SAUGERTIES

JUNIOR/SENIOR HIGH SCHOOL

FACULTY HANDBOOK

2020-2021
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VISION STATEMENT

The Saugerties Central School District, including the Board of Education, staff, students, parents and community, will work together to create a safe, challenging, nurturing, and supportive learning environment for all students. Our students will meet or exceed rigorous local, state, and national standards. They will emerge lifelong learners prepared to contribute to and succeed in our society.

MISSION STATEMENT

All stakeholders in the Saugerties learning community share responsibility and commitment to provide resources, expertise, and a positive environment for all students.
DISTRICT ORGANIZATION

BOARD OF EDUCATION
Robert Thomann.................................................................President
James Mooney.................................................................Vice-President

TRUSTEES:
Krista Barringer Katie Emerson-Hoss Susan Gage Raymond Maclary
Elena Maskell Paul VanSchaack Timothy Wells

CENTRAL ADMINISTRATION
Kirk Reinhardt.................................................................Superintendent
Dan Erceg...............................................................Director of Human Resources
Darlene Westinghouse............................................ Assistant Superintendent
Jane St. Amour..........................................................Business Manager
Lisajane Kappler Coordinatee of Pupil Personnel Services
Marlene Anderson-Butler..........................Director of Special Education
Carol Petramala/Larry Swart.............................Transportation

SENIOR HIGH SCHOOL ORGANIZATION
Tim Reid.................................................................Principal
Shannon Krum .............................................................Assistant Principal
Michael Catalano................................................Sr. High School Counselor
SueEllen Egan................................................Sr. High School Counselor
Eileen Madden................................................Sr. High School Counselor
Michael Pugliese (Grades 10 – 12).........School Psychologist
Sari Grandstaff....................................................Librarian
Susan Carter (Grades 10 – 12)..............................School Nurse
Anna Millenson......................................................Social Worker

JUNIOR HIGH SCHOOL ORGANIZATION
Ginger Vail.................................................................Principal
Lee Molyneaux.............................................................Assistant Principal
Melissa Greener................................................Jr. High School Counselor
Kristina Kaisik..........................................................Jr. High School Counselor
Eric Schwartz................................................Jr. High School Counselor
Victoria Mulqueen (Grades 7 – 9)................School Psychologist
Nara Scanlon (Grades 7 – 9).................................School Nurse
Jennifer Tyler-Zicot................................................Librarian
# SAUGERTIES SENIOR HIGH SCHOOL

## BELL SCHEDULE

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<tr>
<td>1</td>
<td>7:45-8:28</td>
<td>7:45-8:28</td>
<td>9:45-10:13</td>
<td>9:45-10:13</td>
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**ACTIVITY, EXTRA HELP & DETENTION PERIODS:** 2:22-3:00

- Copies of the bell schedule are available in each office.
# Bell Schedule

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<td>2</td>
<td>8:32-9:13</td>
<td>10:17-10:43</td>
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<td>4</td>
<td>10:02-10:43</td>
<td>11:17-11:43</td>
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<td>11:32-12:13</td>
<td>12:17-12:43</td>
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<td>12:17-12:47</td>
<td>12:47-1:17</td>
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<td>12:51-1:32</td>
<td>1:21-1:47</td>
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<td>8</td>
<td>1:36-2:18</td>
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**ACTIVITY, EXTRA HELP & DETENTION PERIODS: 2:22-3:00**

- Copies of the bell schedule are available in each office.
**OPERATION SAFEGUARD**

*Operation SAFEGUARD* is based on the idea that certain legitimate businesses, industries and schools may be unknowingly exploited by terrorists who portray themselves as honest customers seeking to purchase, lease or somehow appropriate certain material, licenses and/or services to covertly further a terrorist plot.

The following are general indicators of potential terrorist planning or activities. Alone each indicator can result from legitimate recreational or commercial activities or criminal activity not related to terrorism; however, multiple indicators combined with other information can possibly suggest a terrorist threat.

- Physical surveillance that may include note taking or the use of binoculars, cameras or maps near school locations.
- Attempts to gain information of school populations, individual students, dismissal times, the school calendar, security personnel or strategies, school bus routes, or school bus information through personal contact, by telephone, mail or e-mail.
- Attempts to penetrate or test physical security and response procedures at school locations.
- Suspicious or improper attempts to acquire official vehicles, access cards or identification.
- The presence of individuals who do not appear to belong in the workplace, business establishment or school locations.
- Behavior that appears to denote planning for terrorist activity, such as mapping out routes, playing out scenarios, monitoring school locations, dismissal times and protocols or school bus routes.

The following examples of activity relating to Elementary, Middle and High Schools, though not fully inclusive, may be of **possible** concern to law enforcement:

- Unusual inquires from strangers regarding school hours (i.e., arrival and dismissal times), pupil attendance or population (i.e., ethnic or religious composition of the student body), the presence of security measures in place (or lack thereof), etc. Also, inappropriate queries made by individuals who do not appear to be interested in registering their children.
- Reports of individual(s) videotaping or photographing the school building or making observations of the activity relating to school functions.
- Individuals found in areas restricted to employees only or not open to the general public.
- Suspicious behavior by an individual attempting to enter your school while wearing bulky clothing that appears inappropriate. May be compounded by the subject being alone or while acting excessively nervous and/or perspiring.
- Alarming or unusual statements made by a student regarding an approaching date.
The parking of a suspicious vehicle in the school’s parking lot or in proximity to the school building, particularly for an extended period of time.

(Continued)

Operation SAFEGUARD (continued)

- The loss or theft of any chemicals or hazardous substances located in school laboratories.
- The discovery of an unattended package or object inside or around the premises of the school.
- The discovery of new marks or noticeable force of entry onto a school bus or unusual foreign item(s) attached to the bus.

Registration of children into schools without necessary documentation (i.e., birth certificates or immunizations records) or with documentation that does not match the individual or does not appear authentic or has been altered.

Only approach or question a suspicious person if you feel comfortable. If you feel uncomfortable or threatened, seek assistance. Ask the person questions such as:

- May I help you with anything?
- May I see some identification?
- Who are you visiting?
- What is the purpose of your visit?

If the personal refuses to answer or respond to your questions or does not answer the question to your satisfaction, attempt to escort them to a public area and notify your supervisor or manager. Avoid detaining or getting physical with the suspect. Make sure to note individual’s original location. Focus on their behavior and physical characteristics and keep them in your sight until law enforcement arrives.

Your impressions and assessment based upon your professional experience are extremely valuable and should help guide you in determining if a customer request, a fact pattern or set of circumstances is unusual. Please remember that the conduct itself does not have to be criminal per se for you to report it to the NY State Toll-Free Tips line. It may be contact 24-hours a day, seven days a week by calling:

1-866-SAFE-NYS
**ABSENCES:**
This year, we will again work with the on-line substitute service, Absence Management (AESOP.) Teachers with a planned absence should submit and/or call your absence at your earliest convenience.

When submitting your absence to Absence Management you must complete all of the necessary prompts before receiving a confirmation of your absence request. They are as follows: Date(s), Absence Reason, Time, Note to Administrator (Except Sick Leave) reason for absence, indicate whether a substitute is needed and then hit Review & Confirm. If you would like to request a specific substitute you must contact the appropriate office. If reporting an absence after 6:15 AM for that day, you must call the senior high office at (845) 247-6651 ext. 1700.

Your lesson plans should be on file with your department chairperson and in your classroom substitute folder. Your class rosters should be updated as needed. Seating charts and class rosters should be left in your substitute folder where they can be easily located.

Substitute teachers will be taking period attendance, based on the class attendance rosters that are on file in your substitute folder. Please remember to update these class lists as changes occur to a class roster, and be sure to replace your rosters after an absence.

**ACADEMIC REFERRALS:**
Subject teachers may forward academic referrals to guidance counselors on students who do not fulfill teacher expectations or meet specific subject goals. Counselors will meet with students and teachers and, if necessary, notify parents for a conference.

**INTERSCHOLASTIC SPORTS ACADEMIC ELIGIBILITY**
Eligibility applies to all interscholastic sports. Participation in these activities should be an incentive for a student/athlete to fulfill his/her academic responsibilities

1. Every five (5) weeks, the Athletic Department will check grades for eligibility.

2. A student/athlete receiving three (3) or more failures or failing warning letters will be declared ineligible for a two (2) week period (No practice or Games). In which the student/athlete must be passing all of his/her classes at the end of the two week period. If the student/athlete fails to do this they will be removed from the team for the rest of the season. If they are able to pass all of their classes they will have to fill out a weekly progress report that will be handed in to the coach every Friday.

3. A student/athlete receiving two (2) failures or failing warning letters may continue to participate in practice but will not be allowed to play in games for two (2) weeks. They will be placed on a weekly progress report and must stay 9th period Monday through Thursday with a teacher they are failing or need extra help with. This must be done prior to participating in his/her interscholastic sport activity. The athlete is required to present the coach with a written indication that a remedial session was attended. This process continues for the rest of the season.
4. A student/athlete receiving (1) Failure or failing warning letter may continue to participate in practice and games but will be placed on a progress report. The progress report will be handed in every Friday to the coach. This will continue for the remainder of the season. (Progress reports will be handed out by the coach after Thursdays practice or the student/Athlete can get one from the Athletic Directors office.)

5. A student/athlete’s grade will carry over from the spring to the fall. With the exception that instead of being ineligible they will automatically start out on a progress report no matter how many failures they had. That student is considered an at risk student.

ACCIDENTS:
All teachers are to follow these procedures in dealing with accidents:
1. All accidents are to be reported immediately to the nurse or the main office if the nurse is unavailable.
2. Make the individual as comfortable as possible.
3. If the school is closed, and you do not have a nurse or office personnel available to you, do not hesitate to call the Town Police or an ambulance. Make no promise as to the liability for fees, which may be incurred. Notify the parents or guardian as soon as possible.
4. Record names of any witnesses and complete details of the incident; report this information to the nurse.
5. Make no statements with regard to liability of the individual involved or the school.
6. All staff accidents should be reported to the nurse.

ANIMALS IN SCHOOL:
Students are not allowed to bring animals to school unless authorized by a teacher and administrator. When authorized, animals must be taken directly to the appropriate room for the day. Unless authorized by the teacher in charge, the animal must be taken home at the end of the day.

ANNOUNCEMENTS & POSTERS:
Brief announcements will be made daily on the public address system, at 7:45AM and if necessary, at 1:25PM. PM announcements are exclusive to activities that are scheduled to happen that afternoon or evening. Please email all daily announcements before 7:40AM to shstv@saugerties.k12.ny.us. We will interrupt classes only for emergency announcements. In the event of hazardous weather conditions, an announcement of an early closing of school for the day will be announced.
No posters or notices of any kind may be posted until an administrator has approved them. Approved posters and notices will have a specific stamp affixed to them.
COMPREHENSIVE STUDENT ATTENDANCE POLICY: 7113

In accordance with state law and regulations it is the policy of the Saugerties Central School District to ensure the maintenance of adequate attendance records verifying the attendance of all children at instruction and the creation of the means to examine attendance patterns so as to develop effective intervention strategies to improve attendance.

It is the objective of this policy to encourage that each student attends school on time, for the maximum number of days and instructional periods possible. In furtherance of this objective, the District shall utilize strategies such as positive attendance incentives and appropriate disciplinary and other consequence.

Record Keeping

A. Effective not later than July 1, 2003, attendance record keeping shall conform to the following:

1. Elementary schools and middle schools with non-departmentalized K-8 grades shall ensure that attendance is taken once a day, except that where students are dismissed from campus for lunch a second attendance shall be taken upon the return from lunch.

2. In departmentalized grades including grades 7-12 attendance shall be taken in each period of scheduled instruction, with an exception for consecutive periods where classes are in the same room.

3. In Grades K-12, any absence for a school day or part of a school day shall be recorded as excused or unexcused as provided for in this policy.

4. In Grades K-12, events of tardiness shall be recorded as excused or unexcused as provided for in this policy.

5. In Grades K-12, events of early departure shall be recorded as excused or unexcused as provided for in this policy.

6. A record shall be maintained of each scheduled day of instruction during which school is closed for all or part of the day because of extraordinary circumstances including adverse weather, failure of the heating system or water supply, fuel supply shortage or structural damage to the building, etc.

7. A record shall be made of the date when a student withdraws from enrollment or is dropping from enrollment in accordance with section 3202(3-a) of the Education Law.

B. All entries in the register of attendance shall be made by a teacher or another employee designated by the Board of Education. Any individual authorized to make entries in the register of attendance shall, by oath or affirmation, verify the contents of the entries.

C. Effective 2003-2004 school year, student attendance records shall be reviewed by the Principal of each school building in the District for the purpose of initiating appropriate action to address unexcused student absences, tardiness and early departures.

D. The register of attendance shall consist of any written or electronic record to record attendance, absence, tardiness or early departure of a student. The register shall be maintained for every period that a student is scheduled to attend actual instruction or supervised study during the course of the school day during the school year, from July 1st through June 30th. The register at every school building shall include separate notations regarding student presence, absence, tardiness and early departures.
departure. The contents of the register for each student shall contain the information prescribed in regulations of the Commission of Education (Part 104).

E. The coding system shall incorporate (a) for absence, (t) for tardy, (ed) for early departure, (cc) for cut class, (tr) for truancy, (un) for unexcused events and (ex) for excused events.

**Excused and Unexcused Absence**

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

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

The written excuse must be presented by the student on the day when returning to school following such absence.

Any absence not provided for on the excused list shall be deemed an unexcused absence.

**Course Credit Standard**

A. Make-up assignments shall be required for all excused and unexcused absences within one week of the student’s return to class unless other arrangements are made with the classroom teacher. With approval of the Building Principal, make-up assignments may be waived in exceptional circumstances or where a section 504 accommodation is warranted.

B. The parent(s)/guardian(s) shall be notified, by telephone and/or in writing, whenever a student has unexcused absences in excess of six per semester, regardless of whether the course is a semester or full year course.

C. The Guidance Department shall be responsible for making a personal contact with a student who is in jeopardy of course failure due to the student’s poor attendance. Reasonable efforts shall be made to assist the student in addressing the causes of the attendance problem. Such efforts may include:

- Discussion with the student’s teacher or teachers.
- Discussion and/or meeting with the student and his/her parent(s)/guardian(s).
- Discussion with student’s guidance counselor.
- Recommendation to the appropriate authorities for the suspension of extra- and co-curricular activity privileges.
Encouraging Student Attendance

A. With the approval of the Building Administration, teachers shall utilize attendance incentives (addressing not only attendance but also tardiness and early departure as well), including recognition of student with good attendance, consideration of such students for special privileges and activities that are unavailable to all students, and commendation certificates that shall be issued to the student’s parent(s)/guardian(s).

B. At the secondary level, class cutting shall be deemed an infraction of the Code of Conduct in the nature of insubordination to the teacher and school administration. The Code shall prescribe a range of disciplinary interventions to address class cutting.

C. Whenever a student exhibits a pattern of unexcused absence, tardiness or early departure, notice will be given to the parent(s)/guardian(s), in writing and/or by telephone communication, and the student shall be conferred with by the classroom teacher and/or a guidance counselor regarding the pattern in an effort to remediate the underlying problem. Notice shall also be given to the Building Principal who may address the matter with the student and/or his/her parent(s)/guardian(s).

D. In the event that the school level interventions have not improved the student’s attendance, the Principal may recommend interventions such as a Person In Need of Supervision (PINS) petition to the Family Court and/or contact with the appropriate social services agency to initiate a neglect petition.

Oversight Responsibilities

A. The Building Principal and/or his/her administrative designee shall be responsible for reviewing student attendance records and initiating appropriate action consistent with this policy.

B. The Board of Education shall annually review building level student attendance records to determine if the Comprehensive Student Attendance Policy is effective. If a decline in attendance is evident, the Board shall revise the policy as deemed necessary to improve student attendance.

Distribution of Policy

The Superintendent of Schools, at the direction of the Board of Education, shall publish to the community information about the District’s Comprehensive Student Attendance Policy. The policy shall be available and explained at student assemblies on open school nights (if any), and a plain language summary of the policy shall be prepared for distribution to parents/guardians. Each teacher and new teacher(s), promptly upon hire, shall be provided with a copy of the policy and any, amendments thereto. Copies of the policy shall also be maintained by the District’s Records Access Officer for issuance upon requests by any interested party.
ASSEMBLY PROCEDURE:

The administration will make every effort to notify the staff at least a week in advance of assemblies. Teachers are required to supervise assemblies if their entire class attends; otherwise, the teacher will remain in the classroom with a partial class. Teachers should be in the auditorium to help seat students, front to back. Teachers should sit among the students to help supervise during the assembly.

ALTERNATE SCHOOL:

The Alternate School Program has been established by the Board of Education so that suspended students can receive instruction. It operates on Monday-Thursday from 2:30PM to 4:30PM. All teachers are expected to complete Alternate School homework requests in a timely fashion and forward them to the appropriate Guidance Office.

AUDITING:

No student will be allowed to audit a course without the permission of the principal. If permission is granted, the student will be expected to participate in all aspects of the course: i.e., completing all assignments, taking tests, etc. Failure to do so may result in removal from the course.

BUDGET ORDERS:

Department chairs will input their department’s purchase requisitions into Finance Manager. The reference number for each order must be written in the box noted “Business Office Only.” All purchase requisitions must then be turned into the appropriate principal’s office.

BUS BEHAVIOR:

Student rules and regulations in regards to bus behavior can be found in the Student Handbook and in the Transportation Policy Handbook. Teachers should direct all bus problems to the Junior High or the Senior High Assistant Principal’s.

BUS PASSES – (LATE BUS):

The school district provides late bus transportation for students who have remained after school during 9th period. Teachers who have detained a student, either for extra help, detention, or club activities should issue the student a late bus pass. The passes must be filled out completely by the teacher. In the past, we have had difficulty with students using the late bus who have not been detained after school. Please cooperate by making sure that students do not have easy access to these bus passes. Those entitled to them should receive them at 3:00 PM for the afternoon that they have been detained. If you retain a student for the extra help period, that student should be under your supervision until 3:00PM. Do not send students to the office for passes.
Students are discouraged from socializing in classroom corridors after 2:18PM. They are prohibited from leaving school property after 2:18PM and returning to take the late bus home. Periodically, late bus passes will be returned to teachers for verification. This greatly reduces student abuse of late bus passes.

CANCELLATION/DISMISSAL OF CLASSES:
Prior administrative approval is required for cancellation of classes. Classes should not be dismissed until the bell signals the end of the period.

