

CHARLOTTE VALLEY CENTRAL SCHOOL



Faculty & Staff Handbook

2012-2013

Approved by the Board of Education: 08/16/2012

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BOARD OF EDUCATION

Mrs. JoAnna Coons	-President	Mrs. Gail White	-Board Member
Mrs. Kimberlea Curran	-Vice President	Mrs. Tracy Jarvis	-Board Member
Mr. Joseph Ballard	-Board Member		

ADMINISTRATIVE AND ADMINISTRATIVE SUPPORT STAFF

Mr. Mark Dupra	-Superintendent	Mr. David Slater	-PreK-12 Principal
Mrs. Marissa Christensen	-Business Manager	Mr. Durward MacCracken	-Mechanic/Bus Driver
Mr. Darryl Fineout	-Cafeteria Manager	Mr. David Carrington	-Supt. Bld./Grds.
Ms. Jennifer Blumberg	-Mgmt. Confidential Secretary	Mrs. Natalie Zimmerman	-Account Clerk/ Tax Collector
Mrs. Laurie Trelease	-Internal Claims Auditor	Mrs. Troy Rider	-Treasurer

FACULTY, PROFESSIONAL STAFF and CONTRACT SERVICES STAFF

Ms. Guilaine Ballet	-School Counselor	TBD	-Art (5-12)/BOCES
Mr. Isaiah Ilowitt	-School Psychologist	Ms. Mary Teeter	-K-6 Remediation
Mrs. Mary Lou Clark	-Pre-Kindergarten	Mrs. Louise Ntreba	-Elem Teacher/Technology
Mrs. Penny Ridgeway	-Kindergarten	Mrs. Susan Owens	-Spanish/LOTE
Ms. Maggie McCarthy	-Kindergarten	Mrs. Claudia Bell	-Nurse
Ms. Brittany Burchill	-Grade 1	Mrs. Kelly Coons	-Data Coord/Special Education
Mrs. Nicole Lubbers	-Grade 1	Mrs. Erica Nadler	- Elem Teacher/Elem Remed Spt
Mrs. Tracy Tessitore	-Grade 2	TBD	-Special Education (K-12)
Ms. Lauren Freed	-Grade 2	Mrs. Jennifer Sanford	-Special Education (K-12)
Ms. Renee Butts	-Grade 3	Ms. Kathleen Pirnie	-12:1:1/Special Education
Mrs. Debra Thorsland	-Grade 3	Ms. Colleen Gleason	-6:1:1/Special Education (B-2)
Mrs. Rachelle Carinci	-Grade 4	Mrs. Rachel Mattice	-Special Education (7-12)/Math
Mrs. Nicole Schliermann	-Grade 4	Mrs. Amy Hood	-Licensed Teaching Assistant
Mr. Scott Hudak	-Grade 5/6 (Science)	Mrs. Cheryl Fleury	-Licensed Teaching Assistant
Mr. Matt Jones	-Grade Grade 5/6 (ELA)	Cheryl Butler	-Health (6-12)/APE/Fam Consumer Sci
Mrs. Debbie Moorby	-Grade 6	Ms. Erika Bayron	-Licensed Teaching Assistant
TBD	-Physical Education (K-3)/BOCES	Ms. Tammy Whitmore	-Licensed Teaching Assistant/Library
Mr. James Wolf	-Physical Education (4-12)	Mrs. Nancy Novellano	-Licensed Teaching Assistant
Ms. Nicole Hecox	-English (9, 10, 11)	Mr. Chris Weston	-Licensed Teaching Assistant
Mr. Thomas Molle	-English (7, 8, 12)	Mrs. Pam Clark	-BOCES/Librarian
Ms. Lois Klukkert	-Social Studies (10-12)/Elective	Mrs. Merry Lou Wickham	-Inhouse Substitute
Ms. Cheryl Hanrahan	-Social Studies (7-9)/Elective	Mrs. Cynthia MacCracken	-Instrumental Music
Mrs. Alison Dening	-Math (7-9)/MST	Ms. Kimberly Philby	-Choral Music
Mr. Ryan Palmer	-Secondary Math	Mrs. Jennifer Henderson	-Speech Therapist/CSE Chair
Mrs. Brittney Link	-TBD	Mr. Jason Slocum	-BOCES Computer Technician
TBD	- Science 7-8/Forensics	Mrs. Dierdre Haltermann	-BOCES Physical Therapist
Mrs. Danielle Dorsey	-L.E./Chem/Anatomy/Physiology	Mrs. Jamie Sherwood	-BOCES Occupational Therapist
Mr. Steven Fyfe	-Physics & Earth Science	Ms. Stephanie Bauer	-BOCES Hearing Impaired Services

DISTRICT AND BUILDING SUPPORT STAFF

Mr. Anthony Bruno	-Bus Driver	Mrs. Donna Jean Rider	-Food Service Helper
Mrs. Paula Orłowski	-Bus Driver	Mrs. Evelyn Jester	-Clerk – Guidance
Mr. Gerald Butts	-Bus Driver	Mr. Doug Calhoun	-Teacher Aide
Mr. Jeffrey Toombs	-Bus Driver	Mrs. Jennifer Jester	-Teacher Aide
Mr. Herman Riese	-Bus Driver	Mrs. Charlene Palmer	-Teacher Aide
Mr. William Haynes	-Custodial Worker/Bus Driver	Mrs. Barbara Ballard	-Teacher Aide
Mr. Josh Shimp	-Maintenance Mech./Bus Driver	Mrs. Karen Wamsley	-Teacher Aide
Mr. Andrew Gettle	-Custodial Worker/Bus Driver		
Mr. Brian Yager	-Custodial Worker/Bus Driver	Ms. Kathleen Greiner	-Teacher Aide
Mrs. Yvonne Rheel	-Bus Driver	Mrs. Shirley Newell	-Building Maintenance Aide
Mrs. Doris Herron	-Cook		
Mrs. Linda Wood	-Food Service Helper		
Mrs. Samona Waid	-Food Service Helper		

II. Calendar (next Page)

Charlotte Valley CSD Calendar

Academic Year 2012 – 2013

<u>September 2012</u>							<u>October 2012</u>							<u>November 2012</u>							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
						01		01	02	03	04	05	06						01	02	03
02	[03]	(04)	(05)	06	07	08	07	[08]	09	10	11	12	13	04	05	06	07	08	[09]	10	
09	10	11	12	13	14	15	14	15	16	17	18	(19)	20	11	[12]	13	14	{15}	{16}	17	
16	17	18	19	20	21	22	16	17	18	19	20	21	22	18	19	20	[21]	[22]	[23]	24	
23	24	25	26	27	28	29	21	22	23	24	25	26	27	25	26	27	28	29	30		
30							28	29	30	31											
September Days in Session - 17							October Days in Session - 26							November Days in Session - 18							
<u>Activities</u>							<u>Activities</u>							<u>Activities</u>							
[03] - Labor Day – No School							[08] – Columbus Day							[09] - Noon Dismissal – PreK-12							
(04) – Supt Conference Day							(19) – Supt Conference Day							[12] – Veterans’ Day Holiday							
(05) - Supt Conference Day														{15-16} – PreK-8 Noon Dismissal							
06 - First Day of classes														P/T Conference							
														[21-23] – Thanksgiving Recess							

<u>December 2012</u>							<u>January 2013</u>							<u>February 2013</u>						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						01			[01]	02	03	04	05						01	02
02	03	04	05	06	07	08	06	07	08	09	10	11	12	03	04	05	06	07	08	09
09	10	11	12	13	14	15	13	14	15	16	17	[18]	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	[21]	22	23	24	{25}	26	17	[18]	[19]	[20]	[21]	[22]	23
23	[24]	[25]	[26]	[27]	[28]	29	27	28	29	30	31			24	25	26	27	28		
30	[31]																			
December Days in Session - 15							January Days in Session - 20							February Days in Session - 15						
<u>Activities</u>							<u>Activities</u>							<u>Activities</u>						
[24-31]- Holiday Vacation							[01] – New Year’s Day – No School							[18-22] – Presidents’ Day Vacation						
							[18] -- Noon Dismissal PreK-12													
							[21] – Martin Luther King Day – No School													
							22-25 – Regents Examinations													
							{25} - PreK-8 Noon Dismissal													

<u>March 2013</u>							<u>April 2013</u>							<u>May 2013</u>						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					01	02		01	02	03	04	[05]	06				01	02	(03)	04
03	04	05	06	07	08	09	07	08	09	10	11	12	13	05	06	07	08	09	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	[25]	[26]	[27]	[28]	[29]	30	28	29	30					26	[27]	28	29	30	31	
31																				
March Days Session - 16							April Days in Session – 22							May Days in Session - 21						
<u>Activities</u>							<u>Activities</u>							<u>Activities</u>						
[25 – 29] – Spring Recess							[05] – Noon Dismissal Prek-8							(03) – Supt. Conf. Day						
							Staff Development							[27] - Memorial Day						

<u>June 2013</u>							<u>Total Days</u>	
S	M	T	W	T	F	S		
						01	185 – Includes 5 “Snow Days”	
02	03	04	05	06	07	08	<u>Contingent Days in order of use:</u>	
09	10	11	12	13	14	15	March 25, 26, 27, 28, 29,	
16	17	18	19	20	(21)	22	<u>Day to Be Returned If Unused:</u>	
23	24	25	26	27	28	29	May 24, 2013	
30								
June Days Session – 15								
<u>Activities</u>								
11 - 21 - Regents Examinations								
(21) - Regents Rating Day								
[21] - Commencement								

III. DISTRICT VALUES

A) MISSION STATEMENT

The Mission of Charlotte Valley Central School District is to create a learning environment that challenges and motivates each student to become a self-sufficient, cooperative, responsible and contributing member of a global society while encouraging each to achieve his or her highest potential.

B) VISION STATEMENT

To accomplish our mission, the Board of Education and the Administration are committed to employ, train, and support a staff that strives to achieve mastery and excellence in education. Our caring educational environment and innovative programs will provide the strategies, skills, and resources necessary for our children to become self-reliant, socially responsible individuals.

C) BELIEF STATEMENTS

- All children have the potential to learn
 - Their individual progress requires the District to create and maximize educational opportunities that support them in reaching their highest potential
 - Excellent and innovative learning experiences in partnership with our entire school community are integral components of student success and achievement
 - Working together as a collaborative school community can ensure that the educational process for our students is a lifelong experience
 - The educational process requires continual assessment and modification
-

IV. BELL SCHEDULES

A) Regular Bell Schedule

07:45 am – 08:02 am	Breakfast or APR	3 Minute Pass To Class
(08:07 – 08:09 Morning Announcements)		
08:05 am – 08:50 am	1 st Period (45 Minutes)	3 Minute Pass to Class
08:53 am – 09:35 am	2 nd Period (42 minutes)	3 Minute Pass to Class
09:38 am – 10:20 am	3 rd Period (42 minutes)	3 Minute Pass to Class
10:23 am – 11:05 am	4 th Period (42 minutes)	3 Minute Pass to Class
11:08 am – 11:50 am	5H Period (42 minutes)	3 Minute Pass to Class
11:53 am – 12:35 pm	5M Period (42 minutes)	3 Minute Pass to Class
12:38 pm – 01:20 pm	6 th Period (42 minutes)	3 Minute Pass to Class
01:23 pm – 02:05 pm	7 th Period (42 minutes)	3 Minute Pass to Class
02:08 pm – 02:50 pm	8 th Period (42 minutes)	3 Minute Pass to Class
02:50 pm – 03:15 pm	Staff Planning/Faculty and Staff Development Meetings	

Standard Elementary Lunch Schedule

PreK	10:35 – 11:05
Kindergarten	10:35 – 11:05
1st Grade	10:50 – 11:20
2nd Grade	10:55 – 11:25
3 rd Grade	11:30 – 12:00
4 th Grade	11:20 – 11:50
5 th Grade	11:53 – 12:33
6 th Grade	12:13 – 12:38

Standard 7-12 Lunch Schedule

Middle School 11:08 - 11:28	(Activity Period 11:31 - 11:50)
High School 12:15 - 12:35	(Activity Period 11:53 - 12:12)
Seniors: 11:55 – 12:38	

B) 1-Hour Delay Schedule

(Before the 08:55 – Busses Arrive – Students released to Breakfast or APR)

8:45 a.m. - 9:00 a.m.	Breakfast or APR	3 Minute Pass To Class
(09:07 – 09:09 Morning Announcements)		
9:03 a.m. - 9:35 a.m.	Period 2 (32 minutes)	3 Minute Pass to Class
9:38 a.m. - 10:20 a.m.	Period 3 (42 minutes)	3 Minute Pass to Class
10:23 a.m. - 11:05 a.m.	Period 4 (42 minutes)	3 Minute Pass to Class
11:08 a.m. - 11:50 a.m.	Period 5H (42 minutes)	3 Minute Pass to Class
11:53 a.m. - 12:35 p.m.	Period 5M (42 minutes)	3 Minute Pass to Class
12:38 p.m. - 1:20 p.m.	Period 6 (42 minutes)	3 Minute Pass to Class
1:23 p.m. - 2:05 p.m.	Period 7 (42 minutes)	3 Minute Pass to Class
2:08 p.m. - 2:50 p.m.	Period 8 (42 minutes)	3 Minute Pass to Class
2:50 p.m. - 3:15 p.m.	Staff Planning/Faculty and Staff Development Meetings	

- C) 2-Hour Delay Schedule
 (Before the 09:55 – Busses Arrive – Students released to APR)
 No Breakfast served
 Students report to 1st period class for attendance

10:05 a.m. - 10:20 a.m.	Period 1 (15 minutes)	3 Minute Pass to Class
10:23 a.m. - 11:05 a.m.	Period 4 (42 minutes)	3 Minute Pass to Class
11:08 a.m. - 11:50 a.m.	Period 5H (42 minutes)	3 Minute Pass to Class
11:53 a.m. - 12:35 p.m.	Period 5M (42 minutes)	3 Minute Pass to Class
12:38 p.m. - 1:20 p.m.	Period 6 (42 minutes)	3 Minute Pass to Class
1:23 p.m. - 2:05 p.m.	Period 7 (42 minutes)	3 Minute Pass to Class
2:08 p.m. - 2:50 p.m.	Period 8 (42 minutes)	3 Minute Pass to Class
2:50 p.m. - 3:15 p.m.	Staff Planning/Faculty and Staff Development Meetings	

- D) Early Release Schedule
 Follow the regular bell schedule.

Lunches are as follows:

Pre-K	10:30 – 11:05		
Kindergarten	10:35 – 11:05	Lunch M	11:08 – 11:38
Grade 1	10:45 – 11:10	Activity Period	11:38 – 12:00
Grade 2	10:35 – 11:05		
Grade 3	10:50 – 11:20		
Grade 4	10:55 – 11:25	Activity H	11:15 – 11:38
Grades 5-6	11:05 – 11:35	Lunch H	11:38 – 12:00

V. ADMINISTRATIVE EXPECTATIONS

The following expectations are designed to prevent misunderstanding regarding the day-to-day operation of the school. If something is not clear or understood, please ask the Superintendent or Building Principal for clarification.

