-school suspension for the day. Any student who repeatedly fails to comply with the dress code will be subject to further discipline, up to and including out-of-school suspension.

VI. PROHIBITED STUDENT CONDUCT

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

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.
The Board recognizes the need to make its expectations for student conduct while on school property or while engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.

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

A) Engage in Conduct That is Disorderly. Examples of Disorderly Conduct Include:

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

B) Engage in Conduct That is Insubordinate. Examples of Insubordinate Conduct Include:

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

C) Engage in Conduct That is Disruptive. An Example of Disruptive Conduct Includes:

1) Failing to comply with the reasonable directions of teachers, school administrators, or other school personnel in charge of students.
2) Failing to comply with the District Cell phone Policy

D) Engage in Conduct That is Violent. Examples of Violent Conduct Include:

1) Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator, or other school employee, or attempting to do so.
2) Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student, or any other person lawfully on school property or attempting to do so.
3) Possessing a weapon - Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4) Displaying what appears to be a weapon.
5) Threatening to use any weapon.
6) Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee, or any person lawfully on school property (this includes graffiti or arson).
7) Intentionally damaging or destroying school District property.

E) Engage in Any Conduct That Endangers The Safety, Morals, Health or Welfare of Others. Examples of Such Conduct Include:

1) Lying to school personnel.
2) Stealing the property of other students, school personnel, or any other person lawfully on school property or attending a school function.
3) Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4) Engaging in any act of discrimination or harassment as defined in this code.
5) Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.

6) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club, or team.
7) Selling, using, or possessing obscene material.
8) Using vulgar or abusive language, cursing, or swearing.
9) Possessing, smoking or using tobacco or tobacco products (including, but not limited to cigarettes, cigars, pipes, chewing or smokeless tobacco).
10) Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
11) Possessing, using, selling, distributing or exchanging any instruments for the use of illegal substances, such as pipes, syringes, or other paraphernalia.
12) Inappropriately using or sharing prescription and over-the-counter drugs.
13) Gambling.
14) Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
15) Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
16) Cyberbullying – see Appendix 8
17) Engaging in inappropriate displays of affection.

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

G) Engage in Any Form of Academic Misconduct.
1) Examples of Academic Misconduct Include:
   a) Plagiarism.
   b) Cheating.
   c) Copying.
   d) Altering records.
   e) Assisting Another Student In Any Of The Above Actions.

2) As a result of any of the preceding academic misconduct, the following will occur:
   a) The child's parent(s) or person(s) in parental relationship will be contacted.
   b) A "0" (Zero) will be given as a grade or score.
   c) Further disciplinary action may occur.

VII. REPORTING VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal, or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function will report this information immediately to a teacher, the building principal, the principal's designee or the superintendent.

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

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

VIII. DISCIPLINARY PENALTIES, PROCEDURES, AND REFERRALS

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

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

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

A) Range of Penalties

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

1) Oral warning - any member of the District staff.
2) Written warning - bus drivers; hall, lunch, recreation, disciplinary or other monitors or aides; coaches; guidance counselors; teachers; athletic director; dean of students; principal; superintendent.
3) Written notification to parent - bus driver; hall, lunch, recreation, disciplinary or other monitors or aides; coaches; guidance counselors; teachers; athletic director; dean of students; principal; superintendent.
4) Detention - principal, superintendent.
5) Suspension from transportation - principal, superintendent.
6) Suspension from athletic participation - coaches, athletic director, principal, superintendent.
7) Suspension from social or extracurricular activities - activity advisor or director, principal, superintendent.
8) Suspension of other privileges –principal, superintendent.

9) In-school suspension - principal, superintendent.
10) Removal from classroom by teacher - teachers, principal, superintendent.
11) Short-term (five days or less) suspension from school - principal, superintendent, Board of Education.
12) Long-term (more than five days) suspension from school - principal, superintendent, Board of Education.
13) Permanent suspension from school - superintendent, Board of Education.

B) Procedures

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

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

1) Detention

Principals, and the superintendent may use detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention may be in-school detention during lunch or recreation or after-school detention. After-school detention will be imposed as a penalty only after the student's parent has been notified.

2) Suspension from Transportation or from Driving Privileges

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

Eligible students' driving privileges may be suspended to the extent that they may not be allowed access to the school's parking facilities or to drive to various permissible school venues (i.e. BOCES or School to Work sites) if they are cited for improper driving on or near school property. The preceding suspension of driving privileges may also occur, pursuant to Section IX of the document, following the issuance of excessive traffic citations.

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

3) Suspension From Athletic Participation, Extra Curricular Activities And Other Privileges

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

4) In-School Suspension

The Board recognizes the school must balance the need for 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 District will make reasonable attempts to provide certified teachers to supervise in-school suspension.

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

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) a short-term 'time out' in an elementary classroom, in an administrator's office, or in an in-school discipline room; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only, or (4) 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.

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

5) Suspension From School

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

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the superintendent and the 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 will 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, will gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a) Short-Term (5 days or less) Suspension from School

When the superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. 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 will provide a description of the charges against the student and the incident for which suspension is proposed and will inform the parents of the right to request an immediate informal conference with the principal. Both the notice and informal conference will be in the dominant language or mode of communication used by the parents. At the conference, the parents will be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference will 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 will take place as soon after the suspension as is reasonably practicable.

After the conference, the principal will promptly advise the parents in writing of his or her decision. The principal will advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The superintendent will 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.

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

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

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

superintendent. The report of the hearing officer will be advisory only, and the superintendent may accept all or any part thereof.

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

c) Permanent Suspension

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

C) Minimum Periods of Suspension

1) Students Who Bring A Weapon To School

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the superintendent may consider the following: (1) the student's age; (2) the student's grade in school; (3) the student's prior disciplinary record; (4) the superintendent's belief that other forms of discipline may be more effective; (4) input from parents, teachers, and/or others; and (5) other extenuating circumstances.