CHILD ABUSE:
It is the responsibility of the classroom teacher to immediately report suspected child abuse. If a teacher suspects a child is being abused, he/she must contact an administrator and report the suspicions. (See Child Abuse Policy that follows.)

REPORTING SUSPECTED CHILD ABUSE:
New York State recognizes certain professionals to be specially equipped to hold the important role of mandated reporter of child abuse or maltreatment. Those professionals include: psychologist, registered nurse, social worker, school official (including teachers) and police officer.

M mandated reporters are required to report suspected child abuse or maltreatment when, in their official or professional role, they are presented with a reasonable cause to suspect child abuse or maltreatment where a child, parent, or other person legally responsible for the child is before the mandated reporter when the mandated reporter is acting in his or her official or professional capacity. “Other person legally responsible” refers to a guardian, caretaker, or other person 18 years of age or older who is responsible for the care of the child.

Reasonable cause to suspect child abuse or maltreatment means that, based on your rational observations, professional training and experience, you have a suspicion that the parent or other person legally responsible for a child is responsible for harming that child or placing that child in imminent danger of harm. Your suspicion can be as simple as distrusting an explanation for an injury.

Abuse encompasses the most serious harms committed against children. An abused child is one whose parent or other person legally responsible for his or her care inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. Abuse also includes situations where a parent or other person legally responsible knowingly allows someone else to inflict such harm on a child.

Maltreatment means that a child’s physical, mental or emotional condition has been impaired, or placed in imminent danger of impairment, by the failure of the child’s parent or other person legally responsible to exercise a minimum degree of care by:
- Failing to provide sufficient food, clothing, shelter, education; or
- Failing to provide proper supervision, guardianship, or medical care (refers to all medical issues, including dental, optometric, or surgical care); or
- Inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs to the extent that the child was placed in imminent danger.

Poverty or other financial inability to provide the above is not maltreatment.

**Indicators of Physical Abuse can include:**

- Injuries to the eyes or both sides of the head or body (accidental injuries typically only affect one side of the body);
- Frequent injuries of any kind (bruises, cuts and/or burns), especially if the child is unable to provide an adequate explanation of the cause. These may appear in distinctive patterns such as grab marks, human bite marks, cigarette burns, or impressions of other instruments;
- Destructive, aggressive, or disruptive behavior;
- Passive, withdrawn, or emotionless behavior; and
- Fear of going home or fear of parent(s).

**Indicators of Sexual Abuse can include:**

- Symptoms of sexually transmitted diseases;
- Injury to genital area;
- Difficulty and/or pain when sitting or walking;
- Sexually suggestive, inappropriate, or promiscuous behavior or verbalization;
- Expressing age-inappropriate knowledge of sexual relations; and
- Sexual victimization of other children.

**Indicators of Maltreatment can include:**

- Obvious malnourishment, listlessness, or fatigue;
- Stealing or begging for food;
- Lack of personal care – poor personal hygiene, torn and/or dirty clothes;
- Untreated need for glasses, dental care, or other medical attention;
- Frequent absence from or tardiness to school; and
- Child inappropriately left unattended or without supervision.

**Where Do I Call to Make a Report?**

As soon as you suspect abuse or maltreatment, you must contact a building administrator or school social worker or report your concerns by telephone to the SCR. The SCR (NY State Central Register) is open 24 hours a day, seven days a week, to receive your call. The timeliness of your call is vital to the intervention by local Child Protective Services (CPS). You are not required to notify the parents or other persons legally responsible either before or after your call to the SCR. In fact, in some cases, alerting the parent may hinder the local Child
Protective Services investigation and adversely affect its ability to assess the safety of the children. The telephone numbers are:

Mandated Reporter (800) 635-1522          Public Hotline (800) 342-3720

SUBJECT: SUPERINTENDENT’S REGULATIONS – CHILD ABUSE

Children have the right to grow up safely and to develop into healthy individuals. Child abuse, maltreatment and neglect are violations of this right that threaten the health, safety, morals and welfare of children.

Therefore, pursuant to Board of Education policy and the Child Protective Services Act of 1973 (Title 6 of the Social Services Law), the School District staff should be on the alert for the purpose of identifying abused and maltreated children and reporting such findings as required. For the purpose of discerning whether or not a child is abused or maltreated the following definitions should be considered.

Definitions:
An “abused child” means a child less than 18 years of age whose parent or other person legally responsible for care, inflicts or allows to be inflicted upon such child physical injury, by other than accidental means, which causes or creates a substantial risk of death, serious protracted disfigurement, protracted impairment of physical or emotional health or protracted loss of impairment of the function of any bodily organ. Child abuse also refers to the situation where the parent, or other person legally responsible, creates or allows to be created a substantial risk of physical injury to a child, by other than accidental means, which would be likely to cause death or serious protracted disfigurement, or protracted impairment of physical or emotional health, or protracted loss or impairment of the function of any bodily organ. Sex offenses against a child, as defined in the Penal Law, shall also constitute a basis for finding that a child has been abused.

A “maltreated child” includes a child under the age of 18 defined as neglected child under the Family Court Act or who had serious physical injury inflicted upon him/her by other than accidental means. In general terms, a neglected child is one whose physical, mental or emotional condition has been impaired or is in imminent danger of becoming impaired as a result of neglect by a parent, or other person legally responsible for his/her care, to exercise a minimum degree of care in the areas of providing food, clothing, shelter, education, medical, dental, optometric or surgical care. Child neglect is also indicated where there has been the unreasonable infliction of harm, or substantial risk thereof, including the infliction of excessive corporal punishment, drug misuse or abuse, alcohol abuse or abandonment of the child.

1) Persons Obligated to Report Cases of suspected Child Abuse or Maltreatment

School officials and registered nurses working in the School District are under an obligation, pursuant to Section 413 of the School Services Law, to report such cases by immediately notifying the building principal. All professional staff members (including
superintendents, teachers, administrative officers, guidance counselors, coaches and substitute teachers) should consider themselves to be under the duty to report suspected cases of child abuse, maltreatment and neglect to the building principal or school nurse. (Sections 413 and 414 Social Services Law).

If the building principal or school nurse does not feel a report is warranted, a mandated reporter is still obligated by law to make such a report if he/she feels there is reasonable cause to suspect that abuse, neglect or maltreatment has occurred. The mandated reporter shall inform the building principal that a report has been made.

2) Reporting Procedure

IF A CPS REPORT NEEDS TO BE MADE, A BUILDING ADMINISTRATOR MUST BE NOTIFIED PRIOR TO THE CALL. THE BUILDING PRINCIPAL SHALL INFORM THE SUPERINTENDENT OF SCHOOLS OR HIS/HER DESIGNEE AS SOON AS POSSIBLE AFTER THE REPORT IS MADE.

Reports of suspected child abuse, maltreatment or neglect shall be made immediately, by telephone and in writing, within 48 hours after such oral report or by telephone facsimile machine on a form supplied by the Commissioner of Social Services. The oral report shall be made to the Statewide Registry and the Local Child Protective Service. The written report shall be made to the appropriate Local Child Protective Service on forms prescribed by and supplied by the commissioner of Social Services. The telephone facsimile reports shall be made to a special telephone facsimile number for use only by persons mandated by law to make reports, as set forth below. (Section 415, Social Services Law)

**Oral Report to:**

New York State Central registry of Child Abuse and Maltreatment

Mandated Reporter’s Hotline: 1-800-635-1522
Other calls and Non-mandated Reporter’s Number 1-800-342-3720

**Ulster County Department of Child Protective Services:**

Incidents of suspected child sexual abuse shall be reported to the following, as well as Central Registry:

Ulster County District Attorney: 845-340-3280 or
New York State Police: 845-334-5300

**Written Report to:** Ulster county Department of Social Services, Child Protection Unit, 1091 Development Court, Kingston, New York 12401. (Phone number: 334-5915)
**Telephone Facsimile Report to:** Special telephone facsimile number: 1-800-635-1554
Each report shall include the following information:

The name and address of the child and his/her parents or other person responsible for his/her care, if known; the child’s age, sex and race; the nature and extent of the child’s injuries, abuse or maltreatment, including any evidence of prior injury, abuse or maltreatment to the child or his/her siblings; the name of the person or persons responsible for causing the injury, abuse or maltreatment, if known; family composition; the source of the report the person making the report and where he/she can be reached; the actions taken by the reporting source, including the taking of photographs and any other information which the Commissioner may, by regulation, require or the person making the report believes might be helpful in the furtherance of the investigation.

3) **Taking Photographs**

The law allows for the photographing at public expense of the areas of trauma visible on a child who has been abused or maltreated. All photographing should be conducted with the authorization of the building principal who shall, to the extent practicable, do so upon notification of the Superintendent or his/her designee. All photographs shall be sent to the Child Protective Service at the time that the written report referenced in paragraph “3” above, is sent or as soon thereafter as possible.

4) **Access to School Records by the Child Protective Services**

The District may disclose personally identifiable information from the educational records of a student to Child Protective Services personnel when it is necessary to protect the health or safety of the student or other individuals. In deciding whether or not the disclosure should be made, the seriousness of the threat to the health or safety of the student or other individuals, the need for the information to meet the emergency and the extent to which time is of the essence should be considered. (Federal Family Educational Rights and Privacy Act of 1974, “Buckley Amendment”).

5) **Student Interviews by Child Protective Services Personnel on School Property**

The building principal may allow a Department of Social Services Child Protective Services employee to interview, in school, any student concerning whom a report of suspected abuse or maltreatment has been made regardless of the source of the report. A school official should be present during the interview unless it is decided that the presence of the school official is not essential to protect the interests of the student and that the Department of Social Services worker’s job can best be accomplished by conducting the interview without the school official present.
Taking a Child Into Protective Custody

School officials and staff members do not have the power to take a child into protective custody under the Social Services Law or Education Law. A peace officer, police officer, law enforcement official, agent of a duly incorporated society for the prevention of cruelty to children or a designated employee of the County Department of Social Services may take a child into protective custody without the consent of a parent or guardian. The building principal shall cooperate with any of the officials referenced above who produces official documentation indicating that a student be taken into protective custody. Release of a child to such official(s) must be authorized by the Superintendent of Schools.

6) Confidentiality of Reports

Reports of suspected child abuse and maltreatment are confidential and may only be made available to those individuals who are specified by law. Prior to the release of a report, the Freedom of Information Law Records Access Officer should consult with the Superintendent of Schools and the school attorney regarding the propriety of releasing the report even to one specified by law as being entitled to receive the report. The Commissioner of Social Services may intervene to prohibit the release of a report by determining that to do so would be detrimental to the safety or interest of the reporter.

7) Reporting of a Child’s Death

A post-mortem report must be made to the medical examiner or coroner in the event that a child dies as a result of abuse or maltreatment. If such death occurs at school, the report shall be made by the Superintendent of Schools to the appropriate medical authority. (Section 418, Social Services Law)

8) Immunity From Liability

The law provides school officials who act in good faith in the making of a report or the taking of photographs with immunity from liability. The immunity from liability extends to civil or criminal liability that might otherwise result from such actions. The law establishes a presumption of immunity from liability. (Section 419, Social Services Law)

9) Penalties for Failure to Report

The penalty for failure to report a suspected child abuse, maltreatment and neglect is a Class A Misdemeanor. In addition, there may be civil liability for damages proximately caused by such failure to report. (Section 420, Social Services Law)
10) Provision of Services and Procedures to Safeguard Life and Health

If, during the course of an investigation of suspected child abuse, the building principal determines that a child’s health or safety is threatened, the building principal shall immediately contact the Child Protective Service and police to recommend having the child placed in protective custody pursuant to paragraph “7”, above. The building principal shall notify the Superintendent or his/her designee of this action as soon as possible.

11) Training Programs for Staff and New Hirees

The Superintendent shall establish and implement, on an ongoing basis, a training program for all current employees and new school officials regarding child abuse and the procedures described hereinabove. (Section 3209-a, Education Law)

12) General Information

General information about child abuse, maltreatment or welfare, other than for the purpose of making a report of child abuse or maltreatment, can be obtained by calling: 1-518-473-9516.

13) Distribution of Policy and Regulations

The Superintendent shall distribute copies of the policy and regulations regarding child abuse reporting requirements to all current and new school officials. (Section 413, Social Service Law)
DOORS AND SECURITY:

Teachers are responsible for locking classroom doors at the end of the day. Rooms must be locked at the end of the period if the classroom is not utilized for the following period. No door panel windows may be blocked with posters, signs, stickers, etc. Passerby must have clear vision into the classroom. If teachers accept responsibility for safeguarding student valuables, the items must be locked in a secure area.

CLASS SUPERVISION:

Teachers are not to leave classes unsupervised. In the event of an emergency, seek help from the nearest teacher available. Call or send a student to the Main Office for assistance.

CLUBS AND ACTIVITIES:

A rich extracurricular program plays an essential part in the development of a good school program. Faculty members are encouraged to involve themselves in our extracurricular programs. Advisors must first receive the approval of the principal and then the Board of Ed. before a new club can be organized. Advisors must supervise all meetings and club activities. To insure availability of facilities advisors are encouraged to plan activities as far in advance as possible. Each office maintains an activity calendar for all building activities and field trips. Use of the building must be pre-scheduled well in advance of the activity and approved by the principal. Advisors must complete an Extra-Curricular Activity Request form in order to have an activity approved (See next page.) IT IS IMPORTANT THAT THE ADVISOR REVIEW THE ACTIVITY CALENDAR IN THE ASSIGNED OFFICE BEFORE APPLYING FOR APPROVAL TO CHECK FOR CONFLICTS WITH OTHER CLUBS, TRIPS OR EVENTS.

Advisors should consult frequently with the administration during the planning process of an activity. This will eliminate disappointment and wasted effort if the activity has little chance of approval (e.g., trips to beaches, lakes, wave pools, etc., will not be approved.)

Consultation with the administration must take place at least ten school days prior to the event. Advisors are responsible for developing a supervision plan and submitting it to the administration for approval. In addition, a list of chaperones will be required before the activity is approved.

Funds are vital to the extra-curricular program. Advisors are responsible for justifying appropriations. The principal must sign off on all disbursements before a check can be issued. Advisors are required to encumber funds with the Main Office prior to purchasing. CHECKS WILL NOT BE DRAWN FROM EXTRA CURRICULAR ACCOUNTS WITHOUT A RECEIPT OR STATEMENT CLEARLY INDICATING THE DOLLAR AMOUNT DUE.
SAUGERTIES JUNIOR - SENIOR HIGH SCHOOL
ACTIVITY REQUEST/FUNDRAISER/BUILDING USE FORM

ACTIVITY/CLUB: ____________________________________________________________

NAME REQUESTING USE: ____________________________________________________

DATE OF THIS REQUEST: ____________________________________________________

PURPOSE OF THIS REQUEST:
A) Fundraiser? If yes, list items: _____________________________________________

B) An evening event? If yes, describe: _________________________________________

C) Other (Describe): _________________________________________________________

D) If food is to be served at this event there is additional steps you may need to take. Further information is on the back of this form.

DATE OF ACTIVITY: _______________________________________________________

TIME: _____________________________________________________________________

PLACE: ___________________________________________________________________
(If Gym Space/Athletic Field Requested...Athletic Director Must Authorize First)

☐ Approved ___A.D.

SPECIAL NEEDS: (Equipment, tables, podiums, risers, etc.) _______________________
____________________________________________________________________________
____________________________________________________________________________

OFFICE USE ONLY

Approved: ___________________________ Date: ________________________________

☐ School Activity
☐ Board of Health Permit Received

Recorded on Calendar: ________________________________________________________

CC: _____________________________________________ _________________________
___________________________________________ _____________________________

**** PRINT OUT ON PINK PAPER****
Dear Applicant:

When asking for use of the building for an event/fund raising that involves serving food there may be additional steps that you will need to take. If you are planning on serving food to the public, whether or not you are requesting the use of the kitchen facilities, a temporary permit is required from the Ulster County Department of Health.

You may obtain a memo and application regarding this requirement from the office. You must provide the Business Office with a copy of the permit.

Thank you.
CLUB/CLASS ADVISORS MONEY HANDLING PROCEDURES:

All advisors are responsible for the following procedures for collecting and disbursing money:

1. All monies collected by junior or senior high school organizations MUST BE BROUGHT TO THE APPROPRIATE OFFICE IMMEDIATELY BY THE ACTIVITY TREASURER OR ADVISOR AND SIGNED IN. These monies must be in an envelope, clearly marked with name of organization, amount and date. If monies are collected after school, they should be held in the office safe and deposited the NEXT DAY. Monies should never be held by the advisors or students or taken from the building.

2. All disbursements, however small, must be paid by check from your extracurricular account. Under no circumstance is an invoice to be paid with cash.

3. Regulations for governing extra-curricular monies have been established by the Commissioner of Education. These accounts are audited by a private accounting firm annually; therefore, it is important that the following building policies be adhered to:
   a) Each activity or club will have a separate account.
   b) Each activity or club will have monies raised by students.
   c) Withdrawals are made by check to meet any financial obligations incurred by a club.
   d) Please inform the elected treasurer of the club or activity you sponsor to contact the appropriate office regarding the following topics:
      i. How to make deposits and withdrawals.
      ii. The necessary records to be kept by the treasurer.
   e) All money raising activities must have prior approval of the principal. Secure the appropriate request forms in the main office.
   f) All monies should be encumbered before checks are written.
   g) All Disbursement forms must be signed by the advisor and student treasurer before being submitted for payment. An itemized bill also must be attached. The Principal will approve and sign only after the first two signatures are obtained.
COLLEGE COURSE GRADES:

Grades earned taking college courses, when taught by teachers not employed by Saugerties Central School, may not be used in determining class rank. This is so whether or not the class is held at Saugerties High School.

COMMUNICATION PROTOCOL:

If you disagree with or take exception to some aspect of the procedures, decisions, assignments, etc., at your school relating to your personal employment situation, you must speak first with your immediate supervisor. If you are not satisfied with the result of the first communication, you may then speak with the next level of school or district authority. If you do not raise the issue first with your immediate supervisor prior to proceeding to the next level of authority, then that next level of authority will direct you to raise the issue with your immediate supervisor before addressing the issue you raise.

CONFERENCES:

The principal must approve all conferences. Department chairperson recommendations will be taken into consideration and all conference requests must be submitted through; “MyLearningPlan.”

The District will reimburse expenses for conferences/workshops actually attended up to the amount approved in advance as reimbursable by the Superintendent. Expenses that will be considered for possible approval are the registration, travel expense (including tolls and reasonable parking and mileage at the District rate, reasonable meals and reasonable lodging.)

To be reimbursed after the conference, the employee must submit a claim form with itemized receipts to the principal or supervisor.