A) ALL FACULTY

- 1) Professional Staff Members will be held responsible and accountable for all information, schedules and regulations in this faculty handbook.
- 2) Professional Staff Members are not authorized under Education Law to administer corporal punishment as a form of discipline to students for any reason. Using lower grades or reducing points if students are disruptive is not an appropriate method of discipline and is not sanctioned by the administration. Points can and should be awarded for appropriate behavior and participation. Professional Staff Members are not to award points to students bringing in material items. Professional Staff Members are to notify students and parents early in September as to whether extra credit will be awarded with a copy to the Office.
- 3) The instructional day (separate from the contract day) officially begins at 8:05 a.m. Professional Staff Members are expected to be in their rooms at that time to assume teaching and supervision responsibilities for that day. Professional Staff Members are expected to help supervise the halls and restrooms by being in the halls between classes.
- 4) For instructional staff, a week's lesson planning, including goals and daily objectives, should be available for review by the administration at any time. Plan books and grade books should be given to the administrator when a classroom observation is made. Plan books and grade books will be collected at the end of the year.
- 5) Effective 9/1/2007, Charlotte Valley Central School will be subscribing to a BOCES operated substitute calling service. Each individual Professional Staff Member will have a substitute account that directs computer software to automatically contact substitute Professional Staff Members, including preferred substitutes. A staff development activity will be convened to orient Professional Staff Members in the use of the system.
- 6) Homework is for the reinforcement of class work and the development of an individual's responsibility. Students should be given a reasonable amount of time to make it up if they have been absent. Homework should be assigned in coordination with other subjects. Homework should be graded and returned in a timely manner.
- 7) All Professional Staff Members are generally expected to communicate with their students' parents or persons in parental relationship. Such communications should incorporate both praise and, if necessary, critical commentary.

In addition, regarding communications with parents or persons in parental relationship, professional staff member are expected to maintain a contact log that is a formal record of all communications. The contact log should delineate the date, time and

mode of communication (phone, email, conference etc.). In addition, it should include a brief synopsis of the communication content.

- 8) Professional Staff Members are responsible for the behavior of their class at all times. At assemblies, they are expected to sit with their class. Professional Staff Members should discuss appropriate behavior with their students prior to escorting them to any program. Whole class discipline for the actions of single students is not appropriate.

Students may be placed in the hall briefly for disciplinary reasons. Students must be in the line of sight of the teacher. Otherwise, this is an unsupervised placement and is not permissible.

Sending a student to the office should be the last resort. In cases where a student is sent to the office, the sending Professional Staff Member should contact the office immediately. The contact should be supplemented with the completion of a disciplinary referral form. If possible, the parent should be contacted prior to completion of the referral. If that contact is not immediately possible, the referring staff member should communicate with the parent as soon as is practically possible and share the substance of that communication with the disciplinarian. Concurrently, the substance of the parent contact should be filed in the Professional Staff Member contact log for future reference.

- 9) All faculty and staff should be familiar with the guidelines which detail school conduct and discipline codes as well as rules and regulations for public order at CVCS and do their part in maintaining and enforcing these standards anywhere on school property.
- 10) All activities must be prearranged and approved through the administration ahead of time. The district calendar will be maintained by the district receptionist. In turn, it will be "cut and pasted" to the district's website for everyone to view. It will additionally be color coded as follows:
 - Black – A firm date that has been scheduled for a specific activity
 - Red – A tentative date scheduled for a specific activity
 - Blue – A firm date that has been re-scheduled for another date and time.
- 11) Any special arrangement for class activity coverage or cancellation must be approved by the administration. Professional Staff Members are not to dismiss classes prior to the bell.
- 12) Students are not to retrieve mail from Professional Staff Members' mailboxes or use the copiers for any purpose. If students need items duplicated, arrangements must be made through individual Professional Staff Members.
- 13) All faculty should require the following heading on all daily student work: name, subject, assignment, and date. In addition, students should put their name in/on notebooks, folders, textbooks, student agendas.
- 14) Professional Staff Members are responsible for their school keys which are not to be loaned to anyone. **At no time** should keys be given to a student. All school keys are to be returned at the end of each school year.
- 15) The Pledge of Allegiance should be conducted daily by the first period Professional Staff Member.
- 16) All Professional Staff Members, including itinerant Professional Staff Members, are to attend all faculty meetings. Please schedule all personal appointments and meetings at another time. Items for the agenda should be given to the Principal in advance.
- 17) All written mass communication with parents that have district-wide implications must have prior approval by the administration before being sent.
- 18) Classes should begin and end as scheduled. Students should not be released early unless cleared through the administration. This includes lunch dismissal. Attendance should be taken immediately at the start of each class.
- 19) Professional Staff Members must file an accident report whenever there is an injury to Professional Staff Member, staff or student. This should be done within 24 hours of the accident.
- 20) Clear visibility through the classroom doors must be available at all times. This is for the protection of everyone involved. Nothing should be placed in front of emergency windows.
- 21) If Professional Staff Members are planning any video and/or audio taping of activities, a consent form must be completed and kept on file with the administration.
- 22) Leaving the Building / On Campus - All Professional Staff Members are expected to notify personnel in the main office if they are leaving the building with students. In addition, the staff member should relay the general location of where (s)he expects to be on the campus.

- 23) Leaving the Building / Off Campus - By definition, any off campus venture is a field trip. All Professional Staff Members who plan to take students off campus must file a fieldtrip request form and receive appropriate administrative approval. The reason for this process is very practical. It extends the district's insurance coverage to the remote venue.

If the off-campus venture involves transportation to a remote site, the Professional Staff Member must also complete a transportation request form. In circumstances where students are transported to a remote site, Professional Staff Member will be in charge of supervising students. Obviously, while on the school bus there will be a duplication of authority. The driver will be responsible for overall safety. The Professional Staff Member will continue to supervise students within the guidelines of the safety requirement for transportation of students in a school vehicle.

- 24) 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:
- Scholarship (85%) cumulative average or above.
 - Service to the school and community.
 - Leadership in the school and community.
 - 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.

- 25) **Dress Code** - The following is a statement of our current dress code. 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 staff member's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails will:

- Be safe, appropriate, and not disrupt or interfere with the educational process.
- Recognize that extremely brief garments of any type, including but not limited to skirts, dresses, shorts, or other such garments as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
- Ensure that underwear is completely covered with outer clothing.
- Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- Not include the wearing of hats in the classroom except for medical or religious purposes or as part of special school-sponsored events.
- 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.
- 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 staff of the dress code at the beginning of the school year and any revisions to the dress code made during the school year.

ELEMENTARY FACULTY

1) General Guidelines

- The New York State Standards must be followed in all lesson planning. The math and reading programs are designed to be continuous progress programs. Effective use of small groups in the teaching of reading and math is expected. These groups will provide for a student's uninterrupted continuous growth.
- Elementary plans should be comprehensive in nature. Within a typical week, include instruction in all the following areas - reading, math, science, social studies and language arts. Remember you are required to teach personal safety as well.
- The student portfolios are the responsibility of the individual Professional Staff Members. That Professional Staff Member may use a classroom aide to keep the folder up to date.
- Professional Staff Members responsible for bus supervision are expected to be on time for that duty. You should pick up the bus list in the Main Office at approximately 2:55 PM.
- Professional Staff Members (Pre-K-6) are responsible for the behavior of their students in the hall to and from an activity or special class. At the end of the day, each Professional Staff Member is responsible for the safety of each student until they get on the bus.
- All Professional Staff Members are required to follow the guidelines set forth in the revised retention policy.
- Permission to chew gum will be at the discretion of the teacher.
- Elementary Professional Staff Members are expected to walk their students to the buses in front of the school, and remain there until all students are boarded.
- Elementary children in grades 4 and below must be supervised at all times in the hallway passage between their classrooms and any other school venue.

2) Elementary Homework Policy

Homework will be assigned to reinforce subject related skills being covered during class time. Students will usually have some type of homework Monday through Thursday and sometimes on Friday. Homework assignments in Grades 5-6 will be coordinated among Professional Staff Members on a weekly basis and will not be unrealistic in length.

Each student will be responsible for an assignment sheet, so that students and parents will be informed of class work the student has covered and is responsible for completing. Parents are encouraged to check these on a regular basis.

Students will not be given a grade for a subject until all homework assignments are complete. If a student continually fails to complete homework assignments, he or she may receive an incomplete on their report card. 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.

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.

Third, Fourth, Fifth and Sixth Grade

To promote responsibility and organization the fifth and sixth grade team has instituted the following procedure regarding homework and classroom behavior: Students that do not return homework assignments on the day on which they are due, by 8:10 am will receive after school tutoring that same day. Students will be required to call their parents in the morning when it is determined that the homework has not been completed and explain why they have after school tutoring.

In addition, any student that has been disrespectful or disruptive in school will receive an after school detention. After school detention will be until 4:30 pm that afternoon. At that point students will be provided a ride home on the late bus or parents will have the option of picking students up at 4:30. If direct contact is not made with the parent, and a message is left, parents must acknowledge that their child is attending after school detention by contacting the school no later than 2:30pm. If parents have not contacted the school with acknowledgement, the student will be held for detention the next school day afternoon.

In the case of a household emergency that prevents homework completion, a parental note must be submitted in place of the missing homework assignment. We appreciate your cooperation to instill the importance of responsible work habits and courteous, respectful behavior.

3) Elementary Retention Guidelines

- a) It sometimes becomes necessary to retain a student an additional year at the same grade level in a student's best interest. This is often a difficult and unwelcome decision, no matter how sure a Professional Staff Member is that it will be the most beneficial course of action for the student. In an effort to devise a uniform policy that will lead to fair and accurate evaluations, the following guidelines are being proposed:
 1. In order to provide time for adequate consideration, the Professional Staff Member will notify the Principal in writing by the end of the 2nd marking period of the children who are being considered for retention. During the month of February, the Professional Staff Member will schedule a meeting with the Principal and the parent. The Professional Staff Member will be responsible for compiling a file of work samples, test performance, and a review of behavioral performances in anecdotal form. Records of parent/Professional Staff Member conferences will also be useful at this meeting.
 2. By the first week of May, a parent conference will be held. The purpose of the conference is to inform the parent of the Professional Staff Member and the Principal's recommendation from all of the best information available.
 3. By the third week of May, the final decision regarding retention will be made by the Professional Staff Member with a second conference if necessary.
 4. Parents may review any retention decision before the first week of June with the Principal or his designee.
- 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) Objectives for Retaining
The purpose of retaining a child affords him/her a second chance for a successful experience that will stimulate good work in the future. The following objectives will be concentrated on during the second year in order to provide a successful experience:

1. 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-grade remedial reading program with the reading specialist.
 - b. A tutoring program conducted by students in the higher elementary grades.
 - c. Volunteer parent tutoring programs.
 - d. Early use of speech therapist.
2. 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 staff.
 - b. Testing programs that will indicate progress at regular intervals.
 - c. Special non-graded Art program and/or Family Consumer Science programs - not graded.

C) SECONDARY FACULTY

1) General Guidelines

- a) All students are expected to use agenda passes when going anywhere in the building. This includes from study hall, between rooms, bathrooms, etc. If a Professional Staff Member sees a student in the hall, please check for an agenda pass.
- b) Professional Staff Members responsible for Regents courses are requested to submit to the Building Principal a quiz or test that will be administered during the week identified in Appendix C. The test or quiz should be of Regents quality and reflect the Regents goals, objectives, and content. The specific area in the syllabus covered by the quiz/test should be cited.

VI. PROFESSIONAL STAFF MEMBER 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 Geometry Regents examination.

3) Secondary Science

Students enrolled in the secondary science courses of earth science or biology will be eligible to earn non-Regents units of credit pursuant to the following criteria:

- a) Enrollment in Chemistry or Physics
Exclusive of the exceptions outlined in Section 3)b), 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 sitting or not sitting for the Regents

B) Extra Help

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.

During the 07/08 school year the following protocol was developed to assist students:

TUTORING PROGRAM FOR GRADES 7-8

Days & subjects: Schedule and staffing to be determined during the first quarter of the school year.

Times: 2:50pm to 4:30pm. Students needing a ride will take the CROP bus home.

Purpose: to ensure student success.

Targeted audience:

1. Students who have a deficiency in a subject area will be required to attend weekly until the deficiency is remedied.
2. Students who owe homework assignments will be required to attend until all work is caught up.
3. Students who are requesting tutoring but do not meet criteria 1&2 will be permitted to join the program if space is available.

Notifications:

Middle school teachers will notify the tutor as well as the student when he/she will be required to stay for tutoring. It will be the student's responsibility to contact his/her parent(s) or guardian. As the 4 core academic areas will only be covered once a week, it is extremely important for students to meet with the tutor on the assigned date.

TUTORING PROGRAM FOR GRADES 9-12

Days & subjects: Schedule and staffing to be determined during the first quarter of the school year.

Times: 2:50pm to 4:30pm. Students needing a ride will take the CROP bus home.

Purpose: to increase graduation rates, prevent failing grades and help all students reach their academic potential.

Targeted audience:

4. Students who have a deficiency in a subject area will be required to attend weekly until the deficiency is remedied.
5. Students who owe homework assignments will be required to attend until all work is caught up.
6. Students who are requesting tutoring but do not meet criteria 1&2 will be permitted to join the program if space is available.

Notifications:

High school teachers will notify the tutor as well as the student when he/she will be required to stay for tutoring. It will be the student's responsibility to show the notice to his/her parent(s) or guardian. As the 4 core academic areas will only be covered once a week, it is extremely important for students to meet with the tutor on the assigned date.

C) Homework

- 1) Homework is an integral part of education. It should be relevant and timely. All assignments will be graded or evaluated. This will help the teacher to determine whether a concept requires re-teaching.
- 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 - 2 - 0-30 minutes nightly
 - b) 3 - 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)
- 3) Homework should be read, checked and returned to the student. It should contribute to his/her grade. Homework for homework's sake is unacceptable. Students should have homework only when it is appropriate.
- 4) Posting
 - a) All teachers will be expected to post their class/homework assignments on the Teacher Work Station/Gradebook. If there is no homework expectation for a specific date, an acknowledgement of that fact should be posted in the Gradebook.
 - b) Access to the homework page will be through Teacher Work Station/Gradebook. Assignments are expected to be current for the school day as of 8:00 am. In this manner, as students need homework information throughout the day, it will be available.

D) Lesson Plans

Planning is an essential part of achieving educational excellence. Planning requirements fall into the following categories:

- 1) Long Range Planning
 - a) Develop unit titles of areas to be taught.
 - b) Plan and develop instructional goals based on units within the curriculum
- 2) Planning Books are to be kept current. A minimum reasonable expectation is to have plans for five (5) days in the future.
- 3) Plans need not be submitted to the principal according to any specific schedule. They will, however, be requested randomly by either the principal or superintendent. On the date of the request, plan books should be at least as current as the minimum reasonable expectation.
- 4) Lesson Plans should include objectives, corresponding activities, an evaluation component and a listing of the homework.

- 5) Emergency Lesson Planning: By September 18th, three separate emergency plans should be prepared and on file for each teacher in his/her classroom/office. They are to be used by a substitute in case you are unexpectedly absent or detained. The location of the plans must be submitted to the principal by the above-referenced due date.