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

2) Students Who Commit Violent Acts Other Than Bringing a Weapon to School

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, will be 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 a one-year suspension for possessing a weapon.

3) Students Who Are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interfere with the Teacher's Authority Over the Classroom

Any student, other than a student with a disability, who is repeatedly substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the

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

D) Referrals

1) Counseling
The Guidance Office will handle all referrals of students to counseling.

2) PINS Petitions
The District may file a PINS (Person In Need Of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
   a) Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
   b) Engaging in an on-going or continual course of conduct that makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.
   c) Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3) Juvenile Delinquents and Juvenile Offenders
The superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:
   a) Any student under the age of 16 who is found to have brought a weapon to school, or
   b) Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42).

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

IX. ALTERNATIVE INSTRUCTION

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

X. 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 receive certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

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

A) Authorized Suspensions or Removals of Students With Disabilities

1) For purposes of this section of the Code of Conduct, the following definitions apply:

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

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

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

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

a) The Board, the District (BOCES) 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.

b) The superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.

c) The superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

d) The superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee On Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.

Weapon means the same as dangerous weapon under 18 U.S.C. § 930 (g) (w) which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except ... [for] a pocket knife with a blade of less than 2 ½ inches in length."

Controlled substance means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

Illegal drugs means controlled substances except for those legally possessed or used under the supervision of a licensed health-care professional or that are legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3) Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the

student in his or her current educational placement poses a risk of harm to the student or others.

B) Change of Placement Rule

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

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

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

C) Special Rules Regarding the Suspension or Removal of Students With Disabilities

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

a) The superintendent, building principal or other school official imposing a suspension or removal will be responsible for determining whether the student is a student presumed to have a disability.
b) A student will not be considered a student presumed to have a disability for discipline purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability, the District either:

1. Conducted an individual evaluation and determined that the student is not a student with a disability, or
2. Determined that an evaluation was not necessary and provided notice to the parents of such determination, in the manner required by applicable law and regulations. If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

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

2) The District will 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 will accompany the notice of disciplinary removal.
3) The parents of a student with disabilities subject to a suspension of five consecutive school days or less will be provided with the same opportunity for an informal conference available to parents of non-disabled students under the Education Law.
4) Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension of more than five school days will 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.
5) The removal of a student with disabilities other than a suspension or placement in an IAES will 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.
6) During any period of suspension or removal, including placement in an LAM, students with disabilities will be provided services as required by the Commissioner's regulations incorporated into this code.

D) Expedited Due Process Hearings

1) An expedited due process hearing will be conducted in the manner specified by the Commissioner's regulations incorporated into this code, if:
   a) The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it Is dangerous for the student to be in his or her current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings.
   b) The parent requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.
2) 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 students disability for a student who has been placed in an IAES, the student will remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IM placement, whichever occurs first, unless the parents and the District agree otherwise.
3) 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 will remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
4) An expedited due process hearing will be completed within 15 business days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, he or she must mail a written decision to the District and the parents within five business days after the last hearing date, and in no event later than 45 calendar days after receipt of the request for a hearing, without exceptions or extensions.

E) Referral to Law Enforcement and Judicial Authorities

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

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

XI. 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:

A) Protect oneself, another student, teacher, or any person from physical injury.
B) Protect the property of the school or others.
C) 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.

XII. 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 will tell all students why they are being questioned.

In addition, the Board authorizes the superintendent, building principals, the school nurse, and District security officials to conduct searches of students and their belongings if the authorized school official has reasonable suspicion to believe that the search will 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, as 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, will 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 will 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 attempt to get the student to admit that he or she possesses physical evidence that they violated

the law or the District code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

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

A) 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, without prior notice to students and without their consent.

B) Strip Searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the student or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another District professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have probable cause - not simply reasonable cause to believe the student is concealing evidence of a violation of law or the District code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search or in writing after the fact if the parent could not be reached by telephone.

C) Documentation of Searches

The authorized school official conducting the search will be responsible for promptly recording the following information about each search:

1) Name, age and grade of student searched.
2) Reasons for the search.
3) Name of any informant(s).
4) Purpose of search (that is, what item(s) were being sought).
5) Type and scope of search.
6) Person conducting search and his or her title and position.
7) Witnesses, if any, to the search.
8) Time and location of search.
9) Results of search (that is, what items (s) were found).
10) Disposition of items found.
11) Time, manner and results of parental notification.

The building principal or the principal's designee will be responsible for the custody, control, and disposition of any illegal or dangerous item taken from a student. The principal or his or her designee will clearly label each item taken from the student and retain control of the

item(s), until the items is turned over to the police. The principal or his or her designee will be responsible for personally delivering dangerous or illegal items to police authorities.

D) Police Involvement in Searches and Interrogations of Students

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.

Before police officials are permitted to question or search any student, the building principal or his or her designee will 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 will not be conducted. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will 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 an attorney.

E) 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 will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

All requests by child protective services to interview a student on school property will be made directly to building principal or his or her designee. The principal or his or her designee will set the time and place of the interview. The principal or designee will decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his or her clothing in front of a child protective services worker or school District official of the opposite sex.

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 parents consent.

XIII. VISITORS TO THE SCHOOL

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

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

B) Upon arrival at school, all visitors to the school must sign the visitor's register at the greeter's desk in the main lobby of the school. Visitors will be issued visitor identification badges, which must be worn at all times while in the school or on school grounds. Visitors must then report to the office of the principal. Visitors must return the identification badge to the main office and sign out before leaving the building.

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

D) Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.

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

F) Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.

G) All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing a mutually, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions.