Mileage will be reimbursed at the Board authorized rate per mile up to the lesser of the round trip distance from the district or actual distance traveled.

The district will not reimburse for alcoholic beverages, personal telephone calls (except one reasonable call home per day if away overnight), entertainment expenses, nor sales tax (except for restaurants or out-of-state hotels refusing to honor our tax exempt status.) Be sure to take the tax-exempt form for hotel expense.

Please contact your principal if you have any questions about these procedures.
DATA:

As professionals, teachers will often have available to them confidential pupil data. At no time should such data be left unguarded so that unauthorized persons, either adult or pupils, may gain access to them. Pupils assisting teachers should never be asked to handle, read or type such material. Included are such items as permanent record cards, class books, standardized test scores, health records, and information regarding CSE, (especially the fact a student is classified) etc. Parents and students may, according to the Freedom of Information Law, request and receive copies of this information through the building principal. Teachers are asked to respond promptly to requests for students’ information from counselors or other personnel. Teachers are reminded that any written information provided becomes automatically available to the parent if requested. Therefore, teachers should use discretion when providing a written statement. Written statements should describe, not interpret student behavior.

CORPORAL PUNISHMENT:

Corporal punishment is prohibited under the New York State Education Law. Physical force should be used only in self-defense, to prevent a student from hurting him/herself or others, or when necessary, to protect property.

CORRIDOR SUPERVISION:

All staff members are responsible for corridor supervision while passing through the halls. From 7:40AM to 7:45AM, teachers must be in the classroom doorway, supervising both the classroom and hallway. Also, teachers are expected to be in the classroom doorway supervising the hallway between classes. Teachers should assist fellow teachers in hallway discipline situations. This can be done by stopping to ask if assistance is necessary and/or observing the situation.

CREDIT WITHOUT COMPLETING UNITS OF STUDY:

Commissioners Regulations 100.5 (d) (1) allows a student to earn a maximum of 6.5 units of credit for either a Regents or Local diploma without completing units of study for such units of credit. There are specific requirements for earning credit without completing the unit of study (e.g., an 85 or higher on a state approved exam.) Students interested in this option should speak with their guidance counselor.
DEPARTMENT CHAIRPERSONS:

The chairpersons are leaders of the academic or special area departments. Chairpersons are responsible to the building principals for matters related to curriculum departmental budgeting, and school operation as it applies to their department.

Department chairpersons will meet with the administration on the last Wednesday of each month. Individual department meetings with classroom teachers will generally be held on the third Monday of each month. Other meetings will be scheduled as needed.

DETENTION:

High school detention is held each afternoon from 2:22PM to 3:00PM in room 17B. Failure to report, or being late to detention, will cause additional consequences (e.g., additional detention, etc.) While in detention, students are required to do homework, read or study. Students may not talk and may not leave the detention room until dismissed by the supervising teacher. At the end of the detention period, the supervising teacher will give detention credit only to those students who behaved and used their time appropriately.

If a student cannot stay for detention (dentist, job, doctor, home emergency, etc.) the student must bring a note signed by a parent, or have a parent call the appropriate Assistant Principal to explain the situation and to reschedule the detention. Notes or phone calls are due no later than 8:00AM the morning following the originally assigned detention.

If a student needs to meet with a teacher when assigned detention, the meeting with the teacher should be the one attended. To do this, the student must request a Detention Request form from the teacher, have it signed by the detention supervisor and return the form with the teacher’s signature to the detention supervisor or the appropriate Assistant Principal by 3:00PM.

DISCIPLINE:

1) Teachers have the primary responsibility in discipline. The assistant principal and principals are available to help teachers carry out this function. Please read and consider the following information. Proper application of these principles will insure a positive climate for instruction.
   a) Be consistent. Let the pupils know what is expected of them, and stick to it. If you are lax, you must expect the same response from students. The major function of the teacher is to educate the child, not to be his/her buddy.
   b) Be firm. Set standards and stick to them.
   c) Be fair. Each student should be treated impartially.
DISCIPLINE (CONT.)

2) Many times, a teacher causes his/her own disciplinary problem. Why?
   a) Inconsistency. The teacher who accepts one behavior pattern today, and clamps down tomorrow, causes confusion.
   b) Poor Planning. The teacher who does not plan for enough to do, who plans lessons well below or above the class ability level, or the teacher who does not consider students’ level of experience or interests, encourages discontent in the classroom. Also, leaving incomplete plans for a substitute can cause problems for the substitute teacher.
   c) Poor housekeeping. An attractive room improves the morale of students. As one’s dress affects one’s behavior, so does a clean room affect one’s attitude.
   d) Setting a poor example. The teacher should set a good example.

3) Discipline Don’ts
   a) Don’t discuss an issue with a student in front of the class. Never argue. An argument puts the teacher on the student’s level. If an argument develops, see the student at a later time and settle it.
   b) Don’t discipline a student in anger. A “cooling off” period for both teacher and student is necessary for effective discipline.
   c) Don’t ridicule a student.
   d) Don’t use sarcasm.
   e) Don’t make a major issue out of trivial offenses (e.g., student doesn’t have a pencil, paper, pen, etc.)
   f) Don’t punish the entire class for mistakes or discipline of a few individuals.
   g) Don’t make threats; say what you mean to say and follow through.
   h) Don’t send a student out to sit or stand in the hall, or out of class, without a definite destination.

4) Discipline Do’s
   a) Do learn the names of students as quickly as possible. Make out a seating chart the first week for every class.
   b) Do keep a record of a pupil’s actions if you feel that he/she will continue to be a problem.
   c) Do remember that your students will reflect your behavior.
   d) Do move about. Sit in the back of the room when reports are given. It accents the student’s responsibility.
   e) Do pick up ideas on discipline wherever you can.
   f) Do feel free to discuss your problems with your fellow teacher, department chairperson, guidance counselors and the administrators. Administrators can advise you before it becomes necessary to make referrals.
DISCIPLINE (CONT.)

5) Office Referrals
   a) If a student must be sent to the office or Re-direct Room be sure to send an explanation of the misconduct.
   b) Student referrals must be filled out noting previous action taken by the teacher. One copy is sent to the parent; one is sent to guidance; and one is filed in the Re-direct room and one is returned to the teacher.
   c) Don’t send a student to the office unless it is a serious and/or unusual offense. Routine classroom problems to be handled by the teacher may include: minor disruptions; no pencil, pen, paper or homework; frequent tardiness; books not being covered, etc.
   d) Before sending a referral to the Assistant Principals for a student who did not complete assigned work, teachers are required to arrange with the student’s parent a time for the student to stay and do the work. If the student does not comply, a referral may then be forwarded to the office.

6) The building principal and assistant principals are ultimately responsible for the overall safety, well-being and discipline of students. Much of the responsibility for carrying out minor discipline is delegated to the individual teacher. It is the duty of the administration to work with teachers on discipline. The administration will support reasonable teacher actions regarding discipline.

7) Discipline Referrals
   a) Referral forms are used to notify the administrators of specific student misbehavior. They are sent home to the student’s parent/guardian.
   b) The first referral to the Assistant Principal’s office may result in an assigned consequence by the principal, or assistant principals.
   c) A second referral may result in the assignment of a more serious consequence.
   d) A third referral may result in some form of suspension.
   e) Continued violations of conduct may result in immediate suspension, assignment to the alternate School, or a Superintendent’s Hearing.
   f) Please see the Saugerties Code of Conduct for more information.

8) Referrals concerning harassment, abuse, or the threatening of a teacher:
When a teacher has been a victim of harassment, abuse or has been threatened by a student, he/she should immediately verbally notify the Principal or Assistant Principal. A written referral should follow at the appropriate time. The administrator will immediately take the following actions:
   a) Remove the student from the general student population and investigate the incident.
   b) Follow the procedures outline in District Policy #6121.R, Sexual Harassment of Employees.
DRESS, GROOMING AND SAFETY:

Teachers should immediately refer all concerns regarding a student’s appearance or dress to the administration (please refer to the Code of Conduct and poster in classroom.)

DROPPING A COURSE:

For the fall semester the last day a student may drop a semester course is October 14, 2020. The deadline for dropping a full year a course is November 16, 2020. For the spring semester the drop deadline is March 17, 2021 for semester courses. In some cases a guidance counselor and teacher will encourage a student to stay in a course and to keep trying to pass it. In these cases, when it does not work out even though the student has tried, a course may be dropped after the deadline, with the Principal’s permission.

Courses dropped after the deadline may have “DP” (dropped passing) or “DF” (dropped failing) added to the transcript of the student.

DUPLICATING:

1) Occasionally, teachers run copies which include answers. We cannot offer the service of blocking out these answers for you. A rule of thumb would be to “make the original as you want the end result.”
2) Obviously, we cannot copy all ten-week exams on the same day; therefore, it will be necessary for you to turn in ten-week exams one week in advance.
3) Teachers should make every effort to request materials to be copied at least 24 hours in advance.
4) TEACHERS ARE NOT TO OPERATE THE COPIER
EMERGENCY CLOSING:
If in the event of a delayed opening or school closing for the day, it will be announced on the following radio and TV stations.
WRWD  WPDH  WDST  WKIP  WCTW  WSPK  WHUD  WGY  WGHQ  WKNY  WYNN
WRGB  WNYT  WTEN  www.cancellations.com  www.saugerties.k12.ny.us
Emergency closings are posted on the district web page.

EMERGENCY PROCEDURES:

Fire Drill Evacuation Plans

Required by law, eight (8) fire drills and four (4) lock down drills are conducted during the school year. These drills are practice for actual emergencies and must be conducted in the most realistic manner possible. When the emergency alarm sounds, everyone must evacuate the building. Students must follow the instructions of their teacher and exit according to the plan posted in the classroom. If not in a class when the alarm is activated, students are to leave the building at the nearest exit. A quiet evacuation, allowing emergency instructions to be heard, will insure everyone’s safety. ALL FACULTY MUST EXIT THE BUILDING DURING AN EVACUATION DRILL.

Medical Emergency Procedures

If there is a medical emergency in a hallway or classroom, the teacher should immediately contact the office (use the nearest phone (ext. 2700-Junior High) (ext. 1700-Senior High.) The office will in turn contact the nurse. Teachers must identify the location and nature of the problem so that appropriate personnel can be dispatched.

Potential Suicide

Immediately contact the nearest building administrator, school psychologist, social worker or nurse whenever you hear a student speak of harming him/herself. The administrator will make appropriate decisions based on the advice of the school psychologist, nurses and counselors.

Power Outage Emergencies

Please follow these procedures, if a power failure occurs:
1) Students should remain in their present locations. If classes are changing, students should be directed to go to their next scheduled classes.
2) All teachers who do not have a student supervision assignment should report to the Senior High Office where they will be given specific areas to supervise. These will include hallways, cafeterias, lavatories, etc.

Serious Injury
1) Nurses will immediately contact building administrator.
2) The parents will be notified.
3) The building administrator will determine emergency procedures (in consultation with nurses.)
END OF YEAR DUTIES:

A booklet assigning and describing all end-of-year responsibilities is issued during the month of June.

EVALUATION OF TEACHERS:

For information concerning teacher evaluations, please refer to the article contained in the contract between the Saugerties Teachers’ Association and the Saugerties Board of Education.

EXTRA CURRICULAR ACTIVITIES:

Rules to be communicated to Advisor, Director and Coaches
  Students must be provided a written set of rules they must follow.

(Policy 7314.G.)

A student may be suspended from participating in extra-curricular or co-curricular activities (including a sports team) for an infraction of any of the provisions in the Student Disciplinary Code, for violating a code of conduct issued to participants in the activity by the activity supervisor or for fighting at games. Upon the request of the student’s parent/guardian, the Building Principal shall allow the parent/guardian or other representative of the student the right to appear before him/her informally to discuss the conduct which led to suspension from the activity.

EXTRA HELP AND ACTIVITY PERIOD:

The Activity Period is from 2:22 to 3:00 for all students. This is to be used for P.E. class intramurals, study, clubs and most importantly, remedial help from teachers. This period is part of the school day.

It is important for teachers to encourage pupils to get help during the activity period. Teachers should set up procedures for pupils who wish to use this period and make their procedures known to their classes.

Teachers must not leave pupils unsupervised during the activity period. Students are not to make noise and congregate in hallways during 9th period. Teachers are asked to move students along when necessary.

If a Junior High student does not report for extra help when assigned or requested to do so, and the teacher deems it a disciplinary problem, the Assistant Principal should be informed. It is also suggested that teachers inform the Counseling Office when a student is experiencing academic difficulty. Parent contact is also appropriate.
For Senior High students who do not report for extra help when assigned, the teacher will call the parent to schedule another extra help session. If the student does not stay for the rescheduled extra help session the teacher may send a referral to the appropriate office. If the student does not stay for extra help within three school days of the original assignment, the teacher may send a referral to the appropriate office, even if no phone call has been made.

**FACULTY MEETINGS:**
A schedule for faculty meetings will be distributed at the beginning of each school year. Generally, faculty meetings are scheduled on the first Monday of each month from 2:22-3:15PM. **Attendance is required** unless you are excused by an administrator.

**DISTRICT WIDE GENERAL FIELD TRIP REGULATIONS:**
The following regulations are set to implement the planning of field trips as part of, and directly related to, classroom learning activities:

1) 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 Superintendent or his/her designee **at least two (2) weeks prior to the scheduled trip**.

2) All field trips must be supervised by a teacher or teachers.

3) Each child who goes on a field trip must have written parental permission and emergency medical information. This information will be retained by the teacher until all have returned from the trip.

4) All trips must be within budgetary allotments for such purpose.

5) Students going on field trips are counted as present and permitted to make up any regular schoolwork that has been missed.

6) Children of pre-school age may not accompany parents when the parents serve as chaperones on a field trip.

7) Because field trips are an extension of regular classroom activities, proper behavior is expected at all times and no tobacco, alcohol, or illegal drugs may be used by those participating in such trips.

8) The teacher in charge is responsible for accounting for and conduct of all students on and off the bus.
9) Students may be asked to pay all or part of the expenses of field trip but students will not be excluded from participation because of individual student expense.

10) School bus transportation will be used when arrangements can be made to do so without disrupting regular school bus schedules.

11) Teachers and administration should evaluate each field trip.

12) Field trip participants found in violation of these rules and regulations are subject to appropriate disciplinary action.

13) Each building principal will determine time frames that field trips will be permitted.

14) Field trips off school property not requiring transportation must be approved by the Superintendent of his/her designee.

DISTRICT WIDE GENERAL FIELD TRIP REGULATIONS (continued):

15) Procedures for students requiring medication during a field trip.
   a) The teacher in charge, if appropriately instructed by the school nurse, may administer the prescribed medication.
   b) If the teacher in charge is unwilling to assume the responsibility for administration of medications, the parent or guardian must assume the responsibility.
   c) If the parent or parent designee is unable to attend the field trip, the student may have to be excluded from the field trip on the grounds that attending would be dangerous to his/her health and safety. The final decision regarding exclusion rests with the principal.

16) All requests for bus transportation (school and charter) must be made through the District’s Transportation Department, through use of the Transportation Request form.

17) It will be the responsibility of the District’s Transportation Department to insure that the prospective charter bus company is in compliance with Article 19A and Federal Department of Transportation.

18) In cases where faculty or staff members are recruiting students to go on a field trip that is not a school or district approved or sponsored trip, they do not use District facilities to recruit students nor to support the trip. This means they should not be recruiting students at school, should not be advertising the trip at school, should not be using District paper, copy machine, etc, for the trip and may not send materials home from school with students. It is important that faculty and staff members clarify with students and parents that it is not a school or District sponsored trip, but rather, a private enterprise.
BUILDING FIELD TRIP REGULATIONS:

Approval will be made by the Principal. Please do not make any commitments prior to receiving approval. Requests and approvals for field trips must be completed on the designated Field Trip Request Form. (See Clubs and Activities) IT IS IMPORTANT THAT THE ADVISOR REVIEW THE ACTIVITY CALENDAR IN THE PRINCIPAL’S OFFICE BEFORE APPLYING FOR APPROVAL (CHECK FOR CONFLICTS WITH OTHER GROUPS, TRIPS OR EVENTS.) Teachers are encouraged to supplement classroom work with field trips whenever possible. The trips should be preceded with careful planning and class discussion and followed with additional relevant classroom activities.

I. Purposes
Teachers are asked to give serious consideration to the validity of each trip planned in light of the fact that a student is deprived of other class time to participate in a field trip activity.

II. Time Limitations
1) Field trips during a school year will commence one week after the beginning of school, and conclude on April 30th.
2) During this period of time, field trips will be permissible (with the exception of the four days immediately proceeding the quarter and mid-term marking periods.)

III. Notification
The individual teacher preparing for a field trip will notify the faculty and administration at least 5 teaching days in advance. The procedures for notification shall consist of the following:
1) A notice listing the teacher’s name, title of the course, date of the trip.
2) Distribute the lists to the faculty via e-mail.
3) The list should be forwarded to the Junior or Senior High Office and the Attendance Office.

IV. Field Trip Procedural Changes
1) All bags checked before boarding busses. (Primary responsibility goes to the Chaperone)
2) No open containers
3) Baked goods can only be a personal serving size (i.e. 2 cookies, bagel, donut)
4) Chaperone ratio 10:1
5) Ratio can be larger for mass group activities such as theater, skating, museums or stadium events
6) All students must stay with chaperone
7) Smoking is not allowed on school trips

V. Guidelines for Overnight Trips
1) The club or activity advisor makes requests for permission to take Saugerties students on an overnight trip.
2) To receive permission from the Principal:
   a) A detailed itinerary must be submitted (including arrival and departure time, destinations, schedule of activities, phone numbers, trip notes and cost)
b) List of students planning to participate provided to Principal and Superintendent.

c) List of chaperones (include relevant information if not a Saugerties employee.) An adequate number of chaperones is imperative. State whether or not there is a cost to the district: If so, how much?

d) State whether or not the travel company is bonded, place student money in escrow, level of insurance, etc.

e) Insurance certificate must list the insured as: Saugerties Central School.

3) If approved by the Principal, a request for approval by the Board of Education will be forwarded to the Superintendent. Please do not write articles for publication, make announcements, etc. until the trip has been approved by the Board of Education.