E) 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 Pre-K-8 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 Pre-K-6)
 - a) Reports cards will be issued every ten weeks. (weeks 10/20/30/40)
 - b) A five-week progress report will be sent home for each student. (Interim progress report week 5/15/25/35)
- 3) HONOR ROLL - GRADES 4-6
 - 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 a 90.0 (rounded off to the nearest whole number) average during the 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.
 - b) Classroom teachers are responsible for turning honor and high honor roll ranking in to the Guidance Office at the end of each marking period.
- 4) GRADES Pre-K and K
Progress reports will be issued four times during the year for Pre-K and Kindergarten students. Reports will be issued in November, January, April and June.
- 5) MARKING PERIODS

<u>Marking Period</u>	<u>Report Cards Out</u>
09/06/2012 - 11/09/2012	11/16/2012
11/12/2012 - 01/18/2013	01/25/2013
01/21/2013 - 04/05/2013	04/12/2013
04/08/2013- 06/10/2013	06/25/2013

The dates listed below will be half days of instruction:

Staff Development ½ days - (PreK-12 Noon Dismissal):
11/09/12, 1/18/13, 04/05/13 -more TBD

P-T Conference ½ days - (PreK-8 ½ day):
11/15/12, 11/16/12 and 1/25/13

F) 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 3rd 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%.
 - Pre-Calculus
 - Calculus
 - 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 Algebra/Geometry 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.
- 6) **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. Alternative assessment requirements may be discussed and arranged with the Principal during the first quarter of the 09-10 school year.
 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.
- 7) **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".
- 8) **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.

<u>Letter Grade</u>	<u>Numeral Equivalent</u>
A+	98
A	95
A-	92
B+	89
B	86
B-	83
C+	80
C	77
C-	74
D+	71
D	68
D-	66
F	58

9) 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.

10) MARKING PERIODS – SECONDARY

<u>Marking Period</u>	<u>Report Cards Out</u>
09/06/2012 - 11/09/2012	11/16/2012
11/12/2012 - 01/18/2013	01/25/2013
01/21/2013 – 04//05/2013	04/12/2013
04/08/2013- 06/10/2013	06/25/2013

For specific information, please refer to subsection K) 2) of this section.

11) 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. Grades for each marking period shall be calculated based on 50% test and quiz average and 50% homework, 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 that is administered at the end of the course. 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 are 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 grade.

12) PROGRESS REPORTS

Progress reports are sent out mid-way through each quarter (5 weeks). 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.

13) PROMOTION

- a) The Middle School Promotion Committee will determine promotion from 7th to 8th grade and from 8th grade to 9th grade. The committee will also consider students for acceleration with regard to individual disciplines. This committee will be comprised of the Guidance Counselor, Principal, and teachers who teach Junior High classes. 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.

14) 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.

15) 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 quarter of a full year course is a 50. (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.

G) Special Education Students

All staff, both general and special education, will be responsible for following the provisions of each special needs child's Individual Education Plan (IEP) or 504 Accommodation Plan. General information relating to the IEP is as follows:

- 1) All teachers are to retrieve their IEPs and/or 504 Plans from IEP Direct at some time on or before the first day of school.
- 2) Teachers are responsible for the security of their IEP Direct user names and passwords. No printed copies of 504 plans or IEPs should be produced.
- 3) For elementary teachers specifically, an IEP or a 504 Plan is not part of a student's general academic record. Do not place; even temporarily, it in the student's cumulative academic folder.

H) Special Situation Information and Guidelines

- 1) Grade Acceleration of Students
 - a) Grade acceleration, when it is appropriate, will occur only at the discretion of the building principal.

- b) Grade acceleration of students will be determined through a multi-disciplinary team process involving, but not limited to, the principal, classroom teachers, instructional support team (IST), and the child's parents or guardians.
 - c) Grade acceleration will be continuously monitored to ensure the success of the student.
- 2) **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 is 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.
- 3) **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).

I) 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.

J) 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.

XIII. 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 **2012-2013** members of the district's crisis team:

<u>Team Member</u>	<u>Title</u>
MacCracken, Cindy	Instrumental Music
Slater, David	Principal
Blumberg, Jennifer	Mgmt. Confidential Secretary
Dupra, Mark	Superintendent
Christensen, Marissa	Business Manager / Treasurer
Henderson, Jennifer	CSE Chairperson
Coons, Kelly	Elementary Teacher
Ballet, Guillaime	School Counselor
Bell, Claudia	School Nurse
Carrington, David	Supt. of Buildings & Grounds

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) Following his/her determination regarding a delay or school closing, the superintendent will contact the principal. In turn, the principal will activate the phone tree ("Snowflake List" used for all school closings and delays) so as to inform staff regarding the delay or closing decision. NOTE: An updated "Snowflake List" will be disseminated as soon as possible after the beginning of the school year.
- 3) If for some reason there are communication problems to the extent that a staff member does not receive a call regarding a delay or closing, the information is also communicated to the media. Listen for announcements on the television and radio stations cited on the "Snowflake List." NOTE: If for some reason, your name is not included on the snowflake list, please contact Mrs. Natalie Zimmerman in the business office.
- 4) 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"

The following evacuation procedure will be implemented:

1) Exterior Command Center

During any building evacuation, an "Exterior Command Center" will be established on the south side of the bus lane in front of the school on the sidewalk next to the flagpole. The building principal, or other designated person in command, will direct drills or emergency procedures from that location. Any staff members without assigned duties, who are not otherwise engaged with students, are expected to report to the "command center" during drills.

2) Definitions

a) Room List

100 -Main Office	101 -Principal's Corridor	102 -Superintendent's Office
103 -Closet	104 -Men's Bathroom – Stu.	105 -Guidance Secretary
106 -Psychologist	107 -Guidance Counselor	108 -Special Education
109 -Men's Faculty Restroom	110 -Ladies Faculty Restroom	111 -Instrumental Music Room
112 -Cafeteria	112a -Food Svc Manager Office	112b -Custodial Closet
112c -Paper Storage closet	112d -BOCES Counselor	112e -Faculty Lounge
112f -Closet	115 -Kitchen	118 -CSE Office
119 -CSE Secretary	120 -Distance Learning Classroom	121 -Art Classroom
122 -Gym	123 -Weight Room	123b -Closet
124 -Closet	125 -Girls Bathroom	126 -Boy's Bathroom
127 -Forensic Science	128 -Stage	129 -Library
131 -Ladies' restroom	131a -Men's Restroom	135 -Physics Classroom
136 -Chemistry Classroom	137 -Chemistry Storage Closet	138 -Computer Lab
140 -Girl's Locker Room	140b -Girl's locker room bathroom	140o -Office
142 -Boy's Locker Room	142b -Boy's locker room bathroom	142o -Office
143 -OT/PT	144 -Custodian/IT Office	145 -Vocal Music
146 -Nurse	148 -Server Room	149 -Elementary Gym
150 -Elevator Room	151 -Copy Room	152 -Computer Lab
156 -Tax Collector	157 -Treasurer	158 -Business Manager
159 -Conference Room	161 -Girl's Bathroom	162 -Special Education
163 -CROP Storage Closet	164 -Pre-K Classroom	165 -2 nd Grade Classroom

166	-1 st Grade Classroom	167	-Kindergarten Classroom	168	-Kindergarten Classroom
169	-1 st Grade Classroom	170	-2 nd Grade Classroom	172	-Data Coordinator's Office
173	-BOCES T/O	174	-4 th Grade Classroom	175	-4 th Grade Classroom
176	-BOCES Classroom	177	-Custodial Closet	178	-3 rd Grade Classroom
179	-TBD	180	-Electrical Closet	181	-Ladies' Restroom
182	-Men's Restroom	183	-8:1:1 Classroom	184	-5 th Grade/SS Classroom
185	-5 th Grade/ELA Classroom	186	-6 th Grade/Math Classroom	187	-6 th Grade/Science Classroom
200	-Home Tech Classroom	201	-MS – Math	202	-HS Math
203	-Girl's Bathroom	205	-Spanish Classroom	206	-Social Studies Classroom
207	-Social Studies Classroom	209	-Boy's Bathroom	210	-Social Studies Classroom
211	-HS Resource Room	212	-Gear Up Classroom	213	-HS – English
214	-MS – English	215	-BOCES Counselor	216	-Speech
217	-Custodial Closet	219	-Storage		

b) Corridor / Stairwell List

- Main Corridor - Runs east-west from Exit C near the cafeteria to the intersection with Lower West Corridor #3 near Exit P.
- Lower East Corridor #1 - Runs north-south from the Main Corridor near the Room 105 to the east end of Room 121 (gymnasium).
- Lower Central Corridor #1 - Runs east-west from Lower East Corridor #1 to Exit E.
- Lower North Corridor #1 - Runs east-west from the east end of Room 121 (gymnasium) to Exit F near Room 138 (APR).
- Lower North Corridor #2 - Runs east-west from the Lower East Corridor #1 near Room 121 (gymnasium) to Lower West Corridor #1 at the west end of the gym.
- Lower West Corridor #1 - Runs north-south from the southwest door of Room 121 (gymnasium) to the Main Corridor near Room 128.
- Lower West Corridor #2 - Runs north-south from the Main Corridor near Room 141 to Exit M.
- Lower West Corridor #3 - Runs north-south from Exit P to the east end of Lower Central Corridor #2.
- Lower Central Corridor #2 - Runs east-west from the north end of Lower West Corridor #3 to Exit Q.
- Lower West Corridor #4 - Runs north-south from the intersection with Lower Central Corridor #2 to Exit R.
- Upper South Corridor - Runs east-west from the Southwest Stairwell and Room 202 to Room 210 and the Southeast Stairwell.
- Upper East Corridor - Runs north-south from the east end of the Upper South Corridor to the Northeast Stairwell.
- Upper West Corridor - Runs north-south from the west end of the Upper South Corridor to the Northwest Stairwell.
- Southeast Stairwell - Lower end located between Rooms 105 and 115.
- Southeast Stairwell - Lower end located next to Room 143.
- Northeast Stairwell - Lower end located across from Rom 116.
- Northwest Stairwell - Lower end located next to Room 124.

c) Exit List

- A) Main – South Double Doors #1 - Located next to the main office, south side exit.
- B) South Double Doors #2 - Located across from the kitchen, south side exit.
- C) East Double Doors #1 - Located next to the cafeteria, east side exit.
- D) North Single Door #1 - Across from the disabled doors near kitchen, north side exit.
- E) Center Corridor Double Doors - Across from the Northeast stairwell, east side exit.
- F) East Double Doors #2 - Located next to the Library, east side exit.
- G) Library Northeast Double Doors - Located in northeast part of the Library, north side exit.
- H) Library Northwest Double Doors - Located in northwest part of the Library, north side exit.
- I) Northeast Gym Double Doors - Northeast corner of the gymnasium, north side exit.
- J) Northwest Gym Double Doors - Northwest corner of the gymnasium, west side exit.
- K) Southwest Gym Single Door - Southwest corner of the gymnasium, west side exit.
- L) West Double Doors #1 - Located Off the West Corridor #1, near the southwest corner of the gym, west side exit.
- M) South Single Door #1 - Located on south side of the main corridor near Room 153, south side exit.
- N) North Single Door #2 - Across the corridor from Room #145.
- O) North Double Doors #1 - North end of West Corridor #2.
- P) South Single Door #2 - Located on south side of the main corridor near Room 155, south side exit.
- Q) North Single Door #3 - On the north side of the Main Corridor near Room 156.
- R) South Double Doors #3 - Located at the south end Lower West Corridor #3 near Room 160.
- S) West Double Doors #2 - Located on the west side of the south end of Lower West Corridor #4, near Room 164.
- T) North Double Doors #3 - At the north end of Lower West Corridor #4 near Rooms 167/168.

3) Evacuation Procedure

When it becomes necessary to evacuate the building, staff members are expected to initiate the following procedures:

- a) Close the windows and doors but do not lock them.

- b) Inspect the room to insure that all students have exited the room.
- b) Turn off the classroom lights.
- c) Take your grade book with you along with your laminated red/green cards.
- d) Immediately take attendance once you have evacuated from the building. Show the green card if there are no problems. Show the red card if there are people missing, if you have extra students, you have students with other teachers, or if there are other difficulties.
- e) Designated area coordinators will gather information and report to the command center with portable radios or via the use of responsible reporting. Radios will be made available, but used only for supplemental communication. Drills will be conducted without a reliance on technology to prepare for the day that it will not be available. The designated area coordinators and special duty personnel are as follows:

West Wing	D. Moorby	174-187	Moorby – Check 181
Backup – M. Jones			Jones – Check 182
			Sanford – Check 173
Primary Wing	K. Coons	172-163	
Backup – S. Compton			
1st Floor North	D. Dorsey	121-138	Zimmerman – 140-142
Backup – S. Fyfe		151,152 157-159	
1st Floor West	G. Ballet	143-149	Jester - Check 161, 104
1st Floor East	M. Christensen	100-120	E. Jester - Check 109
Backup – T. Rider			E. Jester - Check 110
2nd Floor East	N. Hecox	207-216	Molle - Check 209
Backup – L. Klukkert			
2nd Floor West	R. Mattice	200-206, 217-219	Owens - Check 203
Backup – A. Dening			

E) Emergency Building Evacuation / “No Bell”

A new “no bell” evacuation system will be employed during the 2008-09 academic school year and beyond. The exit procedure for the “No Bell” evacuation will follow the same guidelines as the standard evacuation procedure. The obvious difference will be the addition of special “No Bell” alarm procedures. The procedure will be enacted when there is a need to evacuate the building when the alarm system cannot be used. The new evacuation signal will be a series of horn blasts made by portable air horns. Each horn will signal with a long blast followed by a succession of three (3) short blasts at 2-second intervals. The horn blasts will announce the need to both exit the building and to refrain from the use of any electronic / electric communication devices. Specifically, staff should, after hearing the horn, avoid use of portable radios, cell phones and regular phones located throughout the building. “Follow-up” personnel will additionally be dispatched to insure that everyone heard the air horns.

- 1) Notification Procedure – The superintendent or principal will determine the need to use the “No Bell” procedure. Subsequently, the main office secretary, Ms. Blumberg, will contact all signaling personnel and dispatch them to the signaling locations.
- 2) “No Bell” Signaling Locations
 - a) Intersection of the Main Corridor and Lower East Corridor #1
Principal - (signal east north and west – go to the 2nd floor and signal north and east at the top of the stairs)
 - b) Southeast door of Room 121
Head Custodian - (signal east Lower North Corridor #1 and west on Lower North Corridor #1)
 - c) Intersection of the Main Corridor and Lower West Corridor #1
Guidance - (signal north and west – go to the 2nd floor signal north at the top of the stairs)
 - d) Intersection of the Main Corridor and Lower West Corridor #2
Day Custodian - (signal north and west)
 - e) Intersection of the Main Corridor and Lower West Corridor #3
Day Custodian - (signal east, north and west – go to the intersection of Lower West Corridor #4 and Central Corridor #2 – signal north)
- 3) Exterior Command Center location - as outlined in the EMERGENCY BUILDING EVACUATION / “FIRE DRILL”
- 4) Use “Evacuation Routes” as outlined in the EMERGENCY BUILDING EVACUATION / “FIRE DRILL.”
- 5) Personnel who regularly use radios during evacuations are to turn the devices off, but still bring them as in a normal evacuation.