For purposes of this section of the code, "public" will mean all persons on school property or attending a school function, including students, teachers, and District personnel.

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

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

A) Prohibited Conduct - No Person, Either Alone or With Others, Will:

1) Intentionally injure any person or threaten to do so.
2) Intentionally damage or destroy school District property or the personal property of a teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
3) Disrupt the orderly conduct of classes, school programs or other school activities.
4) Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5) Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.

6) Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7) Obstruct the free movement of any person in any place to which this code applies.
8) Violate the traffic laws, parking regulations or other restrictions on vehicles.
9) Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances or be under the influence of either on school property or at a school function.
10) Possess or use weapons in or on school property or at a school function - except in the case of law enforcement officers or except as specifically authorized by the school District.
11) Loiter on or about school property.
12) Gamble on school property or at school functions.
13) Refuse to comply with any reasonable order of identifiable school District officials performing their duties.
14) Willfully incite others to commit any of the acts prohibited by this code.
15) Violate any federal or state statute, local ordinance, or Board policy while on school property or while at a school function.

B) Penalties - Persons Who Violate This Code Will be Subject to the Following Penalties:

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

C) Enforcement

The superintendent, the building principal, or his or her designee will be responsible for enforcing the conduct under this section. A visitor to school grounds has the right to be notified of the alleged misconduct and given an opportunity to present his or her version of the events prior to any discipline being imposed. In addition to the above penalties the district may revoke the visitor's authorization to attend future school sponsored functions as well as bringing legal charges and claims.

XV. PUBLICATION, DISSEMINATION, AND REVIEW

A) Publication and Dissemination of the Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1) Providing copies of a summary of the code to all students at a general assembly held at the beginning of each school year.
2) Making copies of the code available to all parents at the beginning of the school year.
3) Mailing a summary of the code of conduct written in plain language to all parents of District students before the beginning of the school year and making this summary available later upon request.

4) Providing all current teachers and other staff member with a copy of the code and a copy of any amendment to the code as soon as practicable after adoption.
5) Providing all new employees with a copy of the current code of conduct when they are first hired.
6) 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.

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

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

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

APPENDIX #2

Charlotte Valley Central School

Davenport, New York 13750

Board of Education Policy #050220-1
Searches and Interrogations

(Effective date - 2/10/05)

In recognition of certain societal problems which present themselves from time to time in our schools, the Charlotte Valley Central School Board of Education authorizes the Superintendent of Schools and other individuals as outlined in Section XII. 0f the Charlotte Valley Central School Code of Conduct (STUDENT SEARCHES AND INTERROGATIONS) to conduct searches of pupils and their possessions for illegal matter or matter which otherwise constitutes a threat to the health, safety, and welfare or morals of pupils attending our schools.

In authorizing such searches, the Board acknowledges both state and federal constitutional rights which are applicable to personal searches of pupils and their possessions (i.e., pocket contents, book bags, handbags, etc.).

Pupils shall be informed by the administration that school lockers are not their private property but the property of the school district and that such may by opened and subject to inspection from time to time by school officials. A student may have exclusive use of a locker as far as other students are concerned, but does not have exclusivity over the locker with respect to school authorities.

Realizing the intrusive nature of any search which requires a pupil to remove any and/or all clothing, the Board authorizes such searches to be conducted only upon the existence of probable cause as determined following a review of the facts by the School Attorney or the Superintendent in the absence of the School Attorney. However, searches of outer coats or jackets are permitted when founded upon reasonable suspicion.

The Superintendent shall establish regulations regarding personal searches of students in accordance with this policy and the law. Interrogations of students by Child Protective Services are also subject to administrative regulations.

When possible, police authorities shall deal directly with parents or guardians of students. When investigations involve the school, district staff are to cooperate with the police and make every effort to contact parents prior to the investigation in order that the parents may be represented, if they so desire.

Additionally, the School Board hereby designates the Superintendent as its agent to determine, in his or her discretion, whether a program ought to be implemented whereby trained dogs, under the supervision of their trainers and law enforcement officials, may sniff lockers, desks, or other storage areas. The purpose of such a program is to determine whether violations of the law, school policy or rules, exists. In the event that a trained dog designates a positive alert, students should be aware that such a positive alert may constitute reasonable suspicion to allow the search of the contents of such area.

Ref: People v. Overton, 24 N.Y.2d22
People v. Scott D., 23 N.Y. 2d 483
People v. Ronald B., 61 A.D. 2nd 204

Board of Education Policy # 050210-1
Adoption Date: February 10, 2005

Charlotte Valley Central School
Regulations Pertaining to the Use of
Dogs to Detect Illegal Drugs and Substances

In accordance with the terms and conditions of a contract or agreement between the district and the provider of the dog(s) and the handler(s), dogs may be used from time to time, to detect illegal drugs and substances in the district's lockers provided to the students. The use of dogs is to combat the illegal use of contraband by students while in the school. It is the goal of the district to maintain a learning conductive environment for all for all of the students. The following guidelines apply to the use of dogs:

1) The dog(s) and the handler(s) shall be given access to a particular building by the Principal who shall be given advance notice by the Superintendent of the date and time when the dog(s) and the handler(s) shall be at the building.

2) The dog(s) and the handler(s) shall access the building only during times when students are in class.

3) The Principal shall notify all teachers, in advance, to not allow students to leave class while the dog(s) and the handler(s) are in the building.

4) Students shall remain in their respective classes until the dog(s) and the handler(s) have completed the task of detection, the results have been communicated to the Principal and the Principal has taken any necessary actions regarding detections(s), if any, by the dog(s) and their handler(s).

5) The Principal shall notify the teachers when it is permissible for students to leave their respective classes.