### SCHOOL DAY FIELD TRIP SUMMARY

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Action</th>
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<tbody>
<tr>
<td>Teacher</td>
<td>1. Discuss field trip with principal and/or Department Chairperson.</td>
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<td>2. Completes field trip request and transportation request form if necessary.</td>
</tr>
<tr>
<td>Principal</td>
<td>1. Approve field trip.</td>
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<td></td>
<td>2. Forwards transportation request form to Assistant Superintendent and a copy of Field Trip Request form.</td>
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</table>

### OVERNIGHT FIELD TRIP SUMMARY

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Action</th>
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<tbody>
<tr>
<td>Teacher</td>
<td>1. Submit a field trip request form with details regarding lodging, meals, chaperones, etc. to the building principal at least three (3) months before the Board Meeting, at which time approval will be requested.</td>
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<td>2. Submits written verification that travel company is bonded, places student money in escrow, and has the appropriate levels of insurance.</td>
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<tr>
<td>Role</td>
<td>Actions</td>
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<tr>
<td>Principal</td>
<td>1. If disapproved, returns field trip request and informs teacher of decision.</td>
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<td>2. If approves, forwards request to the Superintendent.</td>
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<tr>
<td>Superintendent</td>
<td>1. Approves or disapproves request.</td>
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<td>2. If disapproves, returns request to building principal Who notifies teacher of rejection.</td>
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<td></td>
<td>3. If approves, submits request to Board of Education for approval.</td>
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<tr>
<td>Board of Education</td>
<td>Acts upon field request</td>
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<tr>
<td>Superintendent</td>
<td>Notifies building principal of Board decision.</td>
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<tr>
<td>Principal</td>
<td>Submits Board decision to Teacher.</td>
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<tr>
<td>Teacher</td>
<td>Makes final arrangements for trip.</td>
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</table>
SAUGERTIES JUNIOR - SENIOR HIGH SCHOOL  
Saugerties, New York
FIELD TRIP PERMISSION FORM

FIELD TRIP INFORMATION:

Date of Trip: __________________________________________________________

Destination: __________________________________________________________

Cost: $__________ *Circle One: Coach Bus / School Bus / Walk

Class/Club: ______________________________________________________________________

Teacher/Advisor: ______________________________________________________________________

Departing Time: _______________ Returning Time: _______________

Purpose of Trip: ______________________________________________________________________

Special Instructions: ______________________________________________________________________

____________________________________________________________________________________

Parent/Guardian: Please keep top portion for your records

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Parent /Guardian: Please return bottom portion with payment (if writing a check please disburse to Saugerties Junior or Senior High School.)

PARENT / GUARDIAN(S)

I give permission for my son/daughter, ____________________________________________
to attend a field trip to __________________________________________________________. I understand my child will miss regular classes while on the field trip and must make up assignments. I am aware that all school rules and regulations applicable at school remain in effect during the field trip. *Cost of Transportation is Non-Refundable

____________________________________________________________________________________
(Parent/Guardian Signature) (Date)

Emergency Phone Number
SAUGERTIES CENTRAL SCHOOLS
FIELD TRIP REQUEST FORM

INSTRUCTIONS: Please make sure all forms are completed in full for approval. Forms should be submitted to the Superintendent for BOE approval at least three months prior for an overnight trip and two weeks prior for school trips during school hours.

Date of Trip: __________________________________________________________

Date of request: ______________________________________________________

Destination: __________________________________________________________

# of Students: ____________________________ Class/Club: _________________

Teacher/Advisor: Name:__________________________________________________

Contact #: ____________________________________________________________

Chaperone List Staff:
Name:________________________________________Contact#___________
Name:________________________________________Contact#___________
Name:________________________________________Contact#___________

Chaperone List Other:
Name:________________________________________Contact#___________
Name:________________________________________Contact#___________
Name:________________________________________Contact#___________

DEPARTURE TIME: Departure Time: ___________ Returning Time:___________

SPECIAL NEEDS:_____________________________________________________
__________________________________________________________________

PURPOSE OF TRIP:___________________________________________________
__________________________________________________________________

__________________________________________________________________
TRANSPORTATION:

School Bus: YES ____ NO ____
Drop and Pick-Up: YES ____ NO ____
(Attach Signed Request)

Charter Bus: Name of Company

Approved List of Charter Bus companies:
Tonche – 845-688-7350
Trailways – 845-339-4230
Leprechaun Lines – 845-565-7900
Rondout Tours – 845-647-5620
Hunter Motor Coach – 518-731-6248
Coxsackie – 518-731-8242
Cramden Coach – 845-901-7772

Approved by Principal: YES ____ NO ____ DATE: __________
Principal’s Signature:

OFFICE USE ONLY

Approved: YES ____ NO ____ Date of Approval: ________________________________
Approval Signature: __________________________________________________________
Recorded on Building Calendar: ________________________________________________
Copies Sent To: ______________________________________________________________

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FINES:

Some students inevitably lose, deface, or inflict unreasonable wear on their books and other materials on loan from the school district. Textbooks are provided free of charge to each student. If a book is lost or damaged, the student must pay the cost of replacing the book, or the cost of damage to it. No final report of grades will be given unless financial obligations have been met. Students are expected to keep covers on all of their books.

FIRE DRILL ASSIGNMENTS: – TO BE DISTRIBUTED AT THE BEGINNING OF THE YEAR

FIRE DRILL REGULATIONS:

Teachers should be sure that students in each class are aware of exit and alternate exit routes in the event of a fire alarm.

There are certain regulations that must be observed:

- The signal for a fire drill is a loud intermittent sound, with active strobe lights.
- Pupils are to proceed quietly and in single file out of each room toward the appropriate exit.
- Windows should be closed and the teacher should check to see that no students are left behind. Doors should be closed. Grade books with homeroom rosters should be taken for attendance purposes.
- Students who lead the line from the building should open the doors and hold them open until everyone is out.
- Pupils should move away from the immediate vicinity of the building to the area designated by the classroom teacher.
- If the alarm activates while people are in the auditorium, take the nearest exit from the auditorium and move away from the building, keeping off of the driveway.
- Teachers should be the last to leave the rooms.
- Do not return to the building until a signal/announcement is given.
- In the event of blocked exit, take the nearest available exit.
- Please be certain that fire drill regulations are understood by all pupils.
GRADING:

For all courses, the report card final grade is computed by weighing the class average 4/5 and the final examination 1/5.

When a student changes course levels, all grades will be used for computing the class average.

- Since effort is considered in grading remedial and school level students, teachers may adjust these students’ grades upward at any point in the school year.

- A ten-week grade for any student should be a combination of frequent tests marks, evaluation of daily work and other objective and subjective evaluations. The equivalent of a quiz a week should be given.

- Laboratory science students must meet minimum State Education Department and local district laboratory requirements.

- There will be a minimum grade of 50 for the first half of any course in grades 7, 8, and 9. In grades 10-12 there will be a minimum grade of 50 for the first quarter. Thereafter, teachers may give a minimum of 50 or the actual grade.

- Students receiving an INCOMPLETE on the report card have ten official school days to make up work. Ten school days will be calculated from the day the grades are exported. Teachers may extend the ten school day deadline under unusual circumstances with the approval of the Principal or Assistant Principal.

- Advanced Placement students are expected to achieve grades between 85-100. Students unable to maintain course standards will be given the opportunity to leave the course. Students failing to do assigned preparation may be removed from the class following a parent conference.

- Honors enrichment students are expected to achieve grades between 85-100. Students unable to maintain course standards will be given the opportunity to leave the course. It is recommended that a conference involving the parent, teacher and guidance counselor be arranged when a student is not maintaining course standards.
Dear Parent/Guardian:

The progress report will inform you of your child’s school work. Please check it carefully. Students have been informed that it is their responsibility to have each teacher fill out this form and bring it to you. Your cooperation and follow-up is essential to improve these reports. If you have any questions please contact the Counseling Center at 247-6500 ext. 1800.

STUDENT
NAME: ___________________________ GRADE: _____ DATE: _______________

S=Satisfactory        U=Unsatisfactory

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<thead>
<tr>
<th>Subject</th>
<th>Behavior</th>
<th>Attitude</th>
<th>Home work</th>
<th>Class work</th>
<th>Labs</th>
<th>Quizzes</th>
<th>Tests</th>
<th>Comments</th>
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Dear Parent:

The progress report will inform you of your child’s school work. Please check it carefully. Students have been informed that it is their responsibility to have each teacher fill out this form and bring it to you. Any questions, please call the Counseling Center at 247-6500 ext.2800.

STUDENT
NAME________________________________GRADE______________DATE_____________

S = Satisfactory  
U = Unsatisfactory:

**Grades Issued This Week:**

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<thead>
<tr>
<th>Subject</th>
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</table>
SENIOR HIGH HOMEWORK REQUESTS:

After three (3) days absence, homework requests will be forwarded to the Counseling Center. For absences less than three days students will be directed to the website and/or fellow students to obtain assignments.

JUNIOR HIGH HOMEWORK REQUESTS:

*Homework requests will be e-mailed to teachers the day the request is received. Homework assignments will be forwarded to the parent or dropped off in the Counseling Center by the end of the next day (2:18pm.) Note: There is a full day turnaround.*

*For your convenience and to expedite this process we would like to provide the teachers with your e-mail/phone and fax numbers so that they may contact you directly and/or provide you with the assignments as quickly as possible. Please call tomorrow to find out if there are assignments (or materials) that need to be picked up.*

Guidance personnel will gather the following information from the parent/guardian requesting the homework:

- **Student Name**
- **Student Grade**
- **Dates of absences**
- **Parent/Guardian e-mail address, phone number, fax number (if applicable)**

Teachers will receive the following e-mail as soon as the request is received in the Counseling Center.

> *Mr./Mrs. John Smith has requested homework for their son/daughter Anne Smith. Anne is in the 10th grade and has been absent for the following dates (list dates.) Anne is expected to return back to school on __________________(date). Mr. & Mrs. Smith have provided the following contact information:*

> **E-mail/phone/fax**

> *Any specific books/worksheets or other materials that are required for these assignments should be dropped off with the student’s name in the Counseling Center for parents/guardians to pick up. You may e-mail the assignment(s) directly to the student/parent if you choose.*
GRADE BOOKS:

Grade books must be turned in at the end of the school year. Grade books are to include sufficient test marks and homework checks. The teacher’s name must be prominently displayed on whatever version of grade book submitted. Occasionally, grade books are subpoenaed for court proceedings; therefore, accuracy is very important.

GRADING PHILOSOPHY:

Students are graded on class participation, homework, unit exams, quizzes, research papers, projects and in some cases, extra credit work. Parents frequently question a teacher’s grades. For this reason it is wise to have the equivalent of at least one evaluation (of some type) each week.

Parents often ask teachers why their child failed or why he/she is doing poorly. They often want to know what steps the teacher has taken to help. Progress reports are sent to parents of students in danger of failing. The purpose is to help the student and to keep parents informed of what is going on in the classroom.

HALL AND BATHROOM PASSES:

Students should not be excused from class except for an emergency. It is the responsibility of the teacher who retains or excuses a student to issue an appropriate pass. It is important that essential information be written on the pass, including name, date, time and teacher signature. Usage of a standard permanent pass is discouraged.

1) Students must have a pass to use the lavatories during class
2) Students found obviously loitering in lavatories at any time will immediately be referred for disciplinary action.
3) Students are allowed in the lavatories for the purpose of using the facilities or to groom themselves. When finished, they must leave and return to class.
HOME TEACHING GUIDELINES:

Under certain circumstances, the Board of Education must provide home teaching. When this occurs, cooperation and coordination are needed between the classroom teacher and the home teacher. An administrator will coordinate the home teaching arrangements. Please follow the guidelines listed below if one of your students is placed on home teaching.

1) The following material will be provided by the JH Counseling Center for students in grades 7-12 for the home teacher’s use.
   a) Teacher name and subject
   b) Textbook, workbook and teacher materials (if available)
   c) Classroom teacher directions concerning course of study to be given. These tests will then be returned to the classroom teacher for grading.

2) Classroom teachers should indicate whether or not they want the home teacher to assign grades on the Home Teaching Form. **EXCEPTION: Home teacher will give quarter grade for student who is home taught the entire quarter.**

3) The classroom teacher may request his/her tests to be given. These tests will then be returned to the classroom teacher for grading.

4) The classroom teacher will consider grades given by the home teacher when determining a report card grade.

5) If a student is on home teaching for the entire report card period, the home teacher will give that quarter grade.

6) On a designated form, the home teacher will submit the teacher’s grades:
   a) At the end of the report card quarter
   b) At the end of the home teaching assignment.

7) All school materials used by the home teacher will be returned to the appropriate office at the end of the home teaching assignment.

8) If problems develop during the home teaching period, the home teacher should contact the student’s guidance counselor.
HONOR ROLL SYSTEM:

High Honor Roll

A student must pass all subjects; the average of all subjects meeting 5 times a week must be at least 90%.

Honor Roll

A student must pass all subjects; the average of all subjects meeting 5 times a week must be at least 85%.

Credit Roll

A student must pass all subjects; the average of all subjects meeting 5 times a week must be at least 80%.

Grades will not be rounded off to the next higher whole number (e.g., 89.9 will not be rounded off to a 90%). Letter grades and physical education grades are not calculated in honor rolls. Incompletes, missing grades, or failing grades prevent students from being named to an honor roll.

INCOMPLETES:

Students are responsible for making up incomplete grades. Students are allowed ten school days after the grades are exported to make up incomplete work. If the student has not completed the work due after the ten-day period, the teacher must enter a grade on the report card. For exceptions to this, please see the Principal.

INFINITE CAMPUS:

Please see your Tech lead teacher for assistance with Infinite Campus.

URL’s for IC

The new links are:
Production:
https://saugertiesny.infinitecampus.org/campus/saugerties.jsp

Sandbox:
https://saugertiesny.infinitecampus.org/campus/saugerties_sandbox.jsp

Staging:
https://saugertiesny.infinitecampus.org/staging/saugerties_staging.jsp
Here are the URLs for Production.

Student: https://saugertiesny.infinitecampus.org/campus/portal/students/saugerties.jsp

Parent: https://saugertiesny.infinitecampus.org/campus/portal/parents/saugerties.jsp

**KEYS:**

All teachers will be assigned keys for their assigned classrooms.

**LATENESS TO CLASS:**

Teachers are responsible for disciplining students who are late to class. In general, it is to be expected that warnings will be given prior to assigning some form of discipline. Late students should be admitted to class rather than sent to some location or to another teacher for a pass. Students can secure a pass on their own time and submit it to the teacher at a designated time. This eliminates students from being in the halls while they should be in class. If a teacher delays a student, it is his/her responsibility to issue a pass. In cases where students are frequently late to class, teachers should fill out an office referral indicating the problem and action previously taken.
LIBRARIES:

The two libraries in the Junior-Senior High School building have collections geared to particular courses and age groups. Both the Junior and Senior High School libraries make every effort to offer a wide array of information in print and electronic forms to supplement the curriculum for their grades. Recreational reading is selected to meet the interests and maturity-level of the particular age group. Students from grades 7 and 8 normally attend the Junior High Library for study hall or classroom research periods; students in grades 9 through 12, the Senior High Library.

Computerized catalogs in both libraries display the listings for both collections, so that a quick estimate may be made of what books are available building-wide on any subject. Between the two libraries, access to current and back issues of the most widely read magazines is exceptionally good. Through web based indexes to magazines, government documents, and the New York Times, quick, productive searches on current topics are possible. Internet searching on your own, or with guidance, is also available.

Each library in addition offers interlibrary loan privileges with an extended network of school, public, and college libraries throughout the Mid-Hudson region. Teachers and students shouldn’t hesitate to request any title of interest. For teachers, photocopies of articles in professional journals can be ordered. Our own magazine collection offers current and back issues of basic core of professional periodicals on educational issues in general, including the latest uses of technology. These may be signed out or photocopied.

Teachers are welcome to use both the Junior and Senior High libraries. With passes from the library staff, students at one grade level may use the other library, as needed. Open hours extend from before school through Period 9. Students whose books become overdue will have notices sent to their homerooms. Teachers receive overdue notices in their mailboxes. It is easy to renew loans for longer periods, providing no one else has reserved them.

Accommodating the needs of the classroom teacher is a high priority in both libraries. In developing units and lesson plans, teacher are urged to meet beforehand with the librarian to go over what materials are available or might be ordered or reserved, and how these material or technology could most effectively be used as part of the learning process. Teachers are encouraged to hold class sessions in the library. Bear in mind, it’s important to schedule the classes in advance so that time conflicts can be avoided and groundwork can be laid for a productive session.
LOCKERS AND LOCKS:

Students are responsible for keeping their lockers locked at all times, by using School issued locks. Saugerties Junior and Senior High Schools do not assume responsibility for lost or stolen property.

While a student is assigned exclusive use of a locker, vis-à-vis other students, school authorities may open lockers at any time. Lockers remain the exclusive property of the school and students have no expectation of privacy with respect to their lockers.

LOST AND FOUND:

Lost and found items should be brought to the appropriate office. Students losing items should inquire in the office after making a reasonable search.

LOST OR DAMAGED BOOKS:

Teachers should assess the cost of a lost or damaged book and inform the student of the obligation. The student should bring a written statement pertaining to the above to the office. The student will be issued a receipt where upon the teacher will issue another book. Department chairpersons have a current book cost list and a depreciation schedule.

MAINTENANCE AND REPAIR:

If any member of the faculty desires minor maintenance work done in their classroom, they should enter their requests in the maintenance log book in the general offices. If the request is ignored after a reasonable time, contact the administration. Major jobs must have work orders approved by the Principal.

MEDICATION & PILLS – STUDENTS:

New York State Education Law requires ALL medication be kept in the nurses’ office and requires ALL medicine be taken under the supervision of the school nurse.

MONEY OR PRIVATE PROPERTY LEFT IN SCHOOL:

The school is not responsible for money or private property left in school or in the school vault.
NOTICES:

Administrative memorandums and notices will be distributed via e-mail and/or in the teacher mailboxes and posted on bulletin boards as the occasions arise. Notices that pertain to outside organizations and functions should not be placed in the mailboxes or on the bulletin boards unless approval has been given by the building administrator. (This does not pertain to the agreements reached between the Saugerties Board of Education and the Saugerties Teachers’ Association. For further details, please see the article in the contract relating to these agreements.)

OFFICE MESSENGERS:
Office messengers provide a valuable service for both the faculty and administration. When messengers are sent on errands, they will carry identification.

OFF-LIMITS TO STUDENTS:
The following areas are off-limits to all students:
- Faculty lounges and workrooms
- Copying Room
- Faculty restrooms
- All classroom corridors during lunch periods except the 300 wing
- All parking lots and roadways during school hours
- All outside grounds except those designated for students during lunch
- Custodial offices, closets, etc.

OFFICE SUPPLIES:
Some supply items are available to the teachers in the general offices. Please do not take more than is needed (the supply is limited.)