F) Emergency Building Evacuation Drill / “Relocation To A Remote Site”

The drill will be scheduled to occur on a date in the fall. There will be no advance warning given to students regarding the date and time of the drill. When the drill is initiated, it will likely occur in the afternoon. After the drill, students will return to the building to resume classes. For specific information, please examine the following:

- 1) Preparations Prior to the Drill:
 - a) The administration will make provisions to notify the remote safety venues regarding the impending drill.
 - b) Staff members should be aware of the following:
 - 1. Primary Assembly Points

- After the decision to evacuate to a remote site has been made, the primary assembly point for K-6 and in-house BOCES students will be on the sidewalk opposite the main doors of the building (Exit A).
 - The primary assembly point for 7-12 students will be at the south side of the east parking lot near the end of the building.
2. Secondary Assembly Points
 - After the evacuation to the remote site has been completed, the secondary assembly point for K-6 and in-house BOCES students will be at the end of the driveway of the Davenport Methodist Church.
 - After the evacuation to the remote site has been completed, the secondary assembly point for 7-12 students will be at the northwest end of the parking lot of the Davenport Fire Department.
 3. Traffic Control

Traffic on Route 23 will be halted as follows:

 - a. Once the decision to initiate the “Evacuation to a Remote Site” drill has been made, the designated traffic control personnel will be dispatched to stop traffic. (They will report first to the command center to retrieve safety vests and traffic control signs.)
 - b. Once equipped with safety and traffic control equipment, the designated traffic control personnel will proceed to their assigned locations.
 - c. Traffic control personnel and their respective duties are as follows:
 - The school psychologist will be responsible for stopping traffic heading east on Route 23. The CSE Chairperson will serve as the backup person. Positioning for that assignment will be at the post office driveway, south of Route 23.
 - The cafeteria manager will be responsible for stopping traffic heading west on Route 23. The head cook will serve as the backup person. Positioning for that assignment will be 20’ east of the communal driveway adjacent to the Douglass House, north of Route 23.
 - The business office clerk will be responsible for slowing down east-bound traffic in the curve of Route 23 west of the school driveway. The purpose of this duty is to alert vehicles that there will be additional traffic actions with the school psychologist several yards further down the road.
 - Each traffic control person will coordinate with the other designees by positioning themselves in a “line of sight configuration.” Once cars have been stopped, and a determination has been made that there are no cars in the crossing zone (the areas between the stop signs), the traffic control persons will signal an “all clear message” by waiving the stop sign side to side.
 - d. As the traffic control personnel proceed to their assigned locations, the principal and the superintendent will lead students into their respective crossing positions. In the event that either the superintendent or the principal is away from the building, the business manager will serve as the back-up person. For 7-12 students, they will move from their evacuation assembly point to the opening of the communal driveway adjacent to the Douglass House. For K-6 students, they will walk to the Route 23 end of the main sidewalk in front of the school.
 - e. When the all clear signal has been made, the principal and the superintendent will direct students to cross to the south side of Route 23 and proceed to the fire hall 5-12 and Pre K-4 to the Presbyterian Church.
- 2) Drill Details / Chronology
 - a) The evacuation drill will begin as a conventional fire drill. Students will exit the building as usual. Fire Drill attendance for all individuals will be taken as usual.
 - b) Once the Fire Drill attendance has been taken, the principal will initiate the “Evacuation to the Remote Site Drill.” At this juncture, the principal’s secretary will distribute the traffic control signs and “Day Glow” vests to the designated traffic control personnel.
 - c) Once the traffic personnel are in place and traffic has been stopped, the principal will initiate the students’ north-to-south crossing of Route 23.
 - d) After students have crossed Route 23, teachers and other supervisory personnel will escort the children into their respective relocation venues. Attendance will again be taken by teacher and/or other supervisory personnel. Concurrently, the Principal will establish an interim “Command Center” at the northwest end of the parking lot of the Davenport Fire Department. Concurrently, the superintendent will signal the traffic control personnel to allow routine traffic to resume. Traffic control personnel will remain in place, pending the return crossing of students back to the school building.
 - e) After everyone has been accounted for at the remote site venues, the superintendent will again signal traffic control personnel to return to their respective posts. Students will then be escorted from the relocation sites to reassemble at their respective secondary assembly points for the south-to-north crossing of Route 23. Once students have assembled, the superintendent will initiate the signal for the traffic control personnel to again stop traffic.
 - f) Once traffic has again been stopped on Route 23, the principal will signal the release of students to return to the school via a reversal of the arrival route.
 - g) Students will return to the classrooms they were in prior to the beginning of the evacuation drill. Attendance will be taken for the last time. Students will be released to their next class by announcement from the main office.
 - h) Traffic personnel will return the day-glow vests and traffic control signs to the main office.
 - 3) Non-Drill Procedures

In an actual emergency relocation, the following additional steps would be taken:

- a) The superintendent would make a determination as to whether or not students should be transported home. If transportation could potentially be unsafe, then the media would be contacted to inform parents regarding the students' change of venue and any other pertinent information. If transportation of students is deemed to be safe, then the emergency early release procedure would be enacted and applied to the relocation venues.
- b) If students are to be released for transport home, walking students will be released first. Bus students will board busses on a bus-by-bus basis. K-6 students will load first; 7-12 students will load 2nd. Students will be released to the busses by bus groups in the following sequence:
 - 1. 98
 - 2. 90
 - 3. 96
 - 4. 100
 - 5. 94
 - 6. 101
 - 7. 93
 - 8. 97
 - 9. 102
- 4) Evacuation (Actual Emergency / Not a Drill) - When it becomes necessary to legitimately evacuate the building for an emergency, the following procedures will apply:
 - a) Leave classroom with students and exit the building as in the case of a fire drill. Wait for the command to relocate to a remote site. Once the command has been issued, proceed.
 - b) The superintendent or principal (or their respective clerical staff as deemed appropriate) will immediately notify the Fire Department, Delaware County Sheriff's Department and the New York State Police.
 - c) The superintendent's secretary will also notify the transportation supervisor. In turn, (s)he will notify drivers. Bus drivers will be expected to assemble at the bus garage to await orders to transport students home. If and when the transport decision is made, the buses will pick up students as outlined in Section H below.
 - d) All local students who will be dismissed from the evacuation sites are to be directed to return directly home. Students with driving privileges will remain at the fire department until a decision has been made to release them.
- 5) Teachers are to stay on site, with any remaining students, until all students have been dismissed.

G) Emergency Equipment

Accessible emergency equipment located throughout the building:

- 1) Fire Alarms – As changes are made to the building all existing fire alarms may have to comply with future building codes. If that happens, new alarms will likely be installed in various locations throughout the building. The new alarms could have differing signals as opposed to those devices that are currently installed.
- 2) Fire Doors - The current fire code also required, as part of the building project, the installation of additional fire doors. During emergency building evacuations, these doors will automatically shut.
- 3) Fire Extinguishers – More fire extinguishers have been added to the building as a result of the new building project. Inappropriate use of extinguishers will also be dealt with in a manner similar to falsely “pulling” a fire alarm.
- 4) Automatic Electronic Defibrillators (AED) – In the event that anyone is in apparent or potential cardiac distress, the AED will be immediately retrieved and used appropriately by trained personnel. The AEDs are located in the following venues within the building:
 - a) Main Corridor - across from Room 111 (Music Room)
 - b) Lower East Corridor #1 - near the entrance of Room 122 (Gym).
 - c) Main Corridor - Across from Elementary Administrative Office Room 153.
 - d) Upper South Corridor – Center across from the row of lockers.

H) 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 radio stations (WDLA, WZAD, WSUL, WJFF, WPDH) to make a public service announcement that school is closing.
- 3) 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.
- 4) 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.
- 5) Faculty and staff will be given instructions for leaving the building at the time of the one-hour warning.
- 6) 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.
- 7) While the buses are en route home, the clerical staff and the school nurse will spot check, by telephone, some of the parents in out-lying areas, alerting them to spread the word in their vicinity as to the emergency dismissal.

- 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.

I) Emergency Response Team

In the event that a crisis may involve the need to physically restrain a student, the Emergency Response Team (ERT) will immediately assemble at the appointed place and time. Specific details for an ERT action shall be as follows:

- 1) The ERT Members will include:
 - a) Mr. David Slater, Principal
 - b) Mr. James Wolf, Physical Education Teacher
 - c) Ms. Guilaine Ballet, School Counselor
 - d) Mrs. Claudia Bell, School Nurse
 - f) Mrs. Jennifer Henderson, CSE Chairperson / Speech Therapist
- 2) ERT Support personnel shall include:
 - a) Ms. Jennifer Blumberg, Mgmt. Confidential Secretary
 - b) Mrs. Evelyn Jester, Guidance Clerk
 - c) Mrs. Natalie Zimmerman, Business Office Account Clerk
- 3) The protocol for initiating an ERT action shall be as follows:
 - a) If any staff member who believes that a student has lost conscious control of his/her behavior to the point that the student may injure himself/herself or others, the staff member shall call the main office immediately to report both the need for an ERT response and the location of that need.
 - b) The reporting staff member will then remove any non-involved students to a place of safety.
 - b) The main office secretary will broadcast an alert as follows: "There is an immediate need for an ERT response in the following location -----."
 - c) The main office secretary will then initiate a SAFETY MANAGEMENT AND INTRUDER DRILL.
 - d) ERT members will immediately proceed to the emergency.
 - e) Support personnel will relieve critical team members as follows:
 1. The Superintendent's Secretary will immediately relieve Mrs. Henderson
 2. The Guidance Clerk will immediately relieve Mr. Wolf
 3. The Business Office Account Clerk will immediately relieve Mrs. Bell
 - f) All non-involved staff members will follow the rules for the lock down drill.
 - g) Once the issue has been dealt with, the school will disengage from the lock down action.

J) LB Drill

**Charlotte Valley Central School
LB Protocol / Drill (Lightning Bolt Procedure/Drill)**

The Lightning Bolt procedure is designed to mobilize staff in the event that a student attempts to leave the building or school property without permission or as the result of a crisis. The staff will respond in an effort to diffuse the crisis and to bring the situation to a safe conclusion for the student and staff.

Team members: Building Principal, Mr. Slater
CSE, Mrs. Henderson (Mrs. M. Christensen, substitute)
Guidance Counselor, Ms. Ballet
School Psychologist, Isaiah Ilowit
School Nurse, Mrs. Bell

Step 1 – Reporting an incident

Any staff member, either affiliated with the BOCES classrooms or CVCS staff, must first notify the main office. **Mrs. Zimmerman** will be the primary contact person at extension 301. If Mrs. Zimmerman does not respond you must try to reach Mrs. Rider at extension 329. The next contact person will be Mrs. Jester at extension 315. If you are unable to make contact by phone go to the nearest staff member and ask them to assist. Someone must initiate the protocol as soon as possible. **The initial goal is to get the search team mobilized.**

When reporting you must include a description of the student.

Contacts:

Mrs. Zimmerman – Main Office ext. 301
 Mrs. Rider – Bus. Office ext. 329
 Mrs. Jester – Guidance Office ext. 315

If you cannot contact any of the staff listed above by phone you must try to contact one of the following team members personally or use your radio.

Building Principal, Mr. Slater
CSE, Mrs. Henderson (Mrs. M.Christensen, substitute)
Guidance Counselor, Ms. Ballet
School Psychologist, Isaiah Ilowit
School Nurse, Mrs. Bell

Step 2 – Initiating the protocol/drill

As soon as contact has been made with the office or a team member, the entire team must be made aware. A school-wide announcement will be made alerting the team of a crisis or missing student. The following announcement will be made. **“Will the members of the LB team please respond and check in on your radios.”** Team members will then proceed to their designated regions listed below to search or will be asked to proceed to the scene of a crisis.

Step 3 – Regional Search

Region 1 – Elementary wing beginning at the Guidance Office moving West toward the Elementary classrooms. This includes the K-2 Wing, Pre-K, third, fourth, fifth and sixth grade classrooms. The bathrooms, Reading First and Special Ed classroom should be checked as well.

Mrs. Ballet (alternate Mrs. Jester)

Region 2 – Second floor, all bathrooms and classrooms, first floor main hallway.

Mr. Ilowit (alternate Mrs. Rider)

Region 3 – First floor starting at the Nurses office heading North then East checking the Gym and locker rooms. Proceed South checking the Art room, Distance Learning room and the Business Office.

Mrs. Bell (alternate Mr. Dupra)

Region 4 – Science wing, APR, playground and Baseball field area.

Mrs. Henderson (alternate Mrs. M. Christensen)

Region 5 – Main Hall heading east checking the cafeteria, kitchen, teachers lounge, music room and the parking area.

Mr. Slater (alternate Mrs. Henderson)

Region 6 – Bus Garage and adjacent roadway to State Highway 23 proceeding West to the main sidewalk between the school and State Highway 23.

Mr. MacCracken (alternate Mr. Slater or Mr. Fineout)

Region 7 – Tennis Courts and the outside of the Southern side of the building, including the doorways and alcoves at the end of the elementary wings.

Mrs. Gleason (alternate Mrs. Jenn Jester)

Region 8 – Western parking area then proceed East along State Highway 23 to the main sidewalk between the school and State Highway 23.

Ms. Blumberg (alternate Mr. Slater)

Step 4 – Communication

Everyone will bring a radio to the scene of a crisis or on a search. Mrs. Zimmerman will remain in the main office and direct radio traffic if necessary. When the student is spotted or found, team members will advise Mrs. Zimmerman and she will announce the following on the radio, **“LB team members be advised that the situation is under control.”**

K) “Go Home” Drill

For all intents and purposes, the “Go Home” Drill is virtually the same as an “Emergency In-Session Closing of School.” There is, however, no longer a “Go Home Drill” on the day that the district conducts the “Emergency Building Evacuation – Relocation to a Remote Site” drill. The “Go Home Drill” will occur on the first early release date outlined in the school calendar.