Charlotte Valley Central School
Regulation Pertaining to
Child Protective Services' Investigations

From time to time, Child Protective Services may desire to conduct interviews of students at the Charlotte Valley Central School District on school property. Such interviews generally pertain to allegations of suspected child abuse and/or neglect. The following guidelines apply to all such interviews:

1) All requests by Child Protective Services to interview a student of the district on school property shall be made directly to the Superintendent of Schools or his/her designee.

2) The time and place of such interview shall be designated by the Superintendent in his or her absolute discretion.

3) Any such interview conducted by the Child Protective Services shall be made in the presence of the Superintendent, or in the event that the Superintendent cannot be present, in the presence of a staff person designated by the Superintendent for that purpose. In the event that the Superintendent is not present in the district, then, such interview shall not take place unless it is in the presence of the school nurse. No interviews shall take place without the presence of three designated persons.

4) This policy shall apply to all interviews requested by the Department of Social Services, Child Protective Services, as it pertains to that agency's investigations involving a student. Such investigation shall include, but shall not be limited to, suspected child abuse, suspected child neglect and custody investigations.

5) This policy is for the protection and benefit of the students, of the district and every reasonable effort shall be made to accommodate the request of the Department of Social Services, Child Protective Services, as it relates to the aforementioned investigations.

Adopted: February 10, 2005

ATTENTION STUDENTS: NOTICE OF SEARCH

Students should by aware that their assigned locker is not their private property, but is the property of the school district. Lockers are jointly accessible to the students and school officials and may by subject to search at the discretion of school officials as well as any enforcement agency designated by school officials. This is in accordance with Board of Education policy # 050220-1 and supported by administrative regulation number # 050220-1 as follows:

Board of Education Policy #050220-1

Searches and Interrogations

In recognition of certain societal problems which present themselves from time to time in our schools, the Charlotte Valley Central School Board of Education authorizes the Superintendent of Schools or his/her designee to conduct searches of pupils and their possessions for illegal matter or matter which otherwise constitutes a threat to the health, safety, and welfare or morals of pupils attending our schools.

In authorizing such searches, the Board acknowledges both state and federal constitutional rights which are applicable to personal searches of pupils and their possessions (i.e., pocket contents, book bags, handbags, etc.).

Pupils shall be informed by the administration that school lockers are not their private property but the property of the school district and that such may by opened and subject to inspection from time to time by school officials. A student may have exclusive use of a locker as far as other students are concerned, but does not have exclusivity over the locker with respect to school authorities.

Realizing the intrusive nature of any search which requires a pupil to remove any and/or all clothing, the Board authorizes such searches to be conducted only upon the existence of probable cause as determined following a review of the facts by the School Attorney or the Superintendent in the absence of the School Attorney. However, searches of outer coats or jackets are permitted when founded upon reasonable suspicion.

The Superintendent shall establish regulations regarding personal searches of students in accordance with this policy and the law. Interrogations of students by Child Protective Services are also subject to administrative regulations.

When possible, police authorities shall deal directly with parents or guardians of students. When investigations involve the school, district staff are to cooperate with the police and make every effort to contact parents prior to the investigation in order that the parents may be represented, if they so desire.

Additionally, the School Board hereby designates the Superintendent as its agent to determine, in his or her discretion, whether a program ought to be implemented whereby trained dogs, under the supervision of their trainers and law enforcement officials, may sniff lockers, desks, or other storage areas. The purpose of such a program is to determine whether violations of the law, school policy, or rules, exists. In the event that a trained dog designates a positive alert, students should be aware that such a positive alert may constitute reasonable suspicion to allow the search of the contents of such area.

Ref: People v. Overton, 24 N.Y.2d22
People v. Scott D., 23 N.Y. 2d 483
People v. Ronald B., 61 A.D. 2nd 204

Adoption Date: February 10, 2005

Hall & Gym Lockers

The following is the revised section of page 28 of the Student Handbook. These revisions are effective February 3, 2005.

Students in the Charlotte Valley Central School District shall be assigned lockers. Access to such lockers shall be made available between periods as well as prior to the commencement of the school day, and at the conclusion of the school day, provided that the school is open to students.

- Lockers will be assigned at the beginning of the school year.
- The combination is given only to the person issued the lock.
- Personal locks placed on lockers will be removed and the locker contents will be placed in the Principal's office or the Athletic Director's office.
- Students are not to share their lockers.
- Locks, are issued for the sole purpose of providing privacy between students.
- No valuables should be kept in the locker; those should remain at home.
- The Charlotte Valley C.S. District cannot be responsible for lost or stolen money or possessions.
- Stolen articles should be reported to administrators or teachers.
- When leaving your locker, spin the combination knob twice, and check that the lock has latched.
- Locks must be paid for before a new lock is issued.
- Lockers must be kept locked at all times.
- Students are not to be in the locker room unless they are authorized to be there by a physical education teacher or the Principal.

Lockers, as well as the locks and the combinations and or keys with respect to such lockers are the property of the school district and may be searched at any time by the administration as well as by law enforcement officials designated by the administration and students are hereby advised that they should not expect privacy for anything, which is contained in their lockers: Search of lockers may be conducted with, or without, prior notice to the student body.

Additionally, the School Board hereby designates the Superintendent to determine, in his or her discretion, whether a program ought to be implemented whereby trained dogs, under the supervision of their trainers and law enforcement officials, may sniff lockers, desks, or other storage areas. The purpose of such a program is to determine whether violations of the law, school policy or rules, exists. In the event that a trained dog designates a positive alert, students should be aware that such a positive alert may constitute reasonable suspicion to allow the search of the contents of such area.