OUTDOOR CLASSES AND CLASSROOM LOCATION CHANGES:

Holding classes or study halls outdoors is not permitted unless there is an on-property field trip in conjunction with class work. The Main Office should be notified if an on-property field trip is scheduled. If teachers combine classes or hold a particular class in another room, the Principal’s office should be notified and a notice should be left on the vacant classroom door indicating location of the class.
PHONE TREE:

Each department should set up a “phone tree” to use when emergencies arise and faculty needs to be contacted. Copies of the phone trees should be submitted to the junior and senior high school offices by October 1st of each school year.

PLANS:

Teachers are required to provide their substitutes with relevant, useful lesson plans for days of planned absences. A set of up-to-date “emergency plans” and class lists are required to be placed in your “folder”. These should be updated monthly.

PREP PERIODS:

A prep period is a time designated in a teacher’s schedule that provides for professional, school related work (e.g., calling parents, meeting with counselors, parents, teachers, administrators, students, etc., grading, researching, planning, review IEP documents, and so on.) In case of emergency teachers may request permission to leave the school to take care of urgent personal business.

Lunch periods on the other hand, are considered to be personal time.

PROMOTION:

- A student will pass a course if his/her report card final grade is 65% or higher.
- For grades 7 and 8, students who fail two or more subjects will be retained on grade level and encouraged to attend summer school to attain promotional status. Exceptions require the approval of the Principal.
- For grades 9 through 12, students will not be retained on grade level, but those students failing courses in Foreign Language and Math will not proceed to the next sequential course. Exceptions require the approval of the Principal.
- Semester and ten-week courses must be repeated for the full term of the course.
- Any exceptions regarding promotion, retention or placement outside the state policy will be made on the basis of a recommendation of the teacher, department chairperson, and/or school counselor. Final determination will be made by the building principal.
- Summer school grade average will be computed as follows: Summer school average: 80%; previous school year average: 20%.
RELATIONS:

The education of a child is a joint responsibility between the parents and the local school system. Faculty members are encouraged to communicate with parents in regard to the academic progress, behavior and effort of their child.

Before any “mass” home-school correspondence is sent, please inform the building administration. Many times we receive questions regarding various correspondence.

There are many activities and programs sponsored during the school year. Each activity contributes to the image that our school reflects to the community. It is extremely worthwhile that this reflection be a positive one. When an event takes place in which you are involved, please take the time and effort to develop a press release. All press releases must be approved and released by the Principal.

PUPIL RECORDS:

A student’s cumulative record card is available to teachers and is stored in the vault in the Main Office. This record includes family data, grades and standardized test scores. A more detailed folder is available in the Counseling Center. Psychological evaluations are kept in the Counseling Center. The school psychologist, school counselor or the administrator will interpret this information for you. Students’ records are not to be taken from the office area without the permission of the administration.

REGENTS EXAMINATIONS:

It will be the general policy that students will not be permitted to take a Regents exam, until they have met the New York State requirements in that course. A student might request to take a Regents exam prior to the completion of the course. Only the building principal, who will consider the merits of the request, will grant permission. For additional information, see Credit Without Completing Units of Study in the Faculty Handbook.

ROTATION POLICY:

1) All students in band and/or chorus are required to attend rotations (music instructional classes.)
2) Lesson rotations allow for small group instruction and provide an opportunity for closer evaluation of the student’s progress.
3) Unfortunately, lesson rotations cannot be made part of the student’s regular schedule. Therefore, students attend lessons on a rotating schedule. This schedule requires students to miss academic classes while attending their lessons.
4) It is the goal of the rotation schedule to limit the number of assigned classes missed.
5) Attendance at a music rotation is a class absence. Please see attendance policy for details.
6) A music instruction pass must be filled out by the student and presented to the subject teacher on the day and period of the rotation. As a courtesy to the subject teacher the student should try to remind the subject teacher a day prior to rotation. After the subject teacher signs the pass, the music student attends the lesson. The subject teacher may deny permission. The reason must be stated on the pass. The student will return the pass to the music teacher. If the work is a short quiz, the music department would appreciate the student being permitted to attend the lesson after the quiz.

7) Since the music instruction classes are an integral part of the music program, classroom teachers are asked not to deny permission unless it is absolutely necessary.

8) Please address questions and/or concerns regarding music lesson rotations to the appropriate music teacher or the department chairperson.

SECURITY OF PERSONAL PROPERTY:

Personal property of teachers is not covered by school insurance. Therefore, teachers leaving personal property in school do so at their own risk.

INSTRUCTIONAL SUPPORT TEAM:

If you have a student who exhibits long term or persistent problems learning or behaving you may want to refer the student to the INSTRUCTIONAL SUPPORT TEAM. Comprised of a counselor, social worker, CSE Chairperson, Guidance chairperson, psychologist, administrator, or nurse as needed, the team will review your referral and help devise a course of action. Please see the Referral Form for information on how to proceed.

You may give the completed form to your principal, who will review it and send it to the INSTRUCTIONAL SUPPORT TEAM.
SAUGERTIES JUNIOR/SENIOR HIGH SCHOOL
INSTRUCTIONAL SUPPORT & CHILD STUDY TEAM

STUDENT REFERRAL FORM

Name of Student:____________________________Date:___________________

Grade:_________ Date of Birth:_________ Age:_________

Referring Teacher:___________________________________________________

Number of Days Absent:__________

Student’s Strengths:
___________________________________________________________
___________________________________________________________
___________________________________________________________

Reason for Referral:
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

Please check any contacts you have made with regards to this issue:

Telephone Call Home:____ Note Home:____ Parent Conference:_____
Other:____ Please Specify:________________________________________

Principal’s Signature:________________________________________

Date:___________________
SUBJECT: SEXUAL HARASSMENT OF DISTRICT PERSONNEL

The Board of Education affirms its commitment to provide an environment free from sex-based discrimination and sexual harassment, including sexual violence and intimidation. The Board, therefore, consistent with state, federal and any applicable local laws, prohibits all forms of sexual harassment against District personnel by employees, school volunteers, students, and non-employees, such as contractors, volunteers, consultants and vendors, which occur on school grounds or at school-sponsored events, programs, or activities, including those that take place at locations off school premises.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitutes harassment on the basis of sex when:

a) Submission of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;

b) Submission to or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individuals; or

c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Sexual harassment includes, but is not limited to, sexual violence. For the purpose of this policy, sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes rape, sexual assault, sexual battery, and sexual coercion.

Sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from students, supervisors, co-workers or non-employees.

Prohibited Conduct

Sexual harassment can be verbal, non-verbal, or physical. Examples of such conduct may include, but are not limited to, the following:

a) Verbal abuse or ridicule, including innuendoes, stories and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.

b) Direct or indirect threats or bribes for unwanted sexual activity.
c) Asking or commenting about a person's sexual activities.

d) Unwelcome and unwanted physical contact of a sexual nature including, but not limited to, physical acts such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement.

e) Displaying or distributing pornographic or other sexually explicit materials such as magazines, pictures, internet material, cartoons, etc.

f) The use of profanity and/or other obscenities that are sexually suggestive or degrading in nature.

g) Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.

h) Unwelcome and/or offensive public displays of sexual/physical affection.

i) Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.

j) Engaging in sexual conduct with an individual who is unable to consent due to his/her age, use of drugs or alcohol, intellectual disability, or other disability.

k) Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetrates sexual stereotypes and attitudes.

Investigation of Complaints and Grievances

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any employee who believes he/she has been a victim of sexual harassment in the work environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, immediately report such alleged harassment to the District's designated Civil Rights Compliance Officer. In the event that the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated an additional individual to serve in such capacity, or to the Superintendent.

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of sexual harassment, and will promptly take appropriate action to protect individuals from further harassment. A complaint form is available on the District’s website. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.
Additional information regarding the District's discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420 -- Non-Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.

When reviewing cases involving non-employees, the investigator shall consider the extent of the District’s control and any other legal responsibility the District may have with respect to the conduct of the accused.

If the results of the District’s investigation indicates that sexual harassment or other inappropriate behavior has occurred, immediate and appropriate corrective action will be taken against officers, employees and non-employees. It is the policy of the District to appropriately discipline employees when a determination is made that sexual harassment has occurred, which may range from a counseling letter in a minor case, up to and including termination from employment, in accordance with law and any applicable collectively negotiated agreement. Further, appropriate consequences will be enforced against supervisory or managerial personnel who knowingly allow harassing behavior to continue.

**Prohibition of Retaliatory Behavior**

The Board prohibits any retaliatory behavior directed against complainants, victims, accused individuals, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of sexual harassment have not suffered retaliation.

**Training and Outside Reporting**

The District shall provide appropriate training annually to all staff on sexual harassment in accordance with applicable laws. Newly hired staff will also be provided training.

Aside from the internal process, employees may also choose to pursue legal remedies available to them, including, but not limited to, filing complaints with governmental entities. Employees and non-employees have the right to file a complaint with the New York State Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458, (718)741-8400 or with the Equal Opportunity Commission, 1-800-669-4000, www.eeoc.gov.info@eeoc.gov.
SUBJECT: SEXUAL HARASSMENT OF STUDENTS

The Board of Education affirms its commitment to provide an environment free from sex-based discrimination and sexual harassment, including sexual violence and intimidation. The Board, therefore, prohibits all forms of sexual harassment against students by other students, employees, school volunteers, and non-employees such as contractors and vendors, which occur on school grounds or at school-sponsored events, programs, or activities, including those that take place at locations off school premises.

Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. For the purposes of this policy, sexual harassment also includes sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. Sexual violence includes, but is not limited to: rape, sexual assault, sexual battery, and sexual coercion.

Sexual harassment can originate from a person of either sex against a person of the opposite or same sex, and from students, District employees, or third parties such as visitors or school volunteers.

Prohibited Conduct

Sexual harassment can be verbal, non-verbal, or physical. Examples of such conduct may include, but are not limited to, the following:

a) Verbal abuse or ridicule, including innuendoes, stories and jokes that are sexual in nature and/or gender-related. This might include inappropriate sex-oriented comments on appearance, including dress or physical features.

b) Direct or indirect threats or bribes for unwanted sexual activity.

c) Asking or commenting about a person's sexual activities.

d) Unwelcome and unwanted physical contact of a sexual nature including, but not limited to, physical acts such as assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement.

e) Displaying or distributing pornographic or other sexually explicit materials such as magazines, pictures, internet material, cartoons, etc.
f) The use of profanity and/or other obscenities that are sexually suggestive or degrading in nature.

g) Unwelcome staring, leering, or gesturing which is sexually suggestive in nature.

h) Unwelcome and/or offensive public displays of sexual/physical affection.

i) Clothing that reflects sexually obscene and/or sexually explicit messages, slogans, or pictures.

j) Demanding sexual favors of a student, insinuating that refusal to acquiesce in such favors will adversely affect a student's grades, references, academic/scholastic placement, and/or participation in extracurricular activities.

k) Engaging in sexual conduct with an individual who is unable to consent due to his/her age, use of drugs or alcohol, intellectual disability, or other disability.

l) Any other unwelcome and unwanted sexually oriented and/or gender-based behavior which is sexually demeaning, belittling, intimidating, or perpetuates sexual stereotypes and attitudes.

Investigation of Complaints and Grievances

In order for the Board to enforce this policy, and to take corrective measures as may be necessary, it is essential that any student who believes he/she has been a victim of sexual harassment in the school environment, as well as any other person who is aware of and/or who has knowledge of or witnesses any possible occurrence of sexual harassment, should immediately report such alleged harassment. The District recognizes that sexual harassment is a sensitive issue and that students may choose to inform any trusted staff member of suspected discrimination or harassment. Staff members who receive such complaints will immediately inform the Civil Rights Compliance Officer. Where appropriate, the Civil Rights Compliance Officer may seek the assistance of the relevant Dignity Act Coordinator in investigating, responding to, and remedying student complaints of discrimination and/or harassment. In the event that the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated an additional individual to serve in such capacity, or to the Superintendent.

The School District will act to promptly, thoroughly, and equitably investigate all complaints, whether verbal or written, of sexual harassment and will promptly take appropriate action to protect individuals from further sexual harassment. All such complaints will be handled in a manner consistent with the District's policies, procedures, and/or regulations regarding the investigation of discrimination and harassment complaints, including Policy #3420 – Non-Discrimination and Anti-Harassment in the School District; and Administrative Regulation #3420R -- Non-Discrimination and Anti-Harassment in the School District.
Additional information regarding the District’s discrimination and harassment complaint and grievance procedures, including but not limited to the designation of the Civil Rights Compliance Officer, knowingly making false accusations, and possible corrective actions, can be found in Policy #3420-Non Discrimination and Anti-Harassment in the School District and Administrative Regulation #3420R-Non-Discrimination and Anti-Harassment in the School District.

Prohibition of Retaliatory Behavior

The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participated in the investigation of a complaint of sexual harassment. Complaints of retaliation may be directed to the Civil Rights Compliance Officer. In the event the Civil Rights Compliance Officer is the alleged offender, the report will be directed to another Civil Rights Compliance Officer, if the District has designated another individual to serve in such a capacity, or to the Superintendent.

Where appropriate, follow-up inquiries will be made to ensure that sexual harassment has not resumed and that all those involved in the investigation of sexual harassment have not suffered retaliation.

SUBJECT: SMOKING/TOBACCO USE

School Grounds

Tobacco use will not be permitted and no person will use tobacco on school grounds or within 100 feet of the entrances, exits, or outdoor areas of any public or private elementary or secondary schools. However, this does not apply to smoking in a residence, or within the real property boundary lines of residential real property. For purposes of this policy, "school grounds" means any building, structure, and surrounding outdoor grounds, including entrances or exits, contained within the District's preschool, nursery school, elementary or secondary school's legally defined property boundaries as registered in the County Clerk's Office; as well as all District vehicles, including vehicles used to transport children or school personnel.

"Tobacco" is defined to include any lighted or unlighted cigarette, cigar, cigarillo, pipe, bidi, clove cigarette, spit/spitless tobacco and any other smoking or tobacco product, (smokeless, dip, chew, snus and/or snuff) in any form.
The District also prohibits use of electronic cigarettes or e-cigarettes, and any refill, cartridges and any other component of an electronic cigarette or e-cigarette (collectively known as e-cigarette) on school grounds or in District vehicles.

The use of vaporizers or any other products containing nicotine, except for current FDAapproved smoking cessation products, are also prohibited.

**Off-School Grounds**

Tobacco use and e-cigarette use is prohibited by students at any school sponsored event or activity off school grounds.

**Posting/Notification of Policy**

In compliance with the New York State Clean Indoor Air Act, the District will prominently post its Smoking/Tobacco Use policy and signs prohibiting all forms of tobacco products in District buildings and other appropriate locations; and will supply a copy upon request to any current or prospective employee. The District will also designate a school official to tell individuals who smoke in a non-smoking area that they are in violation of the New York State Public Health Law, Education Law, the federal Pro-Children Act of 1994, and District policy.

The District will also ensure that this policy is communicated to staff, students, parents/guardians, volunteers, and visitors as deemed appropriate in order to orient all persons to the District's "No Smoking" Policy and environment.

**Prohibition of Tobacco Promotional Items/Tobacco Advertising**

Tobacco promotional items (e.g., brand names, logos, and other identifiers) are prohibited:

**SUBJECT: SMOKING/TOBACCO USE**

a) On school grounds;

b) In school vehicles;

c) At school sponsored events, including those that take place off school premises and in another state;

d) In school publications;

e) On clothing, shoes, accessories, gear, and school supplies in accordance with the District *Code of Conduct* and applicable collective bargaining agreements.
This prohibition of tobacco promotional items will be enforced in accordance with the District Code of Conduct and applicable collective bargaining agreements.

In addition, tobacco advertising is also prohibited in all school sponsored publications and at all school sponsored events. The District will request, whenever possible, tobacco free editions of periodical publications for school libraries and classroom use.

Safe and Drug-Free Schools and Communities Act, 20 USC § 7101 et seq.

Pro-Children Act of 2001, 20 USC §§ 7181-7184, as amended by the Every Student Succeeds Act (ESSA) of 2015
Education Law §§ 409, 2801(1) and 3020-a
Public Health Law Article 13-E, Article 13-F, §§ 1399-aa(13), 1300-o

NOTE: Refer also to Policies #3280 -- Use of School Facilities, Materials and Equipment #7320 -- Alcohol, Tobacco, Drugs, and Other Substances #3410 -- Code of Conduct #8210 -- Safety Conditions and Prevention Instruction District Code of Conduct

Adopted: 7/9/13
Revised: 2/13/17
Revised: 3/13/18
2013 5650
SPEECH AND LANGUAGE REFERRALS – GUIDELINES:

When it is suspected that a student may have a speech or language impairment that warrants a referral to the speech pathologist, consult with the student’s counselor. Be prepared to provide some background information justifying the suggestion for an evaluation.

A speech referral form, which is on file in the Counseling Center, should be completed and given to the counselor. Sections on this form ask you to briefly assess certain areas. Please be sure to fill out all sections since it is necessary for the evaluation. Parents will be contacted by the speech pathologist previous to the communicative evaluation.

The evaluation of the student will be done as soon as possible. A report will be on file with the guidance counselor concerning the results and recommendations of the evaluation.

Should the results of the testing be a moderate-to-severe impairment in the areas of speech or language, certification by the Committee on Special Education (CSE) may be indicated. The process of certification will be in accordance with the regulations followed by the CSE. If the committee certifies a student, an Individual Educational Plan (IEP) will be written for that academic year.

Any questions regarding this procedure should be directed to the speech pathologist.
SPORTS STUDY HALL:

Sports study hall is held daily from 2:22 to 3:00PM, in the junior and senior high cafeteria for students in grades 7-12. Students involved in interscholastic sports activities are to report to this open study hall if they do not have other obligations or extra help. Students are expected to conduct themselves in a quiet and safe manner. Sports study hall is exclusively for students actively participating in the athletic program. All students are not to be released from sports study hall until 3:00 PM.

STUDENT TEACHERS:

Some faculty members will have student teachers working with them during the year. While a teacher is not required to “take” a student teacher, those that do, accept an added responsibility. The responsibility is two-fold:

**FIRST:** The supervising teacher has a responsibility to his/her class. Here, he/she must be sure that the quality of teaching given by the student teacher is not only acceptable but as near as possible to the quality of teaching the class would receive if the regular staff member were giving the instruction.

**SECOND:** The supervising teacher has a responsibility to his/her student teacher. Here, he/she must be sure that he/she makes him/her a teaching partner by detailed cooperative planning, both on a long range and short range basis, by being present during his/her teaching, active supervision, and constructive criticism.