L) Safety Management And Intruder Drill

The Safety Management drill will be used for any emergency or circumstance that requires the school population to remain in classrooms and offices. Some of the situations that might require a Safety Management Drill could be a psychological crisis, medical emergency involving staff or a student, violent behavior or an intruder. The procedure will begin as follows:

- 1) A staff member will announce the situation via the public address system, two way radio or by messenger. All students, staff and visitors will then report to their classrooms or offices and remain there until instructed otherwise. All visitors should report to the nearest office or classroom.
- 2) The announcement will be as follows: "May I have your attention please. We will now follow the Safety Management Drill." At this point the main office is the emergency management center.
- 3) Classroom staff should do the following:
 - a) Step into the hallway and have staff and students come into the room.
 - b) Lock or block the door.
 - c) Turn lights out but do not pull the shades.
 - d) Do not use classroom telephones unless the situation requires immediate attention. Do not tie up the phone system unnecessarily.
 - e) If all students and staff are in the room and there is no emergency, place the green signaling card under your door or in your mail folder.
 - f) If you are missing students or staff, place the red signaling card under your door or in your mail folder. Include a list of those missing and where they might be. If you have others in your room that are not normally with you, place their names on a list and include them with your red signaling card.
 - g) Emergency situations should be called in to the Main Office.
 - h) A member of the sweep team will check for the signal card and follow up with the main office.
- 4) Sweepers will collect information from signal cards in their designated area and report to the Main Office. Two way radios will be used to relay emergency situations. The list of sweepers, their back-up personnel and their assignments are as follows:

1)	David Carrington	Durward MacCracken	East parking area to the Library
2)	Marissa Christensen	Natalie Zimmerman	Hallway from the Business Office to the entrance on the eastern end of the Science wing
3)	David Slater	Mark Dupra	Second Floor
4)	Guilaine Ballet	Evelyn Jester	Hallway from Nurses Office to the Elementary Gym
5)	Kelly Coons	Lauren Freed	K – 2 and grades 3 & 4
6)	Deb Moorby	Matt Jones	BOCES classrooms to 5 & 6 in Mary S Briggs Building
- 5) Students and staff at off-site locations will be notified and directed to alternate locations.
- 6) If the emergency requires an earlier or later dismissal, public notification will be handled through our normal media outlets.
- 7) All students, staff and visitors will remain in the building until advised that we are at "all clear" status.

M) Weather Emergency Safety Drill

A Weather Emergency Safety Drill may occur at any time. Once a weather emergency has been established by the superintendent, principal, or administrator of the day the drill will be implemented. Students will be instructed to proceed quietly to their assigned area. Once they arrive at the proper location they should sit on the floor against the wall. The hallway must remain clear for students and staff. Staff must remain with their students and supervise. During an actual emergency, students will be instructed to place their heads between their knees and protect their necks. Please see Appendix #7 at the end of your handbook for the proper procedure and evacuation procedure for the drill.

N) Sexual Abuse Reporting - (By whom, how and to whom should a report of child sexual abuse be made?)

- 1) Who Should Make Reports On Sexual Abuse? - Anyone who has reason to suspect sexual abuse should make a report. Children often cannot speak for themselves and depend upon third parties to speak for them. By law, certain professionals are required to report suspected cases of child abuse. Teachers, school nurses, and school officials are among those mandated under this law. They are protected from civil and criminal liability for reporting in good faith. They need only to suspect that sexual abuse is occurring in order to report.
- 2) The Role of the School
 - a) The School is often the child's only "island of safety" and could be the place where sexual abuse is disclosed. Beyond reporting suspected cases of abuse, the school has some additional responsibilities. Any and all information regarding child abuse will remain confidential. School personnel may be involved in:
 1. Identification of suspected cases of sexual abuse.
 2. Reporting suspicions to Principal or Superintendent.
 3. Cooperation in the investigation.
 4. Emotional support for the child throughout the process.
 - b) Noting the vast nature of sexual exploitation of children, it seems imperative that schools assume an active advocacy role by becoming involved in:
 1. Policy development regarding sexual abuse reporting.
 2. Provisions of staff training.
 3. Introduction of sexual abuse prevention into curriculum.
- 3) What Should Be Reported?
The New York State Social Services Law and the Family Court Act define a sexually abused child as "a child less than 18 years of age." The following situations provide reasonable cause to suspect child sexual abuse:

- a) Touching child's genitals, buttocks, breasts or other intimate parts for the purpose of gratifying sexual desire; or forcing or encouraging the child to touch the genitals, buttocks, breast or other intimate parts of the perpetrator for the purpose of gratifying sexual desire.
 - b) Engaging or attempting to engage the child in sexual intercourse or deviant sexual intercourse (i.e., contact between penis and anus, mouth and penis, or mouth and vulva).
 - c) Forcing, encouraging or willfully and/or knowingly allowing a child to engage in sexual activity with other children or adults.
 - d) Forcing, encouraging or willfully and/or knowingly allowing a child to engage in sexual activity with animals or a dead human body.
 - e) Exposing a child to sexual activity or exhibitionism for the purpose of sexual stimulation or gratification of another.
 - f) Obscene photographing, filming, or depiction of children.
- 4) How Should The School Handle A Suspected Case Of Child Sexual Abuse?
- a) Step 1. All suspected incidents of child abuse and child sexual abuse will be reported directly to the Principal or Superintendent
 - b) Step 2. As a professional mandated to report suspected cases of sexual abuse allegations, frequently this creates intense emotional responses for the reporter and may cause trauma for the child. The following information may assist you in handling a suspected case before reporting to the State Central Register or to a law enforcement agency.
 - c) Step 3.
 - 1. Keep an open mind to the fact that sexual abuse may be happening in the family situation brought to your attention. Be aware of your own feelings. Because sexual abuse usually evokes intense feeling, maintaining objectivity requires effort. A calm and professional approach is necessary to help and protect the child victim. Remember that disclosure of sexual abuse can lead to emotional reactions by family members.
 - 2. If the child victim or another person reveals the sexual abuse to you, contact the Principal who will in turn contact the Superintendent immediately.
- 5) 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		Appropriate Police Agency	
1-800-342-3720			
Delaware County Department of Health & Family Services – (607) 832-5300			

VIII. GUIDANCE INFORMATION

A) Achievement Goals

The Charlotte Valley Central School recognizes the needs of all district children to meet the challenges of the 21st Century. We believe that all children can learn. Some children may need more time and resources to learn. It is everyone's job, as an educated community, to help all children achieve the best that they can be. It is the goal of the Charlotte Valley Central School District to have all its children score at or above the state mastery level. New Regents standards will dictate the school's goals.

B) 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.

5. Conference – A “conference” is a meeting arranged by the student following his/her receipt of a notice of deficiency or failure. The purpose of the conference is to develop an action plan to address the student’s academic difficulties in the one or two courses where the student is deficient or failing. The participants in the conference must include: the student, a parent or person in parental relationship and the teacher of respective course. The teacher will be responsible for maintaining a written record of the conference. If a conference is not scheduled, all deficiency notices must be signed by parents and returned to the issuing teachers within 10 school days.
6. Action Plan – The ‘action plan” is the list of assignments and/or extra credit work that a student must complete in order to bring his/her grade in the deficient / failing course up to a minimum passing average of 70. The student is responsible for creating the action plan and disseminating copies to the teacher, his/her parent and coach or club advisor(s). The teacher of the class will be responsible for validating the plan and monitoring its progress. The purpose of the deficiency conference is to establish a plan of action designed to provide extra help for the student in each area of a deficiency or failing grade. Coaches and advisors shall receive a copy of the plan of action. Failure to establish and follow the plan of action shall result in immediate ineligibility. **The action plan must include after school tutoring for core academics only.**

If the student successfully participates in the action plan (i.e., shows up for help, is currently passing tests, completes needed work, as recorded by the teacher), he or she shall remain eligible to participate in all extra-curricular activities. It may be necessary for a student to give up time during or from such extra-curricular activities to get extra help or to complete necessary assignments. If the student does not follow the plan of action and work toward improvement in the academic area, it is the responsibility of the teacher to report such inactivity to the Principal. The student will then become ineligible. The teacher shall monitor this weekly.

- b) Consequences for deficiency or failure in one or two courses.
 1. At the end of each 5-week progress reporting period or the end of each quarterly marking period, any student with grades below 70 in one or two courses will be considered either deficient or failing. At this point, the student is responsible for arranging a conference for each course where (s)he is either deficient or has received a failure.
 2. The conference must be held within eight schooldays of the publication of the deficiency or failure lists in order for a student to remain eligible for extra-curricular and co-curricular activities. If after eight days a conference is not held and thus a plan of action is not established, suspension of all privileges as defined by the Charlotte Valley Central School Code of Conduct shall take effect.
 3. Participants in the conference must include the student, parent and the teacher of the respective course.
 4. The conference periods are:

10/15/2012 - 10/25/1012
11/19/2012 - 12/03/2012
12/17 /2012 - 01/04/2013
01/28/2013 - 02/06/2013
03/04/2013 - 03/13/2013
04/15/2013 - 04/24/2013
05/13/2013 - 05/22/2013
 5. 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.
 - c) 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 to be considered ineligible until the next 5 week progress reporting period.
- 2) General Guidance Information
- a) Progress / Grade Reporting Schedule (All grades / reports due by 3:00 p.m. on the respective days)

<i>PERIOD</i>	<i>DATE</i>	
5 week IPR (Interim Progress Report)	9/28	-Teacher Work Station Open
	10/05	-End of marking period
	10/09	-Reports due in the Guidance Office
	10/12	-IPR distributed + mailed
10 week (end of marking period)	11/02	-Teacher Work Station Open
	11/09	-End of marking period
	11/13	-Reports due in the Guidance Office
	11/16	-Report cards distributed + mailed
15 week IPR (Interim Progress Report)	11/30	-Teacher Work Station Open
	12/07	-End of marking period
	12/11	-Reports due in the Guidance Office
	12/14	-IPR distributed + mailed

20 week (end of marking period)	01/11 01/18 01/22 01/25	-Teacher Work Station Open -End of marking period -Reports due in the Guidance Office -Report cards distributed + mailed
25 week IPR (Interim Progress Report)	02/08 02/15 02/26 03/01	-Teacher Work Station Open -End of marking period -Reports due in the Guidance Office -IPR distributed + mailed
30 week (end of marking period)	03/22 04/05 04/09 04/12	-Teacher Work Station Open -End of marking period -Reports due in the Guidance Office -Report cards distributed + mailed
35 week IPR (Interim Progress Report)	04/26 05/03 05/07 05/10	-Teacher Work Station Open -End of marking period -Reports due in the Guidance Office -IPR distributed + mailed
40 week (end of marking period)	06/03 06/10 06/26	-Teacher Work Station Open. -End of marking period. -Grades due in the computer. -Failing student list due in Guidance. - Regents Grades due in the computer As soon as Regents is graded. -Report cards mailed home.

-June 10– last day high school
-June 19– last day elementary

MISCELLANEOUS GUIDANCE INFORMATION

Open House- Oct. 11 (Dollars for Scholars Spaghetti Dinner)(6-7 Elem., 7-8 HS)
Musical – TBD
Financial Aid Night- Dec. 04, 6:30pm
Honor Society Reception- March 14, 7:00pm
Penny Drive starts- March 11 - 22
Pre –K Registration- & Kindergarten Registration- March 21
Prom- May 4
Senior Trip- May 17
Music Awards Banquet- May 15
Budget Vote- May 21
Academic Awards -June 11 at 6:00pm
Sports Banquet- Modified –May 29
Varsity Sports Banquet- June 7
Sherburne Parade- June 1
Moving Up Day Ceremony- June 10
Last Day of Elementary- June 19
Last Day of High School- June 10
Middle School Retention meeting- TBA
Baccalaureate June 19
Graduation – June 21st at 6:30pm.

TESTING SCHEDULE

Mid-Term examinations for grades 9-12-
Final examinations for 9-12 grades-
Regents Exams/RCT— June 11th -21st
ASVAB- Part 1: Oct. 5, 2012 (8 AM) Part 2 – Dec 11, 2012 (AM)
PSAT- Oct. 17, 2012, 11th graders

ELA 3rd - 8th April 16th – 18th
Math 3rd - 8th April 24th – 26th
Science 8th May 30th

Science 4th May 29th
Science 4th & 8th June 3rd

Files are not to be removed from the Guidance Office.

- When you return files, make sure they are in the Pendaflex folders; otherwise they disappear under the other folders.
- Always refile the files that you are looking at.

The guidance folders are in chronological order, with the oldest information in front and the most current information in the back.

- Please keep them in order.
- If you add anything new, it goes to the back of the folder.
- Do not remove anything from the folders.

Permanent record cards are not to be removed from the Guidance Office. If you separate them by class, please put them back in alphabetical order.

D) 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.

E) Grades

Grades on report cards for each of the ten week marking periods should be calculated based on 1/2 test average, 1/2 homework, class participation and attitude. At Charlotte Valley Central School, 70% is the passing average. At NCOC 65% is considered passing.

F) Grading Regents Exams, Etc.

The individual instructor teaching these courses will grade Regents exams, RCT exams and Occupational Proficiency exams. Corrected exams are to be alphabetized and turned in to the Guidance Office within 24 hours accompanied by one cover sheet. Students should be listed in alphabetical order, student number, student grade level, score on the examination and passing score on the examination. All handicapped students should be designated with a red "H" Totals for students passing and failing examinations at the bottom of pages should be completed.

G) Graduation Requirements

Refer to Appendix # 5

H) Drop/Add Courses

- 1) Students may only drop or add a one-credit course during the first two weeks the course is in session.
- 2) Students may only drop or add a one-half credit course or a college course or an AP course during the first week the class is in session.
- 3) Any student dropping or adding a course must have a slip from the Guidance Office approved by the drop and add Professional Staff Members, their parents, and the Guidance Counselor. Before the change is made it will be reviewed by Administration and Guidance to see if it is in the student's best interest academically.
- 4) No schedule changes can be made until all necessary signatures are obtained.
- 5) All students will carry six (6) units of credit.

I) Incomplete Grades

All incompletes awarded at the quarterly marking period should be made up or completed within (2) weeks or less from that period. The only justifiable instance of any delay in replacing an incomplete with a grade would be in case of prolonged physical emergency, incapacitation or incarceration in an institution other than school. Other reasonable excuses must be cleared through the Guidance Office and the administration.

Quarterly grades replacing incomplete should be determined from the available and completed work turned in by the two (2) week extended deadline. When an incomplete has been made up, it is the responsibility of the Professional Staff Member to provide the grade to the Guidance Office.

Incomplete as a rule though, should be awarded initially only when there is a legitimate reason for a delay in completing assigned work, as noted in paragraph one. No incomplete should be given fourth quarter, unless cleared through the Guidance Office and the administration.

VII. GUIDELINES FOR ORGANIZATIONS AND ACTIVITIES

A) Extra Curricular & Class Activity Policy Guidelines

The major purpose of extra-curricular and class activity programs is to provide an opportunity for students to use talents, develop responsibility and increase interest in areas not directly connected with the academic curriculum. All activities are to be approved by the Building Principal. Board Policy 5520 should be referenced for all activities and fund management.

In order to administer the program in an efficient and responsible manner, the following guidelines will be followed for all co-curricular class (7-12) activity advisors.

Each activity will have an organizational meeting by the third week in September. In this meeting, each organization, with the advisors direct help, will do the following:

- 1) Select a president, vice president, treasurer and a secretary.
- 2) Submit a list of all members to the Building Principal and Student Council advisor.
- 3) Discuss tentative activities for the school year.

Each activity needs to have representatives meet in October with the District Treasurer to review business office procedure.

All requests for dates and activities including sales will be reviewed and approved by the fundraising committee in consultation with the Principal. Conflicts will be reviewed and settled with the advisor and activity officers. Based on the provisions of the district's wellness policy, the long-term objective will be to eliminate candy sales in the school or on school buses. This will be eventually phased in over time.

7-12 students will not be permitted to interrupt the elementary classes at any time for fund raising efforts.