Adoption Date: February 10, 2005

APPENDIX #3

Charlotte Valley Central School

Davenport, New York 13750

Access to Electronic Communications
Policy #041209-1

(Effective date - 12/9/2004)

I. The purpose of Acceptable Use Procedures for electronic telecommunications is to provide guidelines to students and staff of the Charlotte Valley Central School.

II. The purpose for providing access to electronic telecommunications is to support research and education in and among academic institutions, business, government, other organizations, and individuals by providing access to unique resources and the opportunity for collaborative work.

III. The Charlotte Valley Central School makes no warranties of any kind, whether expressed or implied, for the service it is providing in making electronic telecommunications available to students and staff. The Charlotte Valley Central School will not be responsible for any damages suffered by individuals. This includes loss of data resulting from delays, non-deliveries mis-deliveries, or service interruptions caused by negligence or user errors or omissions. Use of any information obtained via electronic telecommunications is at the risk of the user. The Charlotte Valley Central School specifically denies any responsibility for the accuracy or quality of information obtained through its provision of electronic telecommunications.

IV. The following guidelines will govern an individual's privilege to utilize electronic telecommunications. Any violation will jeopardize that individual's privilege and may result in other consequences.

A) Vandalism is not permitted. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or other networks that are connected via electronic telecommunications. This includes, but is not limited to, the uploading or creation of computer viruses.

B) Accounts for utilization of electronic telecommunications are established and paid by the Charlotte Valley Central School. Permission to utilize these accounts is given to specific individuals. Individuals may utilize only those accounts for which they have been authorized.

C) Electronic telecommunications may not be used for any illegal activity, including the violation of copyright or other contracts.

D) Electronic telecommunications may not be used for financial of commercial gain.

E) Electronic telecommunications will not be used to gain unauthorized access to resources or entities.

F) Users of electronic telecommunications will abide by the generally accepted rules of etiquette:
   1) Be polite and respectful of others.
   2) Use appropriate language and gestures.
   3) Respect the privacy and intellectual property of others.
   4) Be responsible by identifying yourself in messages, transmissions of broadcasts, but do not reveal personal home addresses or telephone numbers of anyone.
   5) Use electronic telecommunications with consideration and respect so that others can also make use of services.
   6) Understand that electronic telecommunications are not guaranteed to be private. People who operate systems do have access to messages and transmissions over certain media such as E-Mail, Internet, Distance learning, and electronic interlibrary loan.
   7) Electronic telecommunications may be monitored and records may be maintained of communications.

G) Specifically forbidden is the transmission or receiving of communications in any form which are pornographic, profane, obscene, depicting explicit sexual scenes, violent or which contain other material or media with limited educational value according to local community standards.

H) Users of certain types of electronic telecommunications such as the Internet and other on-line services will be required to sign a contract agreement and application in order to establish authorization for use of that service.

Adopted: December 9, 2004
Charlotte Valley Central School
Davenport, NY 13750

CHARLOTTE VALLEY CENTRAL SCHOOL
ACCESS TO ELECTRONIC COMMUNICATIONS
CONTRACT AGREEMENT AND APPLICATION

After reading the Policy and Regulation for Access to Electronic Telecommunications, please read and fill out the appropriate portions of the following contract completely and legibly. The signature of a parent or guardian is also required for students who are minors. Please return the contract agreement to the person who gave it to you.

CONTRACT FOR STUDENTS AND STAFF

I have read the Policy and Regulation for Access to Electronic Telecommunications. I understand and will abide by the terms, conditions, and guidelines. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, disciplinary action may be taken and/or appropriate legal action.

User Signature: _____ Date: _____

User Name: _____
(Please print or type)

AGREEMENT OF PARENT OR GUARDIAN

(If the applicant is under the age of 18, a parent, or guardian must also read and sign this Agreement.)
As the parent or guardian of this student, I have read the terms, conditions, and guidelines in the Policy and Regulation on Access to Electronic Telecommunications. I understand that this access is designed for educational purposes and the Charlotte Valley Central School has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for the Charlotte Valley Central School to restrict access to all controversial materials and I will not hold them responsible for material acquired on the network. Further, I accept full responsibility for supervision if and when my child's time is not in a school setting, I hereby give my permission to issue an account for my child and clarify that the information contained on this form is correct.

Signature of Parent or Guardian: _____ Date: _____

Name of Parent or Guardian: _____
(Please print or type)

APPLICATION FOR ACCESS TO ELECTRONIC TELECOMMUNICATIONS

I wish to apply for an account to utilize:

___E-Mail
___Internet access to World Wide Web
___Electronic Interlibrary Loan
___Other Service:_____

Internet Safety Policy

Access to the Internet using the Charlotte Valley Central School computer equipment is subject to the following restrictions:

A) **Filtering.** Filtering software will be used to block minors' access to:
   1) Visual depictions that are (a) obscene, (b) child pornography, or (c) harmful to minors, and*
   2) Internet sites which, in the Board's determination, contain material which is "inappropriate for minors." (See item B. below.)

   Adult access to visual depictions that are obscene and/or child pornography will also be blocked. However, the District Superintendent or his/her designee may disable the software to enable access to blocked sites for bona fide research or other lawful purposes.

B) **Matter Inappropriate for minors**. The Board will determine what Internet material is "inappropriate for minors" by referring to Public Law 106-554,§1732[1][2].

C) **Safety of Minors When Using Direct Electronic Communications**. In using the computer network and Internet, minors are not permitted to reveal personal information such as home addresses, telephone numbers, their real last names, SSN, date of birth, or any other information which might allow someone with whom they are commuting online to locate them. No minor may arrange a face-to-face meeting with someone he/she "meets" on the computer network or Internet without his/her parent's/guardian's permission.