Each supervising teacher is requested to help student teachers become part of the Saugerties Junior and Senior High Schools by introducing them to the other faculty members and other student teachers. They should also invite the student teacher to lunch and attend faculty meetings and other school functions. Supervising teachers are requested to keep the building principal informed as to the progress of his/her student teacher. A written evaluation is to be handed to the principal at the conclusion of the student teacher's work.

STUDENT VISITOR/VISITORS:

Students, on occasion, may be authorized by an administrator to bring student visitors from other schools.

All visitors must, upon entering the building, report to the desk at the front entry doors. If authorized, the visitor will be given a visitor’s pass by the front desk monitor. Teachers are requested to escort any unauthorized visitor to the Main Office. If that is not possible, please report the incident to the office.
STUDENT PURCHASE OF MATERIALS:

It is the responsibility of students to furnish their own pencils, paper and notebooks. Teachers are asked to be prudent in their requirements for particular materials. Cost and availability of materials should be given careful consideration.

STUDYHALL GUIDELINES:

Grades 9-12

1) Students should arrive in the cafeteria/classroom by the time the bell rings to begin the period.
2) Students may purchase food when made available. This should only take a few minutes.
3) Students are to sit at a table and remain there for the period. Permission to move to another table to study may be granted by the teacher. Teachers may assign students to specific tables.
4) The noise level must be kept at a level that is conducive to studying or reading.
5) Students should be encouraged to bring books, a magazine, reading material, etc.
6) No fighting, horseplay or general nuisance games are allowed.
7) No card playing or games, no electronic games, or headphones are allowed.
8) Attendance is to be taken daily. Students not accounted for should be reported to the Attendance Office on a room absence slip (be sure to check the attendance sheet first.)

Grades 7-8

STUDY HALL GUIDELINES FOR GRADES 7 – 8:

1) Attendance is to be taken daily. Students not accounted for should be reported to the Attendance Office.
2) All students are to have a book.
3) Fifteen students from any one period may be sent to the library.
4) The teacher on duty should remain in the room until all students have left or the next duty teacher arrives.
5) Students creating problems should be sent immediately to the Assistant Principal’s Office with a referral explaining the problem.
6) These study halls are quiet study halls. Students are expected to be doing schoolwork and not to talk without permission.

SUBSTANCE ABUSE:

The administration should be contacted immediately when a teacher suspects that a student is under the influence of drugs or alcohol. Teachers should not address their suspicions with the students.
**SUBSTITUTE TEACHERS:**

Department chairpersons are responsible for developing a substitute plan system within their departments. It is expected that teachers will have workable plans and up-to-date attendance lists in their sub folders. Teachers need to replenish this information each time they are absent. It is recommended that teachers develop an emergency plan for unexpected situations. Each substitute folder will include a copy of the Substitute Handbook. Comment forms for teachers to comment on a substitute are available in the office.

**SUPERVISION OF STUDENTS:**

Teachers are responsible for supervision of students placed in their charge. Teachers should not leave students unsupervised at any time. If an emergency exists, the teacher should phone the appropriate office and/or ask the nearest teacher to take over supervision duties. Bus students should not be dismissed before 3:00PM during the extra-help period. Students who walk home should be instructed to leave the building immediately upon dismissal.

**SUSPENSION:**

Students who are suspended may not attend or participate in any athletic or social events sponsored by the school during the time of suspension.

**TEACHER MAILBOXES/E-MAIL:**

Teachers should check their mailboxes for communications and personal messages at the beginning and end of the day. Do not send students to pick up your mail. An ever-increasing number of communications are being distributed via e-mail. Please check your Email regularly.

**TEACHER WORK DAY/TEACHER ENTRY TO BUILDING:**

Every (secondary) teacher is expected to be in the building twenty (20) minutes prior to the beginning of the pupil day, and leave no earlier than fifteen (15) minutes after the pupil day except that on Fridays or a day immediately preceding a vacation, a teacher needs not remain for the fifteen (15) minutes after the pupil day. In addition, unit members may be required to attend up to two meetings of up to one hour in length for up to two hours per month. Such meetings shall be scheduled to start no later than fifteen (15) minutes after the end of the unit member’s pupil day. Such hour may be added to extend one-half day staff development days. (Article 4, section 4.3, Collective Bargaining Agreement)
TRANSPORTATION TO AND FROM SCHOOL SPONSORED EVENTS:

If the District provides transportation for student athletics participating in inter-scholastic competitions or for students attending District sponsored educational field trips, students will not be authorized in advance to use any other means of transportation when participating in these events unless the principal or athletic director authorizes such alternate transportation. If a parent or guardian wishes to provide alternate transportation from an event for his/her own child and does not have prior approval from the principal or athletic director, the parent or guardian must personally deliver a written request to the principal, athletic director, coach, advisor or teacher at the event and receive his/her permission to provide alternate transportation.

VIDEO SURVEILLANCE POLICY (5682F.1):

For the safety of our students, staff and visitors, the Saugerties District employs video surveillance equipment for security purposes. This equipment may or may not be monitored at any time.

Surveillance cameras will generally be utilized only in public areas where there is no “reasonable expectation of privacy.” Public areas may include school buses; building entrances, hallways, parking lots, front office where students, employees and parents come and go; gymnasium during public activities, cafeterias; and supply rooms. However, it is not possible for surveillance equipment to cover all public areas of District buildings or District activities.

District surveillance cameras will not be installed in “private” areas such as restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is given), classroom.

VOICE MAIL:

Teachers are expected to check their voicemail frequently and to return phone calls to parents (if requested) in a timely manner. To check your voicemail from home you can do so by calling (845) 247-6500 ext. 7500 * and follow the prompts.

VOLUNTEERS:

Community volunteers are an integral part of our educational program. Volunteers shall be under the supervision of the program administrator. Please note the guidelines listed below:

1) Volunteers are asked to support the District’s instructional programs and extracurricular activities.

2) A school volunteer is defined as a non-paid person who works on an occasional or regular basis at school sites or other educational facilities. Volunteers may include parents, senior citizens, students, and other members of the community.
3) The administrator will determine the need for volunteer services. The principal makes final decision concerning selection, placement and replacement. Reference checks shall be made on all volunteers.

4) Appropriate area personnel will provide orientation and in-service training.

5) Volunteers will work under immediate supervision and direction and shall carry out those duties assigned which have been approved by the building principal/designee.

6) Volunteers are expected to comply with all rules and regulations set forth by the District.

7) The principal and staff shall evaluate the volunteer program, providing an opportunity of volunteers to submit suggestions and to evaluate their rules in the program.

8) The District Office shall maintain an accurate and current list active volunteers.

9) Volunteers who have proven unsatisfactory will be directed by the administrators to discontinue service.
DISTRICT CODE OF CONDUCT

INTRODUCTION

The Saugerties School District is committed to maintaining high standards of education for students in the schools. Because the District believes that order and discipline are essential to being educated effectively, the District is also committed to creating and maintaining high behavioral standards and expectations. An orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of conduct that clearly defines individual responsibilities, describes unacceptable behavior, and provides for appropriate disciplinary options and responses.

The parent/guardian is expected to assume primary responsibility for control of his or her child. The parent/guardian may be called upon to actively cooperate with the school in providing the necessary structure to promote his or her child’s social and educational growth. To this end, a high degree of parent-school communication will be fostered by the school.

The District believes that order and discipline must be a shared responsibility between school, home and community. This Code of Conduct was developed in collaboration with student, teacher, administrator and parent organizations, school safety personnel and other Board-approved school personnel. Finally, it is our belief that, to be effective, such a code must:

- identify, recognize and emphasize acceptable behavior;
- identify, recognize and prevent unacceptable behavior;
- promote self-discipline;
- consider the welfare of the individual as well as that of the school community as a whole;
- promote a close working relationship between parents/guardians and the school staff,
- distinguish between minor and serious offenses, as well as between first time and repeated offenses;
- provide disciplinary responses that are appropriate to the misbehavior;
- outline procedures to ensure that it is administered in a way that is fair, firm, reasonable, and consistent;
- encourage a high regard for every person’s right to reasonable hearing procedures and due process when accused of misconduct;
- comply with the provisions of federal, state and local laws, as well as the guidelines and directives of the New York State Education Department and the Board of Regents.

A school’s primary concern in establishing a code of conduct is to enable our young people to become responsible, respectful and caring citizens within the school and community settings. The Board of Education is responsible for ensuring that essential regulations are established and adequate discipline is maintained in the operation of the schools to effectively promote safety, as well as the social and educational growth of the students. Administrative regulations are developed and enforced by the school administration and staff.

Disciplinary measures available to the administration of each school building include conferences, detention, in-school suspension, out-of-school suspension and administrative hearings with the designated hearing officer. Administrative hearings can result in out-of-school suspensions of more than five days and, in particularly serious cases, a student may be permanently suspended from school.

DEFINITIONS

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

**Disruptive Student** - an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom.

**Parent** - the parent, guardian or person in parental relation to a student.

**Principal** – refers to the building principal or his/her designee.

**Removal** - the act of a teacher in discontinuing the presence of the student in his/her classroom.
School Property - 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 as defined in §142 of the New York State Vehicle and Traffic Law.

School Function - any school sponsored extra-curricular, co-curricular or other event or activity.

Suspension - the act of a Building Principal, Superintendent of Schools, or District Superintendent in discontinuing the presence of a student from his/her regular classes.

Violent Student - a student under the age of 21 who:

- commits an act of violence upon a school employee, or attempts to do so.
- 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.
- possesses, while on school property or at a school function, a weapon.
- displays, while on school property or at a school function, what appears to be a weapon.
- threatens, while on school property or at a school function, to use a weapon.
- 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.
- knowingly and intentionally damages or destroys school district property.

Weapon - a firearm as defined in the Gun-Free Schools Act (18 USC §921) [any firearm, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such firearm; any firearm muffler or silencer; or any destructive device], as well as any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

The Saugerties Central School District believes in the right of each child, between the ages of five and 21 years or until the child receives a high school diploma, whichever comes first, to receive a free education. All students in this state between the ages of six and the school year through which he or she becomes 16 are required by law to regularly attend school, either in the public schools, non-public schools that are approved for equivalency of instruction by the appropriate school authorities, or in the home in accordance with the Regulations of the Commissioner of Education.

The right to a free public school education extends to all students, including those with disabilities. However, this right is not unconditional. As long as due process of law requirements are met, a student may be removed from the classroom, suspended temporarily or suspended permanently from school. Only students within the compulsory education ages (age six through the school year in which the student turns 16) are entitled to alternative, equivalent instruction following suspension.

RIGHTS OF STUDENTS

Education in a free society demands that students be aware of their rights and learn to exercise them responsibly. To this end, students have a right:

- to be provided with an education that is intellectually challenging and relevant to demands of the 21st century;
- to learn in an environment free from interruption, harassment, discrimination, bullying, intimidation and fear;
In addition, students in this District are afforded the following rights:

1. **Student Expression** - Students shall be allowed the opportunity for the free expression of ideas consistent with rights established by the federal and state constitutions. However, a student’s freedom is subject to limitation in that the constitutional protections will not extend to libelous, slanderous, vulgar, indecent or obscene words or images or to words or images which by their very use incite others to damage property or physically injure persons. Furthermore, speech which materially and substantially disrupts the work and discipline of the school, whether originating from within or without the School District and communicated to other students, School District officers or employees, may be subject to limitation.

2. **Symbolic Expression** - Students, in light of constitutionally protected free speech rights, may wear political buttons, armbands or badges of symbolic expression so long as the same conform to the limits set forth herein under “school newspaper” and “dress code”.

3. **Student Activities** - All students shall enjoy equal access to the extent of their capabilities for participation in the various extra-curricular and co-curricular activities sponsored by the School District. The privilege of participating in such activities shall be conditioned upon appropriate conduct as established by the student code of conduct and any rules promulgated specifically for participation in extra and/or co-curricular activities.

4. **Student Government** - Students are encouraged to participate in the various student governmental bodies which have been or may be established in our schools. It shall be the duty of the student governmental body to establish reasonable standards for qualification of candidates to serve in offices of the government. Elections for student government shall be conducted in accordance with the principles of our democracy and elected student representatives shall work with the faculty, administration and student body in identifying cooperatively those areas of appropriate student responsibility. All student governmental bodies shall have a faculty advisor and shall be organized pursuant to a specific written constitution which the students shall participate in formulating.

5. **Student Clubs and Other Student Organizations** - The District encourages students to participate in curriculum related extra-curricular activity clubs and/or organizations. To the extent that the District authorizes meetings of non-curriculum related clubs or organizations, the same shall be subject to the constitution of the student government and shall be conducted in accordance with any applicable federal or state law, as well as Board of Education policy or regulations.

6. **Privacy Rights [Search and Seizure]** - Students in attendance in our public schools are protected against illegal or unreasonable personal searches or seizures of their property by both the federal and state constitutions. In light of these protections, no student’s person or property shall be searched for illegal substances or materials unless the school authorities conducting the search have reasonable suspicion to do so. Lockers, desks, textbooks, computers and other materials, supplies or storage spaces loaned by the District to students may be subject to inspection at any time by school officials since such places are not the property of the student, but rather are owned by the School District and shared with the student.

7. **Pregnant Students** - During pregnancy and the period of pregnancy related disability which follows childbirth, a student shall be entitled to home instruction, upon request, or the student may continue to attend their regularly scheduled classes with provision for special instruction, scheduling and counseling where needed.

8. **Student Grievances and Complaints** - If a student has a grievance or a complaint about a school-related matter, a school employee or other school official, s/he may submit it, in writing, to the Principal /Assistant Principal of the school who shall respond within ten (10) school days with a written answer or proposed resolution. Grievances or complaints may be appealed in writing to the Superintendent of Schools if the Principal’s/Assistant Principal’s answer or proposed resolution is not deemed satisfactory by the student. The Superintendent of Schools shall respond to all grievances and complaints within a reasonable period of time following receipt of the written appeal document.
RESPONSIBILITIES OF STUDENTS

Students attend school so that they may develop to their fullest potential. With this in mind, each student is expected:

- to accept responsibility for his/her actions;
- to respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined;
- to attend school on a regular and punctual basis;
- to complete class assignments and other school responsibilities by established deadlines;
- to show evidence of appropriate progress toward meeting course and/or diploma requirements;
- to respect school property, e.g. lockers, and help to keep it free from damage;
- to obey school regulations and rules made by school authorities and by the student governing body;
- to recognize that teachers assume the role of a surrogate parent in matters of behavior and discipline when at school, as well as during any school-sponsored activities;
- to contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all;
- to become familiar with this code and seek interpretation of parts not understood;
- to actively discourage inappropriate behavior of other students and report the incidents to the administration;
- to lock and maintain the security of the locker assigned to him/her;
- to lock and maintain the security of his/her car when it is parked on school grounds.

THE ROLE OF ALL STAKEHOLDERS

All stakeholders should assist students in maintaining a safe, supportive school environment, a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity and expression) or sex, which will strengthen students’ self-concept and promote confidence to learn.

THE ROLE OF PARENTS

A cooperative relationship between home and school is essential to each student’s successful development and achievements. To achieve this wholesome relationship, parents are urged:

- to show an enthusiastic and supportive attitude toward school and education;
- to build a good working relationship between themselves and their child;
- to teach their child self-respect, respect for the law, respect for others and for public property;
- to insist on prompt and regular attendance;
- to listen to the views and observations of all parties concerned;
- to recognize that teachers merit the same consideration and respect that parents expect from their child;
- to encourage their child to take pride in his/her appearance;
- to insist that their child promptly bring home all communications from school;
- to cooperate with the school in jointly resolving any school related problem;
- to set realistic standards of behavior for their child and resolve to remain firm and consistent;
- to help their child learn to deal effectively with negative peer pressure;
- to provide a place conducive for study and completion of homework assignments;
- to demonstrate desirable standards of behavior through personal example;
- to foster a feeling of pride in their child for their school;
- to provide support and positive reinforcement to their child.

Parents should be aware that they are responsible for any financial obligations incurred by their child in school. This includes lost books, damage to property, etc.

THE ROLE OF SCHOOL PERSONNEL
School personnel play an important role in the education of students. In view of this responsibility, school personnel must:

- promote a climate of mutual respect and dignity which will strengthen each student’s positive self-image;
- teach the common courtesies by precept and example;
- treat students in an ethical and responsible manner;
- help students to reach their maximum potential;
- demonstrate desirable standards of behavior through personal example;
- report violations of the Code of Conduct to the Building Principal/Assistant Principal or acting building principal;
- immediately report and refer violent students to the Principal/Assistant Principal or Superintendent of Schools.

THE ROLE OF TEACHERS

Every teacher knows that s/he works every day with this nation’s most precious commodity - the future generation. In view of this responsibility, the teacher must:

- promote a climate of mutual respect and dignity which will strengthen each student’s positive self-image;
- plan and conduct a program of instruction that will make learning challenging and stimulating;
- recognize that some disciplinary problems are caused by a student’s personal and academic frustrations;
- utilize classroom routines which contribute to the total instructional program and to the student’s development of civic responsibility;
- seek to develop close cooperative relationships with parents for the educational benefit of the student;
- distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of the administrator;
- teach the common courtesies by precept and example;
- handle individual infractions privately and avoid punishing the group for the misbehavior of one or two;
- help students cope with negative peer pressure;
- identify changing student behavior patterns and notify appropriate personnel;
- enable students to discuss their problems with them;
- send communications home promptly;
- report to the Principal/Assistant Principal any student who jeopardizes his/her own safety, the safety of others or of the teacher, or who seriously interferes with the instructional program of the classroom;
- treat students in an ethical and responsible manner;
- help students to reach their potential;
- serve as a surrogate parent in matters of behavior and discipline in accordance with New York State School Law;
- explain and interpret the discipline code to students;
- enforce the code in all areas of the school;
- demonstrate desirable standards of behavior through personal example;
- know the support services available to students and refer students who are in need of such services;
- comply with state educational law regarding corporal punishment and mandated reporting of suspected child abuse;
- in the event of removal from class, inform the student and the Principal/Assistant Principal of the reason for the removal;
- immediately report and refer violent students to the Principal/Assistant Principal or Superintendent of Schools.