The request for use of school facilities form must be submitted to the Building Principal a minimum of one week prior to the scheduled activity. Failure to submit the completed form with all requested signatures may result in cancellation of the activity.

B) Advisor Expectations

The following is expected of all advisors:

- 1) To be present at all meetings and overnight activities. The Principal, Superintendent, and the Board of Education must approve all overnight field trips. A complete agenda with all details must be submitted prior to approval. An agenda and list of students going on any overnight trip must be sent to Pupil Benefits Plan for approval 30 days prior to departure.
- 2) To provide and develop with the group constructive, active and responsible leadership.
- 3) To directly supervise the handling of all money on a regular basis.
- 4) To be present at all group activities and be in charge of all details involved with the activity - (i.e. selling tickets, etc.) - getting petty cash, selling refreshments.
- 5) To work for greater student responsibility and participation.
- 6) See that the chaperones are available well in advance of the activity.
- 7) See that extra-curricular or class activity request form and request for use of school facilities form provided by the office are filled out when designated.
- 8) To be present or arrange for other faculty supervision when your group is remaining after school. No group is to remain after school or be in the building unsupervised.
- 9) To be responsible for making and approving plans for all activities at and away from school.
- 10) To provide a list of all students in your activity to the office and to the Student Council by the last week of September.
- 11) To consider projects and activities that could be a benefit to the community.
- 12) Complete all transactions with the business office by June 10.
- 13) Advisors are responsible for all students in an activity until they leave the school building. Please request that students make arrangements to leave the building as soon as the activity is finished. Students should not be allowed to loiter in the building unsupervised. No student should be involved in an activity whose name is on the ineligibility list and the probation period has ended.

C) After School Activities

The following are expectations of advisors:

- 1) No activity shall take place without supervision of the advisor or a designate.
- 2) The advisor is responsible for the students from the beginning of the activity until they leave the building. All students must be out of the building when the activity is over.
- 3) Check all doors and lights to see if they are locked and the lights turned off.
- 4) All students must be confined to the areas in which the activity is taking place.
- 5) Inform the office about any activity that is taking place at least 24 hours in advance.
- 6) If you notice students on the premises that do not seem involved in an activity, please ask them to leave, unless they are able to justify why they are in the building.
- 7) Any person observed entering the building without permission of a qualified supervisor will be considered a trespasser and subject to the penalties spelled out in the rules and regulations of "Public Order" adopted by the Board of Education.

D) Dances and Evening Activities

The following regulations apply:

- 1) The Fundraising Committee and Principal must approve all dances and evening events.
- 2) Students may bring one guest. The guest must be signed up by Friday noon prior to the dance. The advisor or administration may deny a guest being admitted. All guests must be checked at the door by the advisor.
- 3) 7-12 dances will begin at 7:00 PM and end at 10:00 PM, unless cleared by the administration. K-6 dances will take place either after school or from 6:00 PM to 9:00 PM.
- 4) The sponsoring group is responsible for cleaning up after the dance.
- 5) The class or activity advisor will be responsible for creating a plan for adequate activity supervision. That plan must be approved by the building principal in advance of the activity.
- 6) The Request for Use of Buildings and Grounds form must be filed for all dances and evening events. It must be handed in at least two weeks before the event.
- 7) Once a student enters the dance he/she is not allowed to leave without permission. No students will be admitted after 9:00 PM - unless pre-arranged with the administrator or his designee.
- 8) Use of alcohol or drugs on the school property is prohibited. Any person observed breaking this rule would not be permitted to attend activities for the remainder of the school year.
- 9) Smoking on school property by CVCS students or their guests is prohibited. Any person observed breaking this rule would not be permitted to attend activities for the remainder of the school year.
- 10) Anyone found in any other part of the building not designated for the dance or evening activity will be asked to leave the premises.
- 11) All conduct at a dance or evening activity is subject to the school conduct and discipline code.

E) Extra Curricular Activity Advisors and Treasurer's Guidelines

- 1) Cash Received- Count all money and identify it by source or project. Roll all coins in wrappers. Fill out a deposit slip and turn it in to the business office with the money. A receipt will be issued and given to the organization's advisor, who will pass it along to the treasurer. The receipt should be entered in the organization's ledger at this time.
- 2) Paying Bills - Fill out a payment order and turn it in to the business office, along with the invoice or a copy of it. The advisor, the student treasurer and the Building Principal will sign all orders. The central treasurer (business office) will issue the check to pay the bill and return it to the advisor who is responsible for making sure the payment is made. The expenditure should be entered in the ledger at this time. The invoice submitted with the payment order will be kept in the business office. Make sure you have a copy for your records, too.
- 3) Sales Taxes - Student organizations are not exempt from paying sales tax. You will be expected to pay the prevailing rate of sales tax on all purchases except items, which are bought, for resale. The student organization is responsible for collecting a sales tax on all taxable merchandise sold. If there is a question regarding this, please check at the business office before your sale begins. Sales tax on merchandise sold is to be handled through the central treasurer, not the representative of the company with whom you are dealing.
Examples are:

Taxable Items	Exempt
<i>Soda, candy</i>	<i>Concerts</i>
<i>Jewelry sales</i>	<i>Basketball games</i>
<i>Admission to dances</i>	<i>Plays</i>
<i>Sale of Yearbook</i>	<i>Magazine Sales</i>
<i>Pens, T-shirts, etc.</i>	<i>Bake sales</i>
<i>Prom tickets</i>	
- 4) Supplies - An initial supply of deposit slips, payment orders, and coin wrappers are given to each group at the beginning of the year. Additional supplies are available in the business office. Additionally, a binder with ledger sheets showing current cash balance and a sheet on which sales tax may be calculated are also included. Minimally, turn all money on the next business day that school is in operation. Check periodically with the District Treasurer for account balance. Keep all money and records.
- 5) Plan - Last minute requests will not be accommodated.

F) Field Trips –K-12

- 1) Planning
The following guidelines are to be used in the planning of field trips as part of, and directly related to, classroom learning activities:
 - a) Field trips should be scheduled as a specific learning experience from which the group will benefit. The appropriate packet should be filled out for all trips. The packet should then be turned in to Ms. Blumberg.
 - b) Planning of field trips to reinforce subject matter should be given careful consideration and those trips which have no bearing on classroom activity, should be reconsidered.
 - c) Permission slips must be signed by parents and returned to the Professional Staff Member in charge prior to the date of the trip.
 - d) Attendance for all members of the group is mandatory. Grades or related assignments will be given to reinforce the learning experience.
 - d) Instruction on preparation for field trips in regard to appearance and conduct will be reviewed.

- e) To eliminate disruption in the regular schedule, field trips should be planned well in advance. Professional Staff Members should get a list of students going on a field trip to the staff (and Principal), so that appropriate planning can be made. A transportation request form should be filled out at least thirty days in advance. On trips over 100 miles, a presentation must be made to the Board of Education sixty days in advance.
- f) The insurance company has advised that one non-school chaperone be enlisted per ten students.
- g) Chaperone contact numbers must be left with Ms. Blumberg.

2) Implementation

The following regulations are set to implement the planning of field trips as part of, and directly related to, classroom learning activities:

- a) All field trips and trip arrangements must be submitted on a specific form obtainable in the Principal's office and have the approval of the Principal prior to the scheduled trip.
- b) A Professional Staff Member or Professional Staff Members must supervise all field trips. The Building Principal, Superintendent, and the Board of Education must approve all overnight field trips. A complete agenda with all details and information must be submitted prior to approval. An itinerary, roster, and agenda must be submitted to the Board of Education and the Pupil's Benefit Plan 90 days prior to an overnight trip or a trip of more than 100 miles.
- c) Each child who goes on a field trip must have written parental permission and a note from the parent permitting emergency medical treatment.
- e) All trips must be within budgetary allotments for such purpose.
- f) Students going on field trips should be counted as present and permitted to make up any regular schoolwork that has been missed.
- g) Because field trips are an extension of regular classroom activities, proper behavior is expected at all times and those participating in such trips may not use tobacco, alcohol or illegal drugs.
- h) The Professional Staff Member in charge is responsible for the accounting and conduct of all pupils on and off the bus.
- i) Pupils may be asked to pay all or part of the expenses of field trips, but no student will be excluded from participation because of lack of funds.
- j) School bus transportation will be used when arrangements can be made to do so without disrupting regular school bus schedules.
- k) The Professional Staff Members and administration should evaluate each field trip.
- l) Field trip participants found in violation of these rules and regulations are subject to appropriate disciplinary action as set forth in the school conduct and discipline code.

G) Fund Raising Policy

Objective: The purpose of this policy is to limit the number of fund raising activities to avoid excessive fund raising at any one time. All grades, including the elementary, must follow this policy when raising money for any class activity. The specific dates for fund raising activities will follow the schedule set by the fund raising committee:

- 1) General guidelines for fund raising activities are as follows:
 - a) Seniors magazine sales in the fall.
 - b) Safety Patrol fund raiser in January or February.
 - c) Student Council will sell carnations in February.
 - d) Grades 7-12 will host one (1) event per class or club.
 - e) Exceptions: Seniors, Music, Art Club, Yearbook and Drama Club will get two (2) fund raisers in addition to one bake sale (concession).
 - f) Safety Patrol will run the School Bookstore.
- 2) Bake sales (concessions) will be assigned for grades 6-12 by a rotating list for events by use of a lottery. Events will include:
 - a) Regular soccer games
 - b) Regular basketball games
 - c) Home sectional games.
 Reserved concessions include:
 - d) O'Connor Tournament - Varsity Club/GAA
 - e) Track Invitational - track team
 - f) Walshe Tournament
 - First week - seniors
 - Second week will go in the lottery.
- 3) Activities for fund raising must be approved by the fund raising committee. The fund raising request form should be submitted to the committee on the Monday prior to the first Friday of each month. The committee will meet on the first Friday of the month. Any activity to be held on the first Friday must be approved the month before.
- 4) Outside groups (non-school) must go through the regular building use request process for any on campus approval for fund raising.
- 5) Fund raising salespersons should only be allowed on campus to add or renew accounts in the months of:
 - a) June for fall sales.
 - b) September for Christmas or holiday sales and magazine sales.
 - c) January for spring sales.
 - Salespersons may return to promote the fund raiser and/or deliver products and prizes.

- 6) All fund raising dinners by students should be held at school.
- 7) Any selling to Professional Staff Members should be done before classes start in the morning or after the last bell of the day, unless prior arrangements have been made with the Professional Staff Member during above stated times. Students shall not interrupt classes that are in session nor shall they sell to classmates during class time.
- 8) We suggest that greater use should be made of facilities other than those on school property.
- 9) Advisors will be responsible for collecting money, turning the money over to the school treasurer, and compiling a list of students who are delinquent in turning in money.
- 10) Any student who is delinquent in turning in money will be immediately placed on the ineligibility list and not allowed to participate in future fund-raisers.

H) K-6 Dance Criteria

The following guidelines have been set up to provide a healthy and fun environment for the young students. At all K-6 dances the following will be observed:

- 1) There must be at least five (5) chaperones, including the advisor.
- 2) There will be an adult in the dance area at all times.
- 3) There will be an adult hall monitor at all times in the hall.
- 4) The students are only permitted in the designated areas.
- 5) The window curtains will remain open and the lights on at all time.
- 6) Only those high-school students sponsoring the dance are allowed to remain and must be working in the designated areas.

I) Senior Privileges

- 1) Purpose:
 - a) To provide members of the senior class with increased freedom.
 - b) To entrust the members of the senior class with increased responsibility.
 - c) To reward the senior class for their positive impact at Charlotte Valley, with not only intellect, but character as well.
- 2) Types of Privileges:
 - a) Definition:
 1. The members of the senior class, having met the requirements listed below, are allowed to sign out of study hall and leave the building to go to the Quickway.
 2. They are allowed to use the picnic tables outside during lunch when the weather is permitting.
 3. They are allowed to go outside (bleacher area or other designated area) for a study hall, if the weather is permitting.
 4. Seniors will be permitted to go to their lockers before the 8:00 bell. Once they drop off their coats and books, they must go to the All-Purpose Room (APR) or the cafeteria
 - b) Requirements:

A member of the senior class, having met the requirements listed below, is allowed to sign out of study hall or supervised free time and leave the building, but MUST remain on school grounds.

 1. All students participating must be bonafide members of the senior class and have met other school responsibilities and obligations.
 2. All students participating must have a note signed by their parents or guardians.
 3. All students participating must maintain an average of 85 or above and must pass all courses.
 4. All students participating must also meet the requirements set by the school for the granting of passes.
 5. All students participating must be listed on the list of eligible seniors, which will be distributed to all secondary Professional Staff Members every ten weeks. This list will be published every 10 weeks.
 6. The administration reserves the right to revoke these privileges due to violations of other school policies. No students with their privileges revoked will be allowed to participate. If a student becomes ineligible at anytime, he/she will be removed from the list for the remainder of that period or quarter.
 7. Students may leave the building only in groups of two or more. A student may go alone only if he/she first notifies the Building Principal.

J) General Regulations For All Students

- 1) While on school grounds, students will be expected to adhere to the school conduct and discipline code. Students not doing so may have their privileges revoked as described under number 6 in the requirements.
- 2) Students are responsible for returning to the building at the end of the period and reporting to the next class on time. Students who report to class late due to a failure to live up to this responsibility will be subject to the punishments described in the requirement section.
- 3) Students will be permitted to exercise these privileges only during a regularly scheduled study hall. This does not include lunch period.
- 4) All participating students must attend all assemblies intended for them.
- 5) Students will be required to sign out of study hall before leaving. The student must wait until the study hall monitor permits them to leave.
- 6) Students are not permitted to use vehicles at anytime while exercising these privileges.
- 7) Students will not be allowed to loiter in the building while exercising senior privileges.

- 8) Students are not allowed to go to anyone's house.
- 9) Students are not to engage in any activity that increases the liability of the school.
- 10) Students are not allowed to smoke while using these privileges.

K) Miscellaneous

- 1) Announcements - Any faculty member wishing to have an announcement over the public address system should have all information submitted to the Guidance Office no later than 3:30 p.m. the day before. An attempt will be made to limit the number of critical announcements made throughout the day.
- 2) Assemblies - Assemblies will be announced in advance to allow proper scheduling of class work. Most assemblies require a minimum of one period. The assembly schedule will be used for all assemblies. All Professional Staff Members are requested to emphasize proper assembly behavior. Students who misbehave will be removed from the assembly and parents notified.
- 3) Audio-Visual Equipment - **Jason Slocum** is in charge of all audio-visual equipment.
- 4) Bicycle - Students in grades 5-12 are permitted to ride bicycles to and from school if parental permission is obtained. Permission slips are provided by the Main Office and approved by the Superintendent or the Building Principal and filed in the Main Office.
- 5) Bus Supervision - Professional Staff Members responsible for bus supervision should pick up the list in the Main Office at 2:55 PM. See Appendix B for assignments.
- 6) District Treasurer - All activity/class funds must be deposited and all financial business transacted with the district treasurer, or his/her designees, within 48 hours of the activity. The club treasurer will do this after it has been reviewed and approved by the advisor.
- 7) Committees - See Appendix E for committee assignments.
- 8) Curriculum Meetings - All 7-12 meetings will start at 3:15 PM on date identified. Departmental curriculum meetings will be held throughout the year. All members of departments are expected to be present along with the Building Principal and the Guidance Counselor. During these sessions, departments will share with the administration and Guidance Office curriculum work that is in progress. Hopefully, these discussions will lead to curriculum improvements in all areas.