D) **Unauthorized Access and Other Unlawful Activities**. It is a violation of this Policy to:
   1) Use the ONC BOCES computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access;
   2) Damage, disable or otherwise interfere with the operation of computers, computer systems, software or related equipment through physical action or by electronic means; and/or

3) Violate state federal law relating to copyright, trade secrets, and the distribution of obscene or pornographic materials, or any other applicable law or municipal ordinance.

E) **Unauthorized Disclosure and Dissemination of Personal Identification Information Regarding Minors**. Personally identifiable information concerning minors may not be disclosed or used in any way on the Internet (e.g. on the ONC BOCES web page or otherwise) without the permission of a parent or guardian. If a student is 18 or over, the permission may also come from the student himself/herself.

F) **Regulations and Dissemination**. The Superintendent is authorized to develop and implement regulations consistent with this policy. The Superintendent will also be responsible for disseminating the policy and associated regulations to school personnel and students.

G) Communication on electronic telecommunications is subject to a need for responsible behavior and is governed, in addition to this policy, by the district's Student Discipline Policy and Access to Electronic Telecommunications Policy.

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*The terms "obscene", "child pornography", "harmful to minors:, and "matter inappropriate for minors", used throughout the policy, are defined in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act (Public Law 106-554). See Appendix A.

Adopted: December 9, 2004
Charlotte Valley Central School
Davenport, NY 13750

Appendix A

Generally speaking, **"obscenity"** is defined as any work that an average person (applying contemporary community standards) would find, taken as a whole, appeals to a prurient interest. The work also must depict or describe, in a patently offensive way, sexually conduct as specifically defined in state law. Moreover, the work, taken as a whole, has to lack serious literary, artistic, political or scientific value. (See 18 U.S.C. §1460 and the cases interpreting that statute.)

"Child pornography" is defined as:

... any visual depiction, including a photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where (a) the production of visual depiction involves the use of a minor [someone under the age of 18] engaging in sexually explicit conduct; (b) such visual depiction is or appears to be, of a minor engaging in sexually explicit conduct; (c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (d) such visual depiction is advertised, promoted, presented, described or distributed in such manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct. (18 U.S.C. §2256[8]).

The phrase **"harmful to minors"** is defined as:

... any picture, image, graphic image, file, or other visual depiction that that (a) taken as whole and with respect to minors [defined here as anyone under the age of 17], appeals to a prurient in nudity, sex or excretion; (b) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. (Public Law 106-554,§1703[b][2].)

The phrase **"matter/material inappropriate for minors"** must be defined by a determination by the Board on a case-by-case basis applying local community standards. (Public Law 106-554,§1732[1][2].)

CHARLOTTE VALLEY CENTRAL SCHOOL
ACCESS TO ELECTRONIC TELECOMMUNICATIONS

I. Access to electronic telecommunications is available to students and staff at the Otsego Northern Catskills Board of Cooperative Educational Services (BOCES). Access is through a variety of providers and includes E-Mail, telephone, FAX, television, radio, Distance Learning, Internet and other on-line computer services, as well as electronic interlibrary loan. The goal in providing these services to students and staff is to promote educational excellence by facilitating resource sharing, innovation, and communication.

II. Electronic telecommunications is a general term referring to many systems of communication that are handled through electronic devices. The Internet, for example, is an "electronic highway providing communications with millions of people all over the planet. Distance Learning, as currently configured, provides audio and video interactivity for students in up to four locations.

III. In the past, access to instructional materials was limited because instructors and supervisors could subject such materials to reasonable selection criteria. Through electronic telecommunications, material becomes available that may not be considered to be of educational value in the context of the school setting. Available precautions are taken by the Charlotte Valley Central School to restrict access to controversial materials, as defined in Regulation 9045.1. In addition, the appropriate utilization of electronic telecommunications relies on the proper conduct of the students and staff in adhering to guidelines. The guidelines are provided so that students and staff are aware of their responsibilities in appropriately utilizing telecommunications.

IV. The use of electronic telecommunications is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Based upon the acceptable use guidelines, the staff may request the District Superintendent to deny or revoke the privilege of an individual to utilize specific nodes of electronic telecommunications at the Charlotte Valley Central School.

V. Communication on electronic telecommunications is subject to a need for responsible behavior and is governed, in addition to this policy, by the district's Student Discipline Policy (Policy #9040), Code of Ethics (Policy #2250), and Copyright Law (Policy #10241).

VI. The Charlotte Valley Central School will enter into agreement with regional networks and providers of connections to electronic telecommunication, and adhere to government regulations on the use of electronic telecommunications. Students and staff are expected to adhere to the stipulations of these agreements and regulations.

VII. The Board authorizes the District Superintendent to prepare appropriate Procedures with guidelines for implementing this policy.

Adopted: December 9, 2004
Charlotte Valley Central School
Davenport, NY 13750

APPENDIX #4

COMPREHENSIVE STUDENT ATTENDANCE POLICY

Statement of Overall Objectives

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

a) Increase school completion for all students;

b) Raise student achievement and close gaps in student performance;

c) Identify attendance patterns in order to design attendance improvement efforts;

d) Know the whereabouts of every student for safety and other reasons;

e) Verify that individual students are complying with education laws relating to compulsory attendance;

f) Determine the District's average daily attendance for state aid purposes.

Description of Strategies to Meet Objectives

The District will:

a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.

c) Maintain accurate recordkeeping via a Register of Attendance to record attendance, absence, tardiness, or early departure of each student.

d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

e) Develop early intervention strategies to improve school attendance for all students.

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

Based upon the District's education and community needs, values, and priorities, the District has determined that absences, tardiness, and early departures will be considered excused or unexcused according to the following standards:

a) **Excused:** An absence, tardiness, or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, or other reasons as may be approved by the Board.

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

A written excuse, signed by a parent or person in parental relation should be presented by the student when returning to school following each absence.