THE ROLE OF BUILDING ADMINISTRATORS

As the educational leaders of the school, the Principal and his/her assistant(s) set the disciplinary climate for the school, not only for students, but for staff as well. Therefore, they must:
• seek to develop a sound and healthful atmosphere of mutual respect;
• evaluate the program of instruction in their school to achieve a meaningful educational program;
• help their staff self-evaluate their procedures and attitudes in relation to the interaction within their classrooms;
• develop procedures which reduce the likelihood of student misconduct;
• provide the opportunity for students and staff to approach the Principal/Assistant Principal directly for redress of grievances;
• work with students and staff to formulate school regulations;
• assist staff members to resolve problems which may occur;
• work closely with parents to establish a wholesome relationship between home and school;
• utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions;
• establish necessary building security;
• assume responsibility for the dissemination and enforcement of the “Code of Conduct” and ensure that all discipline cases referred are resolved promptly;
• insure that students are provided with fair, reasonable, and consistent discipline;
• comply with pertinent state laws governing hearings, suspensions, and student rights;
• develop behavior guidelines and appeals procedures specific to each assigned school in harmony with this “Code of Conduct”;
• demonstrate desirable standards of behavior through personal example.

THE ROLE OF DISTRICT ADMINISTRATORS

As the educational leaders of the school system, the Superintendent of Schools and central administrators must:

• reinforce and extend the indicated responsibilities of the Principals/Assistant Principals and make them applicable to the school system for grades K-12;
• recommend to the Board of Education appropriate policy, regulations and actions to maximize conditions for positive learning;
• develop and implement an effective “Code of Conduct” supportable by students, parents, staff and community;
• demonstrate desirable standards of behavior through personal example;
• provide each teacher with a copy of the Code of Conduct.

THE ROLE OF THE BOARD OF EDUCATION

As the elected officials in charge of our schools, the Board of Education:

• adopts the policies governing the District, including this Code of Conduct;
• ensures that the Code of Conduct contains clear behavioral expectations and disciplinary consequences for students, staff and visitors;
• ensures that the Code of Conduct is clearly communicated to students, parents, staff and the school community;
• ensures that the Code of Conduct is implemented and enforced in a consistent, reasonable, fair and equitable manner;
• annually reviews the Code of Conduct and updates it as necessary.

THE ROLE OF THE DIGNITY ACT COORDINATORS

At least one person in each building shall be appointed as the building’s Dignity Act Coordinator. Dignity Act coordinators should oversee bullying prevention measures and address issues surrounding bullying in their building.
CONDUCT OF VISITORS

In an effort to maintain a safe and healthy educational environment, all visitors to the District must sign-in at the Main Office of the building visited. Visitors are expected to comport themselves in a manner that does not disrupt the academic process and in accordance with the law and this Code of Conduct.

REPORTING CODE VIOLATIONS

1. To School District Personnel

Students, teachers and other District personnel are encouraged to report any violation of the Code of Conduct to the Building Principal/Assistant Principal or, in his/her absence, the Acting Building Principal.

Teachers and other District personnel shall immediately report violent students to the Building Principal/Assistant Principal or Superintendent of Schools.

2. To Local Law Enforcement Agencies

The District will report any acts of violence against persons that constitute a felony or misdemeanor and other violations of the Code of Conduct which constitute a felony to the appropriate local law enforcement agency when the actor is over the age of 16. When necessary, the District will file a complaint in criminal court against the actor.

3. To Human Services Agencies

The District will report any violations of the Code of Conduct which constitute a crime when the actor is under the age of 16, to the appropriate human services agencies. When necessary, the District will file a juvenile delinquency petition or a person in need of supervision (PINS) petition in Family Court.

REPORTING DISCRIMINATION, HARASSMENT AND BULLYING

The Board of Education recognizes its responsibility to protect students from unlawful harassment, discrimination and bullying while on school property. Students or staff who wish to report harassment, discrimination or bullying should contact the appropriate compliance officer.

The Dignity Act Coordinators are as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>Dignity Act Coordinator</th>
<th>Phone #</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saugerties Senior High School</td>
<td>Tim Reid, Anna Millenson, Ginger Vail, Anna Millenson</td>
<td>845-247-6651, 845-247-6561</td>
<td><a href="mailto:treid@saugerties.k12.ny.us">treid@saugerties.k12.ny.us</a>, <a href="mailto:amillenson@saugerties.k12.ny.us">amillenson@saugerties.k12.ny.us</a>, <a href="mailto:gvail@saugerties.k12.ny.us">gvail@saugerties.k12.ny.us</a>, <a href="mailto:amillenson@saugerties.k12.ny.us">amillenson@saugerties.k12.ny.us</a></td>
</tr>
<tr>
<td>Saugerties Junior High School</td>
<td>Dawn Scannapieco, Laura Wild</td>
<td>845-247-6800</td>
<td><a href="mailto:dscannapieco@saugerties.k12.ny.us">dscannapieco@saugerties.k12.ny.us</a>, <a href="mailto:lwild@saugerties.k12.ny.us">lwild@saugerties.k12.ny.us</a></td>
</tr>
<tr>
<td>Morse Elementary School</td>
<td>Don Dieckmann, Arlene Parsi</td>
<td>845-247-6960</td>
<td><a href="mailto:ddieckmann@saugerties.k12.ny.us">ddieckmann@saugerties.k12.ny.us</a>, <a href="mailto:aparsi@saugerties.k12.ny.us">aparsi@saugerties.k12.ny.us</a></td>
</tr>
<tr>
<td>Mt. Marion Elementary School</td>
<td>Carole Kelder, Laura Wild</td>
<td>845-247-6920</td>
<td><a href="mailto:ckelder@saugerties.k12.ny.us">ckelder@saugerties.k12.ny.us</a>, <a href="mailto:lwild@saugerties.k12.ny.us">lwild@saugerties.k12.ny.us</a></td>
</tr>
<tr>
<td>Riccardi Elementary School</td>
<td>Sue McKinney, Arlene Parsi</td>
<td>845-247-6870</td>
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REMOVAL OF A STUDENT FROM THE CLASSROOM

The School District has determined that certain acts of misconduct interfere with instruction and/or the safety and welfare of students and staff. Although some incidents of misconduct may require removal from the classroom or suspension from school, effort will be made to deal with misconduct without removal from the classroom or suspension from school. This is in keeping with the District goal of avoiding consequences that interrupt or interfere with learning. However, no child will be allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students and visitors.

Teachers shall have the authority to remove a student from their classrooms whenever the student substantially disrupts the educational process or substantially interferes with the teacher’s authority over the classroom. “Substantially disruptive” shall mean that the course of instruction has to be discontinued more than momentarily such that it breaks the continuity of the lesson, to address the disruptive conduct of the student. “Substantially interferes” with the teacher’s authority over the classroom shall mean that the student has been insubordinate to the teacher in the presence of the class and has failed to obey the teacher’s directives to cease and desist (e.g., at least two directives).

A teacher may remove a student for the remainder of the class upon the first event and for two days of class upon the second or third event. Upon the occurrence of a fourth event, a Principal’s suspension shall occur.

Notwithstanding the above, in light of circumstances that warrant suspension, a Principal’s suspension for substantially disruptive behavior may be implemented in addition to or in lieu of removal of the student from the classroom by the teacher.

Once the teacher determines that the student has been substantially disruptive or substantially interferes with the teacher’s authority over the classroom:

- the teacher must confront the student in class (or within 24 hours of removal where the student is unmanageable at the time of initial removal) to inform the student of the reason(s) for the removal;
- prior to removal from the classroom (or within 24 hours of removal where the student presents an ongoing threat of disruption or a continuing danger at the time of removal), the teacher shall inform the student of the basis for the removal and allow the student to informally present his/her version of the relevant events;
- the Building Principal/Assistant Principal or designee must be notified immediately, in writing, by the teacher of the student’s removal from the teacher’s class;
- the Building Principal/Assistant Principal or designee must inform the student’s parent of the removal and the reasons therefore within 24 hours of the student’s removal;
- upon request, the student and his/her parent must be given an opportunity for an informal conference with the Principal/Assistant Principal or designee to discuss the reasons for removal. If the student denies the charge(s), the Principal/Assistant Principal or designee must provide an explanation of the basis for the removal and allow the student and/or his/her parent an opportunity to present the student’s version of the relevant events within 48 hours of the student’s removal;
- the Principal/Assistant Principal or designee may not set aside the removal unless s/he finds that the charges against the student are not supported by substantial evidence or the student’s removal otherwise violates law or the conduct warrants suspension from school and a suspension will be imposed;
- the Principal’s/Assistant Principal’s determination on whether or not to support the teacher’s removal of the student shall be made by the close of business on the day succeeding the 48-hour period for the informal Principal’s/Assistant Principal’s removal conference. The teacher who causes the removal may be required to attend the Principal’s/Assistant Principal’s conference at the Principal’s/Assistant Principal’s discretion.

The District shall provide continued educational programming and activities for students who are removed from their classrooms.
An appeal brought by the parent or student over the age of 18 of a Principal’s/Assistant Principal’s removal decision must be presented to the Superintendent of Schools or his/her designee prior to any further appeal.

STUDENT SUSPENSION PROCESS

The Board of Education, District Superintendent, Superintendent of Schools, a Building Principal or in his/her absence an acting Building Principal, may suspend a student from school where it is determined that the student:

- is insubordinate or disorderly, or exhibits conduct which endangers the safety, morals, health or welfare of others; or
- exhibits a physical or mental condition(s) which endangers the health, safety or morals of himself/herself or of other students; or
- is removed from a classroom for substantially disrupting the educational process or substantially interfering with the teacher’s authority in the classroom four or more times in one semester.

In addition to the statutory grounds for suspension from school for conduct or health condition, students shall also be subject to suspension based upon a violation of the specific disciplinary infractions listed below.

A. Pre-suspension Process

Prior to being suspended from school, the student shall be confronted by a school official empowered to suspend, as referenced above, at which time the evidence upon which the decision to suspend is based shall be stated to the student and the student shall be given the opportunity to explain his/her version of the facts. The student shall also be afforded the right to present other persons to the suspending authority in support of his/her version of the facts. If the student’s presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, such confrontation shall occur following suspension, as soon thereafter as is reasonably practicable. There shall be no suspension until after the informal Principal’s conference, unless waived, as described in paragraph “C”, below or unless the student is dangerous or an ongoing threat of disruption to the academic process.

B. Short Term Suspension Process

Prior to a proposed suspension from school for between one and five days by a Building Principal or an acting Principal in the absence of the Building Principal, the student and his/her parent shall be notified, in writing, by personal delivery, express mail or overnight service. They shall also be notified by telephone, if possible, within 24 hours of the decision to propose suspension or suspend. Such written notice shall include a description of the incident(s) resulting in the suspension and shall inform the parent of their right to request an immediate informal conference with the Principal at which the student and/or his/her parent may present the student’s version of the event and ask questions of complaining witnesses. Upon such request, an informal conference with the Principal and other parties involved shall be convened prior to the suspension. The right to an informal conference with the Principal shall also extend to a student if 18 years of age or older. The notice and informal conference shall be in the dominant language or mode of communication used by the parent. If the student’s presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

C. The Long-term Suspension Process: Suspension for More than Five Days

Any suspension from school in excess of five school days shall be considered a long-term suspension. Unless there is a written agreement between the person requesting the suspension and the parent, a long-term suspension may be done only after the Superintendent of Schools or the Board of Education has conducted a hearing.

When a student is subject to a long-term suspension, a hearing shall be conducted by the Superintendent if the Building Principal, acting Building Principal or the Superintendent has made the original suspension, or before the Board where that body has made the original suspension. The Superintendent of Schools or Board of Education may designate a Hearing Officer to make findings of fact with respect to the charges of infractions under this code of conduct, as well as penalty recommendation pursuant to the penalty parameters described herein.
D. **Alternative Instruction**

Only students within the compulsory education ages (age six through the school year in which the student turns 16) are entitled to alternative, equivalent instruction following suspension.

E. **Appeals Process**

If a parent/person in parental relation wishes to appeal the decision of the Building Principal to suspend a student from school, the parent/person in parental relation must appeal to the Superintendent prior to commencing an appeal to the Board of Education. Any appeal to the Superintendent must be commenced within ten (10) days from the date of the principal’s decision. To be timely, the appeal must be received by the Board Office within this ten (10) day period. If a parent/person in parental relation wishes to appeal the decision of Superintendent to suspend a student from school, regardless of the length of the student's suspension, the parent/person in parental relation must appeal to the Board of Education prior to commencing an appeal to the Commissioner of Education. Any appeal to the Board must be commenced within ten (10) days from the date of the Superintendent’s decision. To be timely, the appeal must be received by the District Clerk within this ten (10) day period.

F. **Off-Campus Misconduct**

A student may be subject to discipline for conduct which is committed off of school premises or at non-school sponsored activities which the District reasonably anticipates could cause, or does cause, a substantial disruption to the educational process.

G. **Dress Code**

The Saugerties Central School District has an obligation to help students make positive decisions that lead to success in life, including choosing appropriate dress for a variety of situations. The District has therefore developed a standard of dress and grooming that balances personal expression with providing a school environment that is safe and conducive to learning.

This dress code was developed collaboratively by a committee of teachers, administrators, students, and parents. Students and parents have the primary responsibility for adhering to the student dress code. All adult members of the school community share responsibility for reinforcing and exemplifying acceptable student dress and appearance.

This standard of dress is to be followed during school hours and at school functions. It applies to all students, male and female. The Principal/Assistant Principal and his/her designee shall exercise appropriate discretion in implementing this policy, on the basis of students’ religious beliefs or medical conditions, or the nature of special events (i.e. proms, field trips, special ceremonies, etc.).

Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, obscene, or which endangers the health and safety of others is prohibited. The following are considered to be inappropriate dress, grooming, and appearance and are prohibited in school and at school functions:

- Any dress or appearance that constitutes a threat or danger to the health and safety of students (e.g. heavy jewelry, heavy chains, or jewelry with spikes of sharp edges that can injure the student or others.)
- Any form or article of clothing designed primarily for outdoor use, while attending class or before/after school indoor activities (e.g. parkas, rain or trench coats, vests, jackets, gloves, mittens, sunglasses in the school building unless worn for medical reasons, etc.)
- Any form or article of clothing designed primarily for in-home use (e.g. bathrobes, certain pajamas, etc.)
- Shirts (including blouses and tops) that are revealing. Shoulder straps must be the wearer’s second and third finger or more in width. Exposure of bare midriffs, plunging necklines (front and back), or cleavage (front and back), e.g. halter-tops, strapless tops. Underwear must be covered by outer garments.
- Skirts and skirt slits shorter than the wearer’s fingertips when arms hang straight at the wearers’ side, short shorts, or clothing with holes, cut-outs, or tears that expose inappropriate amounts of skin.
- Any dress or appearance that encourages or advocates the use of illegal drugs, alcohol, and/or tobacco.
- Any dress or appearance that advocates or encourages illegal or violent crimes, or gang related activity and/or colors.
• Any dress or appearance that advocates discrimination, insults, is libelous or denigrates self or others based on race, color, weight, creed, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex.
• Any dress or appearance with messages that encourage or advocate sexual activity.
• The wearing of hoods at all times, the wearing of all headgear excluding hair accessories in the building (unless worn for religious or medical reasons) (including all types of hats, bandanas, and related head wear, but excluding hair accessories such as barrettes, scrunchies, picks, etc.)
• Any dress or appearance that constitutes a disruption to the educational process.
• Any clothing or apparel that conceals the identity of the individual wearing it.

In addition to the above, the following guidelines apply:

• Appropriate footwear must be worn at all times to ensure personal safety and the safety of others.
• Students must be dressed in appropriate clothing and protective equipment as required for physical education classes, participation in athletics, science laboratories, family and consumer science, and technology classes.
• If a student feels uncomfortable being addressed by a staff member of the opposite gender regarding dress code issues, that student should request to meet instead with a staff member of the same gender.

H. Computer and Internet Use

The following prohibited use of District-owned computer drives, network facilities and Internet links may give rise to disciplinary action against users of such equipment and/or facilities:

1. E-mail originating from the school premises or originating off school premises and received at the school premises that a student user creates that:
   • is lewd, vulgar, obscene, indecent or inappropriate for student recipients of certain ages;
   • conveys a threat of violence, including sexual violence, to a specific individual or individuals;
   • constitutes a state and/or federal crime;
   • is the cause of or a substantial contributing factor to a substantial interference with the orderly functioning of the school(s);
   • attributes the text of e-mail to school officials or that the text is school endorsed, unless there is such official endorsement or consent from school officials;
2. Internet use that circumvents access restrictions placed upon the District’s computer systems by the Board of Education or its administrative designee(s).
3. Computer and/or Internet use that is not school related or is unauthorized.
4. Permitting the use of a student’s computer access code by any other person and such student shall assume responsibility for occurrences in violation of this code of conduct that occurs under the student’s access code number.

I. Possession of Electronic Devices in School

Electronic devices, including but not limited to cell phones, handheld video games, digital music and video devices, personal digital assistants, etc. (except those required for medical or educational access reasons), may not be used or displayed during the school day. For this purpose, the school day begins when a students enters the building in the morning and ends when the students leaves the building at the end of his/her academic day (including after school activity/extra-help period). If a student carries an electronic device for use outside the school day it is to be turned off and put away during school hours.
These devices are prohibited at all times in locker rooms, bathrooms, or any area where a student has a reasonable expectation of privacy.

If these rules are violated, the device will be confiscated and held until picked up by a parent or guardian.

J. **Suspension from Transportation Service**

Students may be suspended from transportation services for an infraction or infractions listed herein upon the conducting of an informal hearing by the Superintendent of Schools or his/her designee, at which time the student’s parent/guardian or other representative shall be allowed to confront the witnesses relied upon by the District in determining the appropriateness of such suspension of service. If such informal hearing is conducted before the Superintendent’s designee, the designee shall make a recommendation to the Superintendent as to the action to be taken.

K. **Suspension from Extra-Curricular and Co-Curricular Activities, and School Functions**

A student may be suspended from participating in extra-curricular or co-curricular activities (including a sports team) for an infraction of any of the provisions herein, for violating a code of conduct issued to participants in the activity by the activity supervisor or for fighting at games. Upon the request of the student’s parent/guardian, the Building Principal/Assistant Principal shall allow the parent/guardian or other representative of the student the right to appear before him/her informally, to discuss the conduct which led to suspension from the activity.

If a student is suspended from school pursuant to §3214 of the Education Law, s/he shall not be permitted to participate in any extra-curricular or co-curricular activities, as well as any other school events or activities which take place on the days of suspension (including intervening weekends).

L. **Suspension of Students with Disabilities**

A Principal may suspend a student with an educational disability for a short-term (5 school days or less) in the same manner as non-disabled students may be suspended. A Principal’s designation of an Interim Alternative Educational Setting must be made in consultation with the student’s special education teacher.