It is the primary goal of these meetings to establish congruency in our overall program. It is important that Professional Staff Members discuss and establish appropriate measures to deal with heterogeneous groups. One additional component discussed at these meetings will be how departments are preparing, working, and planning to incorporate our educational plan with the educational standards for New York State. Emphasis will be placed on the use of educational technology in the classroom

- 9) Bell Schedules- See Appendix A
- 10) Dismissal - Students requesting permission to leave school at any time must have a note indicating parental permission and sign out in the Nurse's office.
- 11) Food and Drink
 - a) Students are not allowed to take food or drink from the cafeteria. Exception will be when students are serving their Lunch Detention with a Professional Staff Member or when eating in the classroom with a teacher.
 - b) Students are not to have soda, coffee, or tea in the halls. If a student brings soda with lunch, he/she may consume it in the cafeteria with lunch.
 - c) Students may have soda in their locker for *after school consumption*. Students may not consume soda at their locker during the school day.
- 12) Library Policy Guidelines
 - a) Students in the library should be there for course related work only.
 - b) The librarian may warn any student exhibiting improper conduct. After one warning, student may be sent back to class or study hall.
 - c) Professional Staff Members wishing to send large groups to the library should arrange with the librarian in advance. Notice of periods during which the library will be closed will be announced that morning.
 - d) Computers in the library shall only be used for academics.
- 13) Lockers
 - a) The school district provides hall and gym lockers for students in grades 7-12 and is under the control of the school district at all times. A warning will not be given to the student to whom a locker was assigned before a search is made (see search and seizure policy). School authorities have the right to search student lockers without a search warrant.
 - b) Students will be responsible for safeguarding the combinations to these lockers and should not share their combination with anyone. They are expected to pay for any lost locks, or damage done to their locker.
 - c) Students may lose the use of a locker if not all school obligations are met.
- 14) Music Lessons

A schedule for instrumental lessons will be issued to each classroom. Students should be released for music lessons at the prescribed time and are responsible for making up work missed and assignments given.
- 15) Parking
 - a) Staff and faculty may park in the main parking lot by the tennis courts or between the bus garage and east end of school building between the yellow lines.
 - b) Parking around the bus garage is restricted to yellow lines.

- c) All parking in the main lot should be perpendicular to the tennis courts.
- d) There is no parking between the Cafeteria and the new Science wing. The fire lane and entry may not be blocked.
- e) There is no parking in front of the school building. This is a fire lane.
- f) Handicap parking is available at the Cafeteria end of the building and at the Elementary end of the building.
- g) No parking is allowed in any other area than the above.
- h) No ATV's or snowmobiles are permitted on school property at any time.

16) AIS / Title Services – November 6th 2008 - Board Approved Plan

17) Reduction in Grades

- a) As a way to keep parents informed many Professional Staff Members have, for several years, made it a practice to assign students the task of taking their quiz, test, or other kinds of papers home for their parents to review, sign, and return. This works well as long as everyone is cooperative.
- b) Students may not however be penalized by a lowering of their grade (mark) or given a separate mark that penalizes them if they do not return this paper signed. A parent's refusal to sign a quiz, test, or other school related documents shouldn't negatively impact on further academic work of their child.
- c) Professional Staff Members using this technique are directed not to continue this procedure and to eliminate any past grades awarded in this manner for the current school year.

18) School Vehicles

- a) Employees having approved school business must use school provided transportation, school car, when available. Mileage will not be paid unless the vehicle was not available and the trip was pre-approved for mileage.
- b) Completion of the District's transportation request form, available in the Main Office, is necessary for use of the school car.
- c) Board policy mandates that this vehicle be returned to school following the approved trip. This vehicle may not be kept overnight at the employee's residence.
- d) In addition, non-employees, i.e. spouses, may not drive any school vehicle due to insurance coverage and smoking is not allowed in any school vehicle.

19) Wall Storage

No materials or supplies may be stored within two feet of the ceiling per the fire inspector.

20) Study Halls

- a) Study halls are to be used for schoolwork.
- b) The study hall monitor has the authority to discipline students for inappropriate behavior.
- c) Students will not be permitted to go to the library without a presigned agenda pass from the librarian or Professional Staff Member.

21) Visitor's Policy

- a) Visitors are required to sign in the Main Office and pick up a visitor's badge. They must have a valid reason for being at school.
- b) Students are not permitted to bring babies to school during the day, unless arrangements are made ahead of time with a Professional Staff Member for a specific purpose.
- c) Student visitors are not allowed.
- d) Students who wish to tour the building in anticipation of attending in the future may arrange a time with Guidance Office or the administration.
- e) All visitors will be expected to behave appropriately while in the school building. If not, then appropriate provisions of the School Conduct and Discipline Code will be enforced.

APPENDICES (To Be Added)

Sexual Harassment Policy
 Attendance Policy
 Anti-Discrimination Policy
 School Conduct and Discipline Code
 AIS Services
 Code of Ethics

APPENDIX #1

Charlotte Valley Central School
Davenport, New York 13750

DRAFT CODE OF CONDUCT

2012-2013

To be approved by the BOE on September 6, 2012 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.

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 not disrupt or interfere with the educational process.
- B) Recognize that extremely brief garments of any type, including but not limited to skirts, dresses, shorts, or other such garments as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
- C) Ensure that underwear is completely covered with outer clothing.
- D) Include footwear at all times. Footwear that is a safety hazard will not be allowed.
- E) Not include the wearing of hats in the classroom except for medical or religious purposes or as part of special school-sponsored events.
- 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 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) Use of beepers and /or cell phones is prohibited during the school day. If a student is found to be in use of a communication device he/she must be sent to the Principal who will then make a determination concerning how to proceed. Confiscation of the device and/or disciplinary action will result.
- 3) Headphones and/or earpieces as well as devices like CD players, tape players and any equipment designated for listening is prohibited during the school day. Headphones and any listening device will be confiscated by staff and a determination will be made by the Principal if and when the equipment will be returned. Use of these devices during the school day will result in disciplinary action.
- 4) Hats are not to be worn in the school building. Upon entering the building all hats are to be removed by males and females.

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.

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 (if applicable); 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 (if applicable); principal; superintendent.

- 4) Detention - teachers, dean of students (if applicable), 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, dean of students (if applicable), principal, superintendent.
- 8) Suspension of other privileges – dean of students (if applicable), principal, superintendent.
- 9) In-school suspension - principal, superintendent.
- 10) Removal from classroom by teacher - teachers, principal.
- 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

Teachers, 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 to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

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.

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

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

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

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

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

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

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

The principal may require the teacher who ordered the removal to attend the informal conference.

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

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following: (1) the charges against the student are not supported by substantial evidence, (2) the student's removal is otherwise in violation of law, including the District's code of conduct and/or (3) the conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

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

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

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

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his 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 student's 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. Of 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 be 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
Administrative Regulations #050220-1**

Student Searches and Interrogations

- 1) Pursuant to the Charlotte Valley Central School Board of Education Policy #050220-1, adopted on February 10, 2005, pupils may be subject to personal searches and searches of their possessions where reasonable suspicion exists to conduct such search.
- 2) Searches may be conducted by the Superintendent of Schools and other individuals as outlined in Section XIII. Of the Charlotte Valley Central School Code of Conduct (STUDENT SEARCHES AND INTERROGATIONS).
- 3) A search based upon the reasonable belief that the health or safety of those in our schools is serious and immediately threatened may be conducted with as much speed as is required to protect persons and property.
- 4) Reasonable suspicion to conduct a search of a student or a student's possessions and the scope of the particular search shall be based upon: the student's age; the student's history and record in school; the prevalence and seriousness of the problem to which the search is directed; the urgency necessitating an immediate search; and the probative value and reliability of information used as justification for the search.
- 5) The request for a search of a student or student's possessions shall be directed to the Principal or the Superintendent in the Principal's absence, who shall attempt to obtain an admission from the student of possession of the illegal matter or a voluntary consent to the search. The search shall be limited to the extent necessary to locate the illegal matter.
- 6) Whenever practicable, the search should be conducted in the privacy of administrative offices.
- 7) If school officials conclude that a more intrusive search is needed, they shall attempt to notify the parents/guardians of the students involved by telephone. Such searches will be conducted by the school officials only after consultation with the school attorney and/or the Superintendent, unless there is reasonable cause to believe that an emergency situation may exist (e.g., a dangerous weapon is being concealed by the student). Such searches shall be conducted by an administrator or nurse of the same gender as the student in the presence of another district professional employee who is also the same gender.
- 8) The Principal shall be responsible for the prompt recording in writing of each student searched. Such writing should include the reasons for the search, information received that established the need for the search, and where appropriate, the name of any informant(s) from whom information was received (informants other than the district employees will be verified, if they make an admission against their own penal interest or if the same information if received independently from several informants). The written record of the student's search shall also contain the names of those persons who were present when the search was conducted, any substances or objects discovered, and disposition of such matter.
- 9) The Principal shall be responsible for the custody, control and disposition of any illegal or dangerous matter taken from a student. He or she will remain in control of such substance or objects unless the same are delivered to police authorities whereupon it shall be the responsibility of said Principal to personally deliver such matter to police authorities. A contraband locker, safe or locked drawer shall be maintained and kept locked by the Principal, along with the Superintendent, who shall be the only individuals with access. A log of all contraband in such a locked container shall be maintained by the Principal. The log shall include the date and time the contraband was placed into the locked container, the name of the student from whom it was seized, the date and time it was removed, the disposition thereof and the initials of the individual placing and removing the contraband. Any illegal or dangerous matter shall only be disposed of by delivering same to police authorities.
- 10) Under law, students have no reasonable expectation of privacy rights in school lockers, desks or other storage places with respect to the school authorities. The Superintendent shall give notice to all students that lockers, desks and other school storage places may be subject to inspections at any time by school officials. The Superintendent shall also give notice to all students that lockers and other school storage places may be subject to detection of illegal contraband by dogs.
- 11) No police officer may enter the school of the district for the purpose of interrogating, searching or conducting formal investigations of students unless he or she has a warrant for arrest or search or unless the Superintendent or Principal is of the opinion that the health, safety and welfare of the students mandates such conduct by the Police Officials. No police officer shall be allowed to perform a student search unless authorized by a search warrant, the Principal shall first attempt to inform the parent or guardian of the police demand to search in order to afford the parent or guardian an opportunity to be present at the search. In the event that the parent or guardian cannot be contacted prior to a police search the Principal will remain present acting in loco parentis.
- 12) When police have properly entered the school and desire to interrogate a student, the Principal shall first attempt to notify the parent or guardian of the student involved by telephone prior to any such interrogation. If the parent or guardian cannot be reached, no interrogation will take place on school grounds unless the Superintendent or Principal is of the opinion that the health, safety and welfare of the students mandate such conduct by Police Officials.

**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 conducive environment 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 be 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 be 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 be 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, exist. 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.
- Lock 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 or 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.

**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.

*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

Charlotte Valley Central School *Davenport, New York 13750*

Comprehensive Attendance Policy

(Effective date - 6/23/2003)

I. Objectives:

- A) To ensure the maintenance of an adequate record verifying the attendance of all students at Charlotte Valley Central School in accordance with Education Law §3205,
- B) To be accountable to parents of all students enrolled in Charlotte Valley Central School for the whereabouts of their children throughout each school day,
- C) To ensure sufficient student attendance at all scheduled periods of actual instruction or supervised study hall activities to permit such students to succeed at meeting the State Learning Standards,
- D) To identify attendance patterns and to design improvement efforts,
- E) To increase student completion of school,
- F) To identify absent students, particularly for safety reasons,
- G) To prepare students for life (post secondary education or employment) and instill the value and benefit of regular attendance for success, and
- H) To promote student personal and academic success by regular school attendance.

II. Definitions:

Whenever they are used within the Comprehensive Attendance Policy, the following terms shall mean:

- A) Scheduled Instruction: Every period that a student is scheduled to attend instructional or supervised study activities during the course of a school day during the school year.
- B) Absent: The student is not present for more than one-half of the period of his/her scheduled instruction.
- C) Tardy: The student fails to be seated and ready to work at the time assigned to the beginning of class. The student arrives later than the scheduled starting time of instruction, but does not miss more than one-half of the class instruction. A tardy as defined equals one-half of an absence.
- D) Early Departure: The student leaves prior to the end of his/her scheduled instruction, but does not miss more than one-half of the class instruction. An early departure as defined equals one-half of an absence.
- E) Excused: Any absence, tardiness, or early departure for which the student has a valid school approved excuse. Such excused non-appearance shall include: illness, death in the immediate family, medical or healthcare provider appointment, required court appearances, religious observance, military obligations, attendance at another school activity, pre-approved scheduled college visitations, pre-approved educational experiences, pre-approved work, impassable roads or weather, or others as approved by the Superintendent, Principal or his/her designee.

The school must receive written notification of the reason for absence, tardy, or early departure from a parent or person in parental relation for the absence to be considered excused. A note from the student's medical or healthcare provider shall fulfill the requirements of a written notification. Any student who is deemed to have excessive absences may be required to provide a note from his or her medical or healthcare provider for the absence to be considered excused.

Any absence, tardy, or early departure for school-sponsored field trips or school-sponsored athletic events (team members) shall be excused. The parental permission slip for the particular field trip or the signed parental permission for athletic participation for the particular season shall serve as written notification for the absence, tardiness, or early departure.

- F) Unexcused: Any absences, tardiness, or early departure for which the student has no valid school approved excuse. Such unexcused non-appearance includes, unless approved by the Superintendent, Principal, or his/her designee: car trouble, family vacations, oversleeping, salon appointments (i.e., hair, tanning, nails), hunting, fishing, babysitting, shopping trips, employment, skipping class, or participating in activities that could have been done outside of the school day or avoided through proper planning. All other reasons not listed under excused must be approved by the Superintendent, Principal, or his/her designee. All absences for which written notification has not been received within the time limits specified within this policy shall be considered as unexcused absences.

- G) Truancy: Truancy is the willful violation by a student of the compulsory attendance provisions of education law, which require minors from six until the end of the school year in which they turn 16 years of age to attend school full time.