Student Attendance Recordkeeping/Data Collection

The record of each student's presence, absence, tardiness, and early departure will be kept in a register of attendance in a manner consistent with Commissioner's regulations. An absence, tardiness, or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

Attendance will be taken and recorded in accordance with the following:

a) For students in non-departmentalized kindergarten through grade 4 (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), the student's presence or absence will be recorded after the taking of attendance once per school day.

b) For students in grades 5 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence will be recorded after the taking of attendance in each period of scheduled instruction.

c) Any absence for a school day or portion thereof will be recorded as excused or unexcused in accordance with the standards articulated in this policy.

d) In the event that a student at any instructional level from grades K through 12 arrives late for, or departs early from, scheduled instruction, the tardiness or early departure will be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record will be kept of each scheduled day of instruction during which the school is closed for all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or other cause as may be found satisfactory to the Commissioner of Education.

Attendance records will also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information will be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness, or early departure will be coded on a student's record in accordance with the established District or building procedures.

Student Attendance and Course Credit

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

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

A student must not accumulate more than 20 unexcused absences of a course's scheduled classes in order to earn credit for the course. Any excused absence, for which the student has completed assigned make-up work, will not be counted as an absence for the purposes of determining whether the student has attended sufficient classes to receive course credit under this provision.

a) For the purposes of minimum attendance requirements, a student shall not be counted as present for class if the student misses more than 15 minutes of class, whether through tardiness or early departure.

b) Students of compulsory attendance age suspended from school instruction may not be marked absent unless they fail to attend scheduled education on that day.

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

Students who are absent from class due to their participation in a school-sponsored activity must arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school-sponsored events where instruction is substantially equivalent to the instruction which was missed will be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness, or early departure, it will be the responsibility of the student to consult with his or her teacher(s) regarding arrangements to make up missed work, assignments, and/or tests in accordance with the time schedule specified by the teacher.

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

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

a) Copies of the District's Comprehensive Student Attendance Policy will be available to parents or persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.

b) Copies of the Attendance Policy will also be included in parent or student handbooks or posted on the District website.

c) At 50% of allowable absences, the district will notify the student and parent/guardian.

d) At 75%, the district will schedule a conference. The purpose of this conference will be to review attendance records, opportunity to verify absences, determine underlying causes of absences, as well as determine a remedial plan to approve attendance.

e) If credit is at risk due to excessive absences, the Principal will review records and arrange make-up opportunities with teachers.

Disciplinary Consequences

1. Chronic attendance code violators may not be allowed to attend special school functions, including but not limited to non-instructional field trips, club trips, prom, senior trip, and dances.

2. Chronic attendance violators will be addressed on a case-by-case basis and may face consequences such as verbal and written warnings, detention, in-school suspension, loss of driving privileges, and exclusion from extracurricular activities.
    a. Students who drive, and are tardy to school more than five times per quarter, will have their driving privileges revoked for the remainder of the quarter or longer at the discretion of the Administration.
    b. Students with unexcused absences can make up their missed time by attending an after-school detention or tutoring session

Enrollment Removal Procedure

No student over the compulsory attendance age shall be dropped from the enrollment unless the student has been absent unexcused for twenty (20) consecutive school days, and the following procedures shall be complied with:

a) The Superintendent or Principal shall schedule a conference with the student and parent/guardian. Notice of such conference shall be sent in advance.

b) At the conference, the Superintendent or Principal will determine the reasons for the absences and explore possible adjustments to support the student's continued education.

c) If the student wishes to drop out of school, the student and their parent/guardian shall be informed orally, and in writing, of the student's right to reenroll at any time.

d) If the student and their parent/guardian fail to respond within 10 days of the notice or do not attend the conference, the student will be dropped from enrollment and notified via certified letter, including information on their right to reenter.

Intervention Strategy Process

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

a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of excused absences, unexcused absences, tardiness, or early departures);

b) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent or person in parental relation will be contacted;

c) Discuss strategies to directly intervene with specific element;

d) Recommend intervention to Superintendent or designee if it relates to change in District policy or procedure;

e) Implement changes, as approved by appropriate administration;

f) Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness, or early departures;

g) Monitor and report short and long term effects of intervention.

Appeal Process

A parent or person in parental relation may request a building level review of his or her child's attendance record. A parent or parental relation may request an appeal of the Principal's decision to the Superintendent.

Building Review of Attendance Records

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

Annual Review by the Board

The Board will annually review the building level student attendance records and if those records show a decline in student attendance, the Board will make any revisions to the Policy and plan deemed necessary to improve student attendance.

APPENDIX #5

Charlotte Valley Central School

Davenport, New York 13750

Graduation Requirements

(Effective date - 8/31/2006)

DIPLOMA REQUIREMENTS BASED ON PROPOSED REGENTS ACTION TO PHASE IN THE 65 GRADUATION STANDARDS ON REQUIRED REGENTS EXAMS

Class	Local Diploma Requirements	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements
Senior Class of **2026**	*	Score 65 or above on 5 required Regents Exams. Earn 22 units of credit.	Score 65 or above on 8 required Regents Exams. Earn 22 units of credit.

*Note: The Regents Competency Test safety net for students with disabilities will continue to be available for students entering grade 9 prior to September 2011. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55-64 on the required Regents Exams to earn a local diploma will continue to be available for students with disabilities.

APPENDIX #6

CHARLOTTE VALLEY CENTRAL SCHOOL

CODE OF ETHICS

A local code establishing standards of conduct for officers and employees of the Charlotte Valley Central School District.

BE IT RESOLVED by the Board of Education of the Charlotte Valley Central School District as follows:

SECTION 1.