In the event that a student has been identified as having a disability or is presumed to have a disability in accordance with applicable law and regulations, the District will first proceed to conduct a §3214 disciplinary proceeding for any suspension of more than five days. The §3214 disciplinary proceeding will be held in two parts, first to determine the student’s guilt or innocence on the charges and the second to determine the penalty.

If guilt is determined, before a penalty may be imposed, the following rules shall apply:

**Section 504/Title II ADA Disability**

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

1. If a nexus is found between the disability and the conduct underlying the charges, the §3214 proceeding must be discontinued and the matter placed under the jurisdiction of the §504 Committee for any further consideration. The §504 Committee must register a referral and bring about an evaluation of a student with a suspected disability or, if the student is already eligible under §504, it must consider possible program modification and disposition on a non-disciplinary basis.
2. If no nexus is found, yet a disability is indicated or has been identified, discipline may be imposed upon remand to the §3214 Hearing Officer. Students whose sole disabilities are founded under §504 and for whom no nexus is found shall be disciplined in the same manner as their non-disabled peers.

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

The School District must continue to provide a free appropriate public education to students who have been suspended from school as required by the regulations implementing §504 (34 CFR §104 et. seq.) until the end of the school year in which the student reaches the age of 21.

IDEA Disability

Before discipline may be meted out for a student classified or deemed to be known as having a disability under the Individuals with Disabilities Education Act (hereinafter IDEA) [a student with an educational disability], the Committee on Special Education (hereinafter the CSE) must make a determination of whether the conduct underlying the charges was a manifestation of the disability:

1. If the conduct is found to be a manifestation between the disability and the conduct, the §3214 proceeding must be discontinued (except for weapons, drugs and dangerous behavior) and the matter placed under the jurisdiction of the CSE for any further consideration. The CSE must register a referral and bring about an evaluation in the case of a student who may be deemed to be known as having a disability or, if the student is already classified under IDEA, it must consider possible program modification and disposition on a non-disciplinary basis.

2. If the conduct is not a manifestation, discipline may be imposed upon remand to the §3214 Hearing Officer. The relevant disciplinary procedures applicable to children with disabilities may be applied in the same manner in which they would be applied to children without disabilities, as long as the child continues to receive a free appropriate public education during any such term of suspension.

3. Where no manifestation finding is made and no suspected disability is determined to exist, the matter shall be remanded to the §3214 Hearing Officer for a determination of penalty.

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

The School District must continue to provide a free appropriate public education to students who have been suspended from school. The Superintendent’s determination of an Interim Alternative Educational Setting must be made in consultation with the student’s special education teacher.

Suspensions Beyond Ten (10) School Days

A student with a disability or suspected disability founded solely under §504/Title II of the ADA may not be suspended for more than 10 school days unless the §504 Committee has conducted a nexus determination and found that the behavior underlying the disciplinary charges was not a manifestation of the student’s disability.

A student classified or presumed to have a disability under IDEA may not be suspended for more than 10 school days unless:

1. The CSE has made a determination that the student’s misconduct was not a manifestation of the student’s disability;

2. The School District obtains a court order authorizing the suspension;
3. The disciplinary charges involve the carrying of a weapon to school or a school function or the knowing possession, use or sale of illegal drugs at school or a school function;

4. The parent or student 18 years of age or older gives their consent, in writing.

In determining a disciplinary outcome, a §3214 Hearing Officer and/or decision making authority may not consider incidents in the past anecdotal record of a student with a disability under §504/Title II ADA and/or IDEA, or suspected of being a disability unless there has been a negative manifestation determination regarding such incident(s) by the §504 Team or CSE, respectively.

**Suspensions for Misconduct Involving Weapons and/or Drugs**

A student classified or presumed to have an educational disability under IDEA may be suspended and placed in an interim alternative educational setting for up to forty-five (45) calendar days (less if the discipline for a non-disabled student would be less), if the student carries a weapon to school or a school function, or knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function.

1. In accordance with law, the term “weapon” means “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 that such term does not include a pocket knife with a blade of less than 2-1/2 inches in length.”

2. In accordance with law, the term “illegal drugs” means controlled substances but not those legally possessed or used under the supervision of a licensed health care professional or other permitted authority under the Federal Controlled Substances Act or under any other provision of Federal law. Controlled substances are drugs and other substances identified under schedules set forth in applicable Federal law provisions.

Before a student is suspended and placed in an interim alternative educational setting for up to 45 calendar days, as determined by the Superintendent of Schools via §3214(3) Education Law proceedings, for behavior involving weapons and/or drugs, the CSE must conduct a manifestation determination and a functional behavioral assessment, as well as implement a behavioral intervention plan that addresses the behavior underlying the disciplinary proceeding or review any such pre-existing plan for modification, if necessary.

1. Placement in an interim alternative educational setting as a result of conduct involving weapons and/or drugs is not contingent upon a CSE determination that the misconduct is not related to the student’s disability.

2. It is up to the CSE to determine what would constitute an interim alternative educational setting that would meet the requirements of the student’s IEP and enable the student to participate in the general curriculum (although in another setting). Such decision shall be communicated to the Superintendent of Schools for the implementation of the discipline.

The exception allowed for the suspension/removal of students with educational disabilities for up to 45 calendar days for conduct involving weapons and/or drugs does not apply to students whose disabilities are founded solely upon §504/Title II ADA.

Such an interim alternative educational setting shall be deemed the student’s “stay put” placement during the pendency of any due process proceedings contesting the interim alternative educational setting for the duration of the interim placement.

**Dangerous Students**

To continue the suspension of a student classified or deemed to be known as having an educational disability under IDEA for more than 10 school days, the School District may initiate a hearing before a special education impartial hearing officer who can order the placement of the student in an interim alternative setting for up to 45 calendar days.

1. The CSE must conduct a manifestation determination within 10 school days of the initial disciplinary action. Placement in an interim alternative educational setting as a result of dangerous behavior is not contingent upon a CSE determination that the misconduct is not related to the student’s disability.

2. It is up to the CSE to determine what would constitute an interim alternative educational setting.
3. The hearing officer may grant such if maintaining the student in the current placement is substantially likely to result in injury to the student and/or others, and the School District has made reasonable efforts to minimize the risk of harm in the current placement. The hearing officer must also consider the appropriateness of the student’s current placement and whether the interim alternative educational setting meets all the requirements of the student’s IEP, including continued participation in the general curriculum (although in another setting) with an appropriate behavioral component.

Such an interim alternative educational setting shall be deemed the student’s “stay put” placement during the pendency of any due process proceedings contesting the interim alternative educational setting for the duration of the interim placement.

**Declassified Students**

In accordance with law, the CSE must conduct a manifestation determination in the case of a student with an educational disability who has been declassified if the disciplinary matter involves behavioral problems.

**M. Disciplinary Measures**

The following shall constitute appropriate disciplinary measures authorized by this Student Code of Conduct:

1. Warning/reprimand (oral or written).
2. Detention *(2:22-3:00PM or 2:30-4:30PM)*.
3. In-school suspension.
4. Suspension from school for up to five (5) school days.
5. Suspension from school in excess of five (5) days.
6. Suspension from school for at least one (1) year for possession of a weapon pursuant to the Gun-Free Schools Act of 1994 (subject to the right of the Superintendent to modify such penalty) or, in the case of a student with a disability whose possession of a weapon is determined not to be related to his/her disability, placement in an interim alternative educational setting for a period of up to forty-five (45) days.
7. Placement in an interim alternative educational setting for a period of up to forty-five (45) days, in the case of a student with a disability whose knowing possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance at a school or a school function is determined not to be related to his/her disability.
8. Permanent suspension (Expulsion).

**N. Infractions with Penalty References**

1. Engage in conduct that is disorderly. Examples of disorderly conduct include:
   a. Abusive language and/or indecent gestures directed at staff, students or visitors on school grounds or at school functions (1, 2, 3, 4)
   b. Carelessness in failing to follow school rules and staff directions. (1, 2)
   c. Abusive and/or indecent language and/or gestures directed at school employees or students on school grounds or at school functions which provoke a fight (2, 3, 4)
   d. Inappropriate use of beepers, cellular phones, etc. during class time; possession or use of lighters, light or laser pointers. Use of a Discman, etc. in the school building during school hours. (Confiscation, 1, 2, 3)
   e. Violation of computer use policy (1, 2, 3, 4, 5, Suspension of Computer Privileges)
   f. Driving recklessly, speeding, failing to follow school crossing guard’s directives on school grounds (Suspension of driving privileges, 3, 4)
   f. Parking in unauthorized areas (1, 2, 3)
   g. Inappropriate public displays of affection beyond hand holding (1, 2, 3)
   i. Trespassing while suspended from school (4, 5)
2. Engage in conduct that is insubordinate. Examples of insubordinate conduct include:

   a. Willful failure to obey the reasonable directives of school staff (insubordination), including directives not to engage in conduct otherwise referenced as an infraction in this code and for failing to notify a parent of assignment to detention (1, 2, 3, 4, 5)
   b. Class, study hall, homeroom, teacher detention, administrative detention cuts. (2, 3, 4, possible “0” grade on tests/quizzes)
   c. Eating or drinking where prohibited (1, 2)
   d. Tardiness to class/school (1, 2 Lunch detention)
   e. Unauthorized absence from school (1, 2, 3)
   f. Leaving campus without authorization (3, 4)

3. Engage in conduct that is disruptive. Examples of disruptive conduct include:

   a. Disturbances which disrupt instruction. (1, 2, 3, 4)
   b. Repeatedly disruptive and/or substantially interferes with the teacher’s authority in class, giving rise to removal on four or more occasions per semester (4, 5)
   c. Tardiness to class/school (1, 2,3)

4. Engage in conduct that is violent. Examples of violent conduct include:

   a. Fighting between students where no dangerous instruments are involved and no person is injured in the altercation (2, 3, 4)
   b. Fighting between students where harm is caused to one or more of the combatants (3, 4, 5, 8)
   c. A fight involving the use or threatened use of a dangerous or deadly weapon (4, 5, 6, 8)
   d. Any violent act against a teacher or other staff member, as described in this code (5, 8)
   e. Any violent act against another student or person in the schools or at a school function, as described in this code (5, 8)
   f. Possession of dangerous or deadly weapons on school property, including possession of a knife, razor blade, box cutter, etc.(3, 4, 5, 6, 8)
   g. Possession of illegal drugs, dangerous drugs, drug paraphernalia, counterfeit drugs or alcohol, or a substance which the individual believes or represents to be such drugs or alcohol, at school or at school functions (4, 5, 7, 8)
   h. Use of illegal drugs, dangerous drugs, counterfeit drugs or alcohol, or a substance which the individual believes or represents to be such drugs or alcohol, at school or while attending school functions (4, 5, 7, 8)
   i. Sale or other distribution of illegal drugs, drug paraphernalia, alcohol or counterfeit drugs, or a substance which the individual believes or represents to be such drugs or alcohol, at school or while attending school functions (5, 7, 8)
   j. Intentional or reckless destruction of school property (3, 4, 5, 8)
   k. Activation of a false alarm, bomb threat or other disaster alarm (5, 6, 7)

5. Engage in any conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include:

   a. Abusive language and/or indecent gestures directed at staff, students or visitors on school grounds or at school functions (1, 2, 3, 4)
   b. Dress or grooming which is inappropriate as described in this code (1, 2)
   c. Possession or dissemination of obscene materials (1, 2, 3, 4)
   d. Smoking or other tobacco use on campus or at school functions (1, 2, 4)
e. Possession, use or sale of e-cigarettes, vaporizers or other devices used to inhale non-prescribed substances (3, 4, 5, 7, 8)

f. Abusive and/or indecent language and/or gestures directed at school employees or students on school grounds or at school functions which provoke a fight (2, 3, 4)

g. Fighting between students where no dangerous instruments are involved and no person is injured in the altercation (2, 3, 4)

h. Fighting between students where harm is caused to one or more of the combatants (3, 4, 5, 8)

i. A fight involving the use or threatened use of a dangerous or deadly weapon (4, 5, 6, 8)

j. Any violent act against a teacher or other staff member, as described in this code (5, 8)

k. Any violent act against another student or person in the schools or at a school function, as described in this code (5, 8)

l. Possession of dangerous or deadly weapons on school property (6, 8)

m. Possession of illegal drugs, dangerous drugs, drug paraphernalia, counterfeit drugs or alcohol, or a substance which the individual believes or represents to be such drugs or alcohol, at school or at school functions, as well as non-medical use of prescription drugs (4, 5, 7, 8)

n. Use or being under the influence of illegal drugs, dangerous drugs, counterfeit drugs or alcohol, or a substance which the individual believes or represents to be such drugs or alcohol, at school or while attending school functions, as well as non-medical use of prescription drugs (4, 5, 7, 8)

o. Sale or other distribution of illegal drugs, alcohol or counterfeit drugs, or a substance which the individual believes or represents to be such drugs or alcohol, at school or while at school functions, as well as non-medical use of prescription drugs (5, 7, 8)

p. Possession of fireworks, smoke bombs and/or other noxious materials on school property or at school functions (4, 5)

q. Use of fireworks, smoke bombs and/or other noxious materials while on school property or at school functions (4, 5, 6, 8)

r. Gambling (3, 4)

s. Hazing (4, 5)

t. Lewd behavior (3, 4, 5)

u. Extortion (4, 5, 8)

v. Arson (4, 5, 8)

w. Mental or physical condition which endangers the health, safety and/or welfare of the student or others (3, 4, 5, 8)

x. Activation of a false alarm, bomb threat or other disaster alarm (5, 6, 7)

y. Harassment (sexual, racial, etc.) (2, 3, 4, 5, 6, 7)

z. Intimidation or coercion (3, 4, 5, 7)

aa. Inappropriate public displays of affection beyond hand holding (1, 2, 3)

bb. Theft of personal property (2, 3, 4, 5)

cc. Use and/or possession of “laser pens” or similar items (1, 2, 3, 4, 5)

dd. Possession of a knife, razor blade, box cutter, etc. (3, 4, 5, 6)

6. 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. If assigned a specific seat, students must remain in said assigned seat.

7. Engage in any form of academic or legal misconduct. Examples of academic misconduct include:

a. Cheating in any academic, extra-curricular or co-curricular activity. (1, 2, 3, 4, 5, grade of “0”)

b. Commission of conduct which constitutes a misdemeanor while on school property or at a school function (4, 5)
c. Commission of conduct which constitutes a felony while on school property or at a school function (4, 5, 8)
d. Extortion (4, 5, 8)
e. Plagiarism (3, 4, grade of “0”)
f. Intentional or reckless destruction of school property (3, 4, 5, 8)
g. Theft of school property (4, 5, 8)
h. Forgery or fraud (3, 4, 5)
i. Unauthorized absence from school (1, 2, 3)
j. Theft of personal property (2, 3, 4, 5)
k. Trespassing while suspended from school (4, 5)

THE REPEATING OF AN INFRACTION MAY LEAD TO THE IMPOSITION OF THE NEXT MEASURE OF DISCIPLINE.

CHRONIC REPEATING OF INFRACTIONS MAY LEAD TO LONG-TERM SUSPENSION OR PERMANENT SUSPENSION (EXPULSION).

PUBLIC CONDUCT ON SCHOOL PROPERTY

The Board of Education recognizes that the primary purpose of the School District is to provide a superior atmosphere for learning and education. Any action by an individual or group(s) aimed at disrupting, interfering with or delaying the education process or having such effect, is prohibited. The Board also recognizes its responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction. The Board will also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

These rules govern the conduct of students, parents, faculty and other staff, other visitors, licensees, invitees, and all other persons, whether or not their presence is authorized, upon district property, and also upon or with respect to any other premises or property (including school buses) under the control of the District and used in its instructional programs, administrative, cultural, recreational, athletic, and other programs and activities, whether or not conducted on school premises.

PROHIBITED CONDUCT

No person, either singly or in concert with others, shall:

- willfully cause physical injury to any other person, or threaten to do so, for the purpose of compelling or inducing such other person to refrain from any act which s/he has a lawful right to do, or to do any act which s/he has a lawful right not to do;
- intimidate, harass, bully or discriminate against any person on the basis of race, color, weight, creed, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identity or expression), or sex;
- physically restrain or detain any other person, or remove such person from any place where s/he is authorized to remain;
- willfully damage or destroy property of the District or under its jurisdiction, or remove or use such property without authorization;
- without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff member;
- enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;
- without authorization, remain in any building or facility after it is normally closed;
• refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty or staff member, or member of the Board of Education;
• obstruct the free movement of persons and vehicles in any place to which these rules apply;
• deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers;
• have in his/her possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without written authorization of the chief administrative officer, whether or not licensed to possess the same has been issued to such person; and/or
• willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so.

PENALTIES AND PROCEDURES

A person who shall violate any of the provisions of these rules shall be subject to the following penalties and procedures:

• If a licensee or invitee, his/her authorization to remain upon the grounds or other property shall be withdrawn and s/he shall be directed to leave the premises. In the event of failure to do so, s/he shall be subject to ejection.
• If trespasser or visitor without specific license or invitation, s/he shall be subject to ejection and/or arrest.
• If s/he is a student, s/he shall be subject to disciplinary action as the facts of the case may warrant, as prescribed by §3214 of the Education Law and the Student Code of Conduct.
• If a faculty member, s/he shall be subject to disciplinary action as prescribed by and in accordance with procedures of the Education Law and the collectively negotiated agreement.
• If a staff member in the classified service of the civil service, described in §75 of the Civil Service Law, s/he shall be guilty of misconduct and subject to the penalties and procedures prescribed in said section or that in a collectively negotiated agreement and be subject to ejection.
• If a staff member other than one described above, s/he shall be subject to discipline in accordance with law and any applicable collectively negotiated agreement.

ENFORCEMENT PROGRAM

1. The Superintendent of Schools shall be responsible for the enforcement of these rules, and s/he shall designate the other personnel who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.

2. In the case of any apparent violation of these rules by such persons, which, in the judgment of the Superintendent or his/her designee, does not pose any immediate threat of injury to person or property, such officer may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for resolution of any issues which may be presented. In doing so such officer shall warn such persons of the consequences or persistence in the prohibited conduct, including their ejection from any district properties where their continued presence and conduct is in violation of these rules.

3. In any case where violation of these rules does not cease after such warning and in other cases of willful violation of such rules, the Superintendent or his/her designee shall cause the ejection of the violator from any premises which s/he occupies in such violation and shall initiate disciplinary action hereinbefore provided.

4. The Superintendent or his/her designee may apply to the public authorities for any aid which s/he deems necessary in causing the ejection of any violator of these rules and s/he may request the Board’s Counsel to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of such rules.

This code and the penalties set forth herein are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.