III. Record of Attendance:

- A) A record of attendance shall be maintained for each student enrolled at Charlotte Valley Central School and shall contain the following information: name, date of birth, full names of parent(s) or person(s) in parental relation, address where the student resides, phone number(s) where parent(s) or person(s) in parental relation may be contacted, the date of the student's enrollment, and a record of the student's attendance on each day of scheduled instruction.
- B) Attendance shall be taken and recorded as follows:
- 1) For students in Pre-K through grade six such student's presence or absence shall be recorded after taking of attendance once per school day.
 - 2) For students in grades seven through twelve each student's presence or absence in each period of scheduled instruction shall be recorded after taking attendance.
 - 3) Any absences of a school day or portion thereof shall be recorded as excused or unexcused in accordance with this policy.
 - 4) In the event that any student from Pre-K through grade twelve arrives late or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with standards articulated in this policy.
- C) A record 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 the school building, or such other cause as may be found as satisfactory to the Commissioner.
- D) The date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law §3202(1-a).
- E) At its annual reorganization meeting the Board of Education shall appoint the Superintendent, Principal, or designee as Attendance Officer to keep the record of attendance. The Attendance Officer shall make all entries in the record of attendance and shall be responsible for reviewing student attendance records and initiating appropriate action to address unexcused student absence, tardiness, and early departures consistent with this policy. The entries in the record of attendance shall be verified by the oath of affirmation of the person making the entries in the record of attendance.
- F) Commencing with the 2002-2003 school year, student attendance records shall be reviewed by the Superintendent, Principal, or his/her designee for the purposes of initiating appropriate action to address unexcused student absences, tardiness or early departure consistent with this policy.
- G) Coding System:
The following coding system shall be used to indicate the nature and reason for a student's missing all or part of scheduled instruction:

<u>CODE</u>	<u>REASON</u>
AE	Absent, Excused
TE	Tardy, Excused
EDE	Early Departure, Excused
SUS	Suspension
DF	Death in Immediate Family
AU	Absent, Unexcused
TU	Tardy, Unexcused
EDU	Early Departure, Unexcused
SCH	School Sponsored
MD	Medical Appointment

The time that the student arrived or departed will be recorded next to the entry code describing the nature and reason for the student missing all or part of scheduled instruction.

IV. Strategies employed to meet the objectives listed above:

- A) Maximum Number of Absences (excused and/or unexcused) allowed in order to receive course credit:

<u>TYPE OF COURSE</u>	<u>Maximum Allowable Absences</u>
One Marking Period, Double Period	4 days
Semester, Double Period	8 days
Single Period, Full Year	16 days
Single Period, Even / Odd Days	8 days
One Marking Period, Single Period	4 days
Semester, Single Period	8 days
Full Day, K-6	16 days
Summer School	3 days
Transfer Students	Maximum allowable absences will be prorated to the time spent in the district

B) Minimum Attendance Requirements

A student will be considered absent if he/she is not present for more than one-half of his/her scheduled instruction.

In grades 7-12, a student will be considered tardy if he/she arrives later than the scheduled starting time of instruction, but does not miss more than one-half of the class instruction. Each tardy will count as one-half of an absence.

In grades Pre-K-6, a student will be considered tardy if he/she arrives more than 30 minutes later than the scheduled starting time of instruction, but does not miss more than one-half of the daily instruction. Each tardy as defined will count as one-half of an absence.

In grades 7-12, a student will be considered as departing early if he/she leaves prior to the end of his/her scheduled instruction, but does not miss more than one-half of the class instruction. Each early departure as defined shall count as one-half of an absence.

In grades Pre- K-6, a student will be considered as departing early if he/she leaves prior to the end of his/her scheduled instruction, but does not miss more than one-half of the scheduled daily instruction. Each early departure as defined shall count as one-half of an absence.

C) Suspension

When a student is suspended from school, the district shall not count the days as absences, unless the student is offered alternative instruction and fails to attend such instruction.

V. Steps to Prevent Loss of Credit for Failure to Attend

A) Student's Responsibilities

- 1) It is the student's responsibility to initiate making up work as a result of absences, tardies, or early departures from classes.
- 2) When a student is aware of a scheduled absence, such as field trip, athletic participation, or scheduled medical appointment, he or she may request assignments from the teacher involved prior to such absence, tardy, or early departure.
- 3) Students with absences, tardies, or early departures shall be required to make up the work for each class or portion of class missed to the satisfaction of the teacher involved to receive credit for the missed work

B) School-Related Absences

Students with absences, tardies, or early departures due to participation in scheduled instruction (such as, instrumental music lessons or therapy), school-sponsored field trips, or school-sponsored athletic participation (team members) will be required to make up work for each class or part of a class missed to the satisfaction of the teacher involved.

The excused absence due to participation in scheduled instruction, school-sponsored trips, or school athletic participation, noted above, will be recorded as such, but the absence will not be counted in determining the maximum number of absences allowed in order to receive course credit.

C) Parental Notification of Attendance Record

The District shall notify the student and parent(s) or person(s) in parental relation of the student's record of attendance for each class on quarterly report cards. Students with excessive absences (more than 50% of the course's maximum allowable absences) shall be notified between quarters by a teacher progress report.

The notice shall inform the student and parent(s) or person(s) in parental relation that the student is approaching the limit of absences and is in danger of losing course credit because of failure to attend class. The notice will include the school's attendance for credit policy, the actual number of classes a student may miss before forfeiting the right to earn credit, and the actual number of classes missed to date. A copy of this policy shall serve as such notice.

Any time a student has been marked absent more than 75% of the course's maximum allowable absences per the chart shown earlier in this policy, as well as the chart below, a conference between the student, parent, and teacher shall be scheduled by the teacher to discuss concerns and consequences of non attendance.

D) Chart for Notification of Absences:

TYPE OF COURSE	50% of Maximum Allowable Absences – Parental Notification by Progress Report or Report Card	75% of Maximum Allowable - Conference Scheduled by the Teacher
One Marking Period, Double Period	2	3
Semester, Double Period	4	6
Single Period, Full Year	8	12
Single Period, Even / Odd Days	4	6
One Marking Period, Single Period	2	3
Semester, Single Period	4	6
Full Day, K-6	8 Days	12 Days
Summer School	1 Day	2 Days

VI. Parental Notice of Unexcused Absences

The student’s parent(s) or person(s) in parental relation shall be notified of a student’s unexcused absence, tardiness, or early departure according to the following:

- A) Where a student has not been marked as present for the first period of scheduled instruction and the school has not been previously notified of the absence, the District shall attempt to contact the student’s parent(s) or person(s) in parental relation to learn the nature of the student’s absence and notify the parent that the student has not arrived at school.
- B) Where a student has been marked as present the first period of scheduled instruction and is later marked as absent and has not been signed out of school for an early departure by the parent(s) or person(s) in parental relation, the District shall notify the student’s parent(s) or person(s) in parental relation to inform the parent that the student has left the school campus without permission.

VII. Disciplinary Procedures:

- A) A student may be subject to disciplinary procedures for unexcused absence, tardiness, or early departure, including verbal and written warnings, detentions, in-school suspensions, and loss of extra-curricular privileges as described in the Code of Conduct.
- B) A student may participate in extra-curricular activities on days when he or she has had an excused absence, tardy or early departure. Unexcused absences, tardiness, or early departure shall preclude participation in extra-curricular activities on the particular day.
- C) If the school does not receive a written notification of the reason for the absence, tardy, or early departure from the student’s healthcare provider or parent within five days of return from the absence, tardy or early departure, the absence, tardy, or early departure will be considered as unexcused and an after-school detention will be assigned.

VIII. Incentives & Intervention Strategies:

- A) Classroom-based incentives will be designed to promote excellent attendance. Every ten-week quarter, students with no absences, tardies, or early departures may receive extra credit, homework certificates, a perfect attendance certificate and/or other appropriate school-sponsored incentive as developed by the district.
- B) The Superintendent, Principal, or his/her designee shall meet each marking period with the Attendance Officer and other staff members as deemed necessary to review student attendance records, address identified patterns of unexcused student absence, tardiness, and early departure, and review current intervention methods. Where the Superintendent, Principal, or his/her designee determines that existing intervention policies or procedures are insufficient, the Superintendent shall notify the Board of Education prior to its annual review of the attendance records, of both insufficient practices and any proposed changes needing Board approval to implement.
- C) The District shall provide consistent counseling to students with chronic attendance problems or may take other steps to refer a student of compulsory attendance age and/or parent(s) or person(s) in parental relation for preventive services or other appropriate services offered by outside agencies in the event of excessive or chronic attendance.

Such referrals may include but may not be limited to: referral to Preventive Services through the Delaware County Department of Social Services, referral of the student to mental health or substance abuse prevention counseling, filing of a PINS (Person in Need of Supervision) petition in Delaware County Family Court for truancy, referral to Probation, filing of a CPS (Child Protective Services) complaint for educational neglect, or other intervention strategies deemed appropriate by the administration.

IX. Dropping Students from Enrollment

Students over the age of compulsory school attendance may be dropped from enrollment if they have been absent 20 consecutive school days, provided the district has followed the following procedure:

The Principal or Superintendent must schedule an informal conference and notify both the student and parent(s) or person(s) in parental relation of this situation in writing at their last known address. At that conference, the principal or superintendent must determine the reasons for the student's absence and whether reasonable changes in the student's educational program would encourage and facilitate his or her continuance of study. The student and parent(s) or person(s) in parental relation must be informed orally and in writing of the student's right to re-enroll at any time in the school maintained in the district of residence, as long as the student remains qualified to attend.

If, after reasonable notice, the student and parent(s) or person(s) in parental relation fail to attend the informal conference, the student may be dropped from enrollment, provided there is notification in writing of the right to re-enter at any time, as long as the student is qualified for attendance.

X. Appeal Process

Where a student has exceeded the maximum allowable absences to obtain credit for the class, the student and parent(s) or person(s) in parental relation may make a written appeal to the Superintendent, Principal or his/her designee for a review of attendance records to challenge the number of absences on record and to provide an opportunity to waive the maximum allowable absence limit for extenuating circumstances. The review may take into account the following: total number of absences (without regard to whether the absences were excused or unexcused), whether class work and tests were made up to the satisfaction of the teacher involved, whether the student has demonstrated satisfactory mastery of the course content by securing a passing grade, whether the student had serious or prolonged illness, or other good and valid reasons.

XI. Exceptions to Maximum Allowable Absences

When a student is absent for death in the immediate family and such absence is verified in writing by the parent or person in parental relation within five days of return to school, the absence(s) shall not count toward the maximum allowable absences for the course.

When a student is absent from school for an appointment with a medical or healthcare provider, the absence shall not count toward the maximum allowable absences for the course as long as written proof of the absence is provided to the attendance officer on the healthcare provider's letterhead or official correspondence within five days of return to school.

Should the documentation not be provided as noted above in this section or not provided within the specified period of time, the absence shall then be counted toward the maximum allowable absences and shall be considered either excused or unexcused as otherwise defined in this policy.

Original Policy Adopted: June 6, 2002

Revised Policy Adopted: June 26, 2003

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

Entering Freshman Class	Local Diploma Requirements	Regents Diploma Requirements	Regents Diploma with Advanced Designation Requirements
Senior Class of 2013	*	Score 65 or over on 5 required Regents Exams. Earn 22 units of credits.	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 Davenport, New York 13750

CODE OF ETHICS

(Effective date - 3/3/2007 by Board of Education Resolution)

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) *Municipal Officer or Employee* means an officer, board of education member, teacher, or employee of Charlotte Valley Central School District, whether paid or unpaid, including members of any administrative board, committee, or other unit thereof.
- (b) *Interest* means a pecuniary or material benefit accruing to an officer, teacher, or employee unless the context otherwise requires.

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.

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.

APPENDIX #7

WEATHER EMERGENCY SAFETY DRILL

Once a weather emergency has been established and the superintendent, principal or administrator of the day has decided that in the interest of staff and student safety we should take precautions, the following will be initiated;

The following announcement will be made on the school-wide public address system.

Due to the current weather conditions and as a precaution we will now initiate a weather emergency drill. Staff should escort their students to their designated area and remain there with students until given further instructions. Please proceed in an orderly fashion now.

Every effort will then be made to contact any bus drivers making daytime runs using the two way radio. Drivers will be asked to get students to safety. The two way radio will also be used to contact Mr. Wolf if his class is being conducted outside.

Students should proceed quietly to their assigned area. Once they arrive at the proper location they should sit on the floor against the wall. The hallway must remain clear for students and staff. Staff must remain with their students and supervise. Students may talk quietly but must stay in place until the emergency has passed. During an actual emergency students will be instructed to place their heads between their knees and protect their necks.

Rooms 211, 212, 213, 214, 215 and 216 will proceed out the door to the right to access the stairwell at the northern end of the wing. Students will walk down the stairs to the first floor and walk south until they reach the corner of the main hall and the computer lab wing. Students will sit with their backs against the wall. **Students must not sit in front of doors.**

Rooms 205, 206, 207 and 210 will proceed out the door to the right to access the eastern stairwell at the end of the wing. Students will walk down the stairs and turn right and walk north along the wall by the distance learning room (room 120). Once they reach the corner just past room 120 all students will stop and sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Rooms 200, 201, and 202 will proceed out the door to the left to access the stairwell at the northern end of the wing. Students will walk down the stairs to the first floor and walk south (straight) until they reach the double doors near the nurse's office (Room 141). Students will stop and sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in room 145 will proceed out of the door across the hall to the right, walking south along the wall until they reach the double doors near the nurse's office (Room 141). Students will stop and sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 108, 111 and 112D will proceed out of the door to the left moving west in the main hallway until they reach the double doors near the cafeteria line entrance. Students will stop and sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 127, 128, 129 (Library) will proceed out the door to the right and proceed west toward the gym. When they reach the end of the hall they will turn right or north and fill in along the walls on both sides of the hall. Students will stop and sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 135, 136 and 138 will proceed out the door to the left and proceed west toward the Gym. When they reach the end of the wing they will turn left or south then right or west in front of the girls' and boys' locker rooms (Rooms 140 and 142). Students will stop when all students will fit in the hallway. Students will then sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in the elementary gym will proceed to the adjacent computer lab. When all students are in the lab they will stop and sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 120 (DL) and 121 (Art) will proceed to the right or north until they reach the science wing. Students will stop and fill in on both sides of the hall. Students will then sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

If gym classes are being conducted outside, students will be instructed to seek cover inside the building. They will proceed first to the gym then the hallway along the south wall in front of the boys' and girls' locker rooms. Students will then sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

If the emergency occurs during the lunch hour, students in the cafeteria will walk west in the main hall and walk along the lockers near the main office. They will proceed until they reach the double doors near the nurse's office. If there is not enough room, students can fill in along the opposite wall. Students will then sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

All office personnel in the main hallway and room 162 will enter the hallway and supervise where needed.

Elementary Wings:

Students in room 164 (PreK) will exit the eastern most door and move to their left or west and sit along the wall in front of their classroom. Students will sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 165, 166 will exit their rooms, move south toward room 164 (PreK), turn left into the main hall and sit opposite the PreK room 164. Rooms 167, 168, 169 and 170 will exit their rooms, move south toward room 164 (PreK). When students reach the main hall they will stop and sit in front of classrooms. Students will sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 174 and 175 will exit the room and move to the left and stop at the fire doors. Students will sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 176 and 178 will exit the room and move to the right and stop at the fire doors. Students will sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 179 and 183 should move to the wall opposite the Men's and Ladies room and sit along the eastern wall. Students will sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 184 and 185 will exit the room and proceed to the gym and locker room hallway. Students will sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

Students in rooms 186 and 187 will exit the room and proceed to the gym and locker room hallway. Students will sit on the floor with their backs to the wall. **Students must not sit in front of doors.**

When the emergency has passed or the drill has ended an announcement will be made for all students and staff to return to their classroom.