Pursuant to the provisions of section eight hundred six of the General Municipal Law, the Board of Education of the Charlotte Valley Central School District recognizes that there are rules of ethical conduct for public officers and employees which must be observed if a high degree of moral conduct is to be obtained and if public confidence is to be maintained in our school system. It is the purpose of the local code to promulgate these rules of ethical conduct for the officers and employees of the Charlotte Valley Central School. These rules shall serve as a guide for official conduct of the officers and employees of Charlotte Valley Central School District. The rules of ethical conduct of this local code as adopted, shall not conflict with, but shall be in addition to, any prohibition of article eighteen of the General Municipal Law or any other general or special law relating to ethical conduct and interest in contracts of municipal officers and employees.

SECTION 2. **DEFINITION:**

(a) "Officer or Employee" means an officer or employee of the district, whether paid or unpaid, including members of the Board of Education, and their professional or unprofessional staff, agents, and appointees.

(b) "Interest" means a pecuniary or material benefit accruing to a municipal officer or employee unless the context otherwise requires. An interest shall also arise when an officer, employee, or agent, any member of their immediate family, their partner, or an organization which employs or is about to employ any of the aforementioned parties has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

SECTION 3. **STANDARD CONDUCT**

Every officer, teacher or employee of Charlotte Valley Central School District shall be subject to and abide by the following standards of conduct:

(a) **GIFTS** - They shall not directly or indirectly solicit any gifts; or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, under circumstances in which it could be inferred that the gift was intended to influence him, in the performance of his official duties or was intended as reward for any official action on his part.

(b) **CONFIDENTIAL INFORMATION** - They shall not disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interest.

(c) **INVESTMENTS IN CONFLICT WITH OFFICIAL DUTIES** - They shall not invest or hold any investment directly or indirectly in any financial, business, commercial or other private transactions, which creates a conflict with his official duties.

(d) **PRIVATE EMPLOYMENT** - They shall not engage in, solicit, negotiate for or promise to accept private employment or render services for private interest when such employment or service creates a conflict with or impairs the proper discharge of his official duties.

(e) **GENERAL** - Except as otherwise permitted by law, no officer or employee shall have an interest in any contract with the school district as prohibited by the New York General Municipal Law or any State or federal law or regulation. No employee, officer or agent may participate in the selection, award, or administration of a contract supported by a Federal award if they have a real or apparent conflict of interest.

SECTION 4. **DISTRIBUTION OF CODE OF ETHICS** - The Superintendent of the Charlotte Valley Central School District shall cause a copy of this Code of Ethics to be distributed to every officer, board of education member, teacher and employee employed or appointed thereafter shall be furnished a copy before entering upon the

duties of his office of employment.

SECTION 5. **PENALTIES** - In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this code may be suspended or removed from office or employment, as the case may be, in the manner provided by law.

Charlotte Valley Central School - Revised Policy #9
Adopted, readopted or revised by the Board of Education on: August 3, 2023

DASA Policy (Cyberbullying)

The Board of Education is committed to providing a school environment that is free from harassment, bullying and discrimination. Harassment, discrimination, intimidation, or bullying and acts of cyberbullying, as defined by New York Education Law Article Two and the Regulations of the Commissioner 100.2 by students, staff or visitors toward students are strictly prohibited. Therefore, in accordance with such laws and regulations, conduct of this nature is subject to discipline in accordance with the District's Code of Conduct and the Internet Safety and Acceptable Use Policies.

Reports of Harassment, bullying and discrimination shall be made to the Building Principal, Superintendent or the Principal's or Superintendent's designee. Students and parents/guardians may make an oral or written report of harassment, bullying or discrimination to District teachers or administrators.

District employees who witness harassment, bullying or discrimination, or who receive an oral or written report of harassment, bullying or discrimination, shall promptly orally notify the Building Principal, Superintendent or the Principal's or Superintendent's designee not later than one school day after such employee witnesses or receives a report of harassment, bullying or discrimination. After oral notification, the District employee shall file a written report with the Building Principal, Superintendent or the Principal's or Superintendent's designee not later than two school days after making the oral report.

The Building Principal, Superintendent or the Principal's or Superintendent's designee shall lead or supervise a thorough investigation of all reports of harassment, bullying, or discrimination, and ensure that said investigation is completed promptly after receipt of any written reports made.

In the event an investigation verifies harassment, bullying or discrimination, the District shall take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom such harassment, bullying or discrimination was directed. Retaliation against any individual who, in good faith, reports or assists in the investigation of harassment, bullying or discrimination, is strictly prohibited.

Individuals whose behavior is found to be in violation of this policy will be subject to discipline or removal from the premises in accordance with school policy, including the code of conduct. If appropriate, individuals may also be referred to law enforcement officials.

The Building Principal shall make a regular report on data and trends related to harassment, bullying and discrimination to the Superintendent.

The Superintendent shall establish procedures and guidelines that will include, but not limited to, staff training and professional development, the method of reporting an incident believed to be in violation of this policy, the procedure for investigation and the prohibition of retaliation for reporting an incident. The District shall also provide required instruction supporting development of a school environment free of harassment, bullying and discrimination having an emphasis on discouraging acts of harassment, bullying (including cyberbullying) and discrimination and including instruction in the safe, responsible use of the Internet and electronic communications.

The Board will review this policy from time to time, but no less than annually, and will make any necessary modifications as required by the applicable laws and regulations.

This policy and any amendments or addendums shall be published in the student handbook and on the District website. At least once each school year, the District shall provide all school employees, students and parents/guardians with a written or electronic copy of this policy and any other policy created by the District in compliance with the Dignity for All Student's Act.

If the Superintendent or Principal designates a staff member to receive oral or written reports of harassment, bullying, or discrimination, then the Superintendent or Principal shall publish the name and title of the designee to the school community as an addendum to this policy.