

BLIND BROOK HIGH SCHOOL STUDENT AND FAMILY GUIDEBOOK AND ABRIDGED CODE OF CONDUCT

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For a complete copy of the Code of Conduct, please contact the Superintendent's Office.

September 2010

Dear Parents,

Welcome to the 2010-2011 School Year!

As we begin the new school year we are confronted with a barrage of information. Sometimes the sheer amount of data is overwhelming making it difficult to ascertain the level of importance of what comes our way.

At the same time knowing the rules by which one is held accountable is critical to being successful. With that in mind, please read this Family Guidebook carefully and reference it when needed. Every effort has been made to be as clear as possible in the explanation of expectations for students. Should you require further clarification please contact members of the administration, faculty or staff. They will be happy to assist you.

The administrative team, with input from the Board of Education, parents, teachers and students has spent much time in setting goals for the District that we believe will heighten the learning experience of each student.

I look forward to meeting you at our Open Houses and throughout the school year.

Sincerely,

William J. Stark

William J. Stark

WJS:lgn
Family Guidebook 2010-11

September 2010

Dear Students and Families,

On behalf of the faculty, support staff, and administration, I am pleased to welcome you to the 2010-2011 school year!

The Blind Brook High School Family Guidebook has been crafted to provide students and families with important information about our philosophy and mission as well as the policies and procedures that guide the day-to-day operations of the school. Please familiarize yourself with the contents of the *Guidebook*, as it includes a wealth of information on a variety of school issues.

Of course, if you have further questions or need clarification, please feel free to contact me or other members of the administrative team for assistance. We are all here to help you in what promises to be an exciting and challenging school year.

I wish you every success in 2010-2011.

Best,

Gina M. Healy

Gina M. Healy
Principal

DISTRICT MISSION STATEMENT

The Blind Brook Rye Schools are the cornerstone of our community. Our mission is to prepare our students to be active, life-long learners who have the skills and confidence necessary to achieve their highest potential. We encourage our students to be curious, compassionate and strong in their ability to face challenges. We are committed to preparing our students to be reflective, adaptable citizens with an open world view. We aspire to instill integrity as a core value and to influence our students to be ethical and responsible members of society.

We promote a safe and healthy environment for our students through:

- School wide discipline and attendance policies;
- Classroom protocol;
- Sufficient administrative personnel to monitor student infractions and ensure consistency in the enforcement of the discipline code;
- Appropriate security measures and personnel;
- Programs that promote positive interactions among students;
- A health services program;
- Health and safety awareness;
- Properly equipped and supervised classrooms, laboratories, and athletic fields;
- Compliance with state and local health and safety regulations.

We value the development of caring, respectful and ethical attitudes toward ourselves and others through:

- Instructional strategies;
- Curricular and co-curricular programs;
- Pupil personnel services that effectively meet the needs of all students;
- Written communication that defines the responsibilities of the members of the school community;
- Community service expectations.

We value the importance of partnerships among students, district employees, parents, and the community at large through:

- Scheduled meetings that provide a forum for discourse and elicit school-wide participation;
- Building compact committees that fulfill state and local mandates for shared decision-making;
- Student government organizations;
- An involved and supportive Parent Teacher Association;
- A Blind Brook Enrichment Program that supplements district funding;
- A "teaming" concept that provides opportunities for collaboration among teachers in order to meet student needs;
- Community service opportunities;

- School-wide programs that encourage family and community participation;
- Written communication that informs the school community of curriculum, programs and events;
- Accessibility of the school facility to the community.

We believe the school system should recognize and respond to student strengths and weaknesses in order to meet individual needs through:

- The continual professional development of teachers;
- Curriculum, pedagogy and co-curricular activities organized to meet the varied abilities and needs of all students;
- Class sizes appropriate to the needs of the students and the area of study;
- Special Education programs and services;
- Grade level and Child Study Team meetings to address individual student needs and those whose needs are beyond the ordinary purview of the school program;
- Student recognition awards;
- Ongoing communication between school and home.

We emphasize the importance of developing creative and skillful communicators, critical thinkers and problem solvers through:

- Rich and varied curricula and co-curricular opportunities that provide knowledge, skills, and attitudes necessary for learning and life;
- Programs, publications, and activities that encourage student expression;
- Listening, speaking, reading and writing tasks across the curriculum;
- Instructional strategies and varied activities that enable students to compare, contrast, induce, deduce, hypothesize and analyze;
- Authentic (real life situational) performance tasks and assessments.

We recognize the relationships among all disciplines and the necessity of linking them to learning and life through:

- The need for scheduled time during the school day for teachers to connect curriculum;
- An effective staff development program that supports creativity and encourages collaboration among various team members;
- The support of off-campus learning experiences;
- The availability of scheduling alternatives;
- The use of technology and media to expand the learning environment;
- Planned interdisciplinary curricular and co-curricular programs that stress connections among disciplines;
- Strategies that encourage students to have a personal investment in class projects and goals;
- Professional staff who serve as coaches and mentors for students.

We recognize technology as an essential component of communication in our world and a practical tool that imparts teaching and learning through:

- A variety of technologies that enhance curriculum;
- Access to global information systems;
- A District Internet use policy that governs the ethics of communication;
- Implementation of a community supported technology program;

- Professional development opportunities for faculty and staff;
- An emphasis on the evaluation and synthesis of information.

We encourage the use of diverse methods of assessing student growth and success which:

- Establish clear, precise, and meaningful assessment standards and criteria;
- Are on-going and encourage students to revise past work and to improve performance on specific criteria over time;
- Promote a common set of standards among teachers;
- Inform students why and how they are being assessed on a particular task;
- Inform students about the standards upon which they are being assessed over time;
- Provide a diagnosis of individual student performances for improving student learning and guiding instructional strategies and curriculum development;
- Encourage and facilitate student self-assessment and reflections as well as assessment by their peers;
- Invite student input on assessment standards and criteria;
- Are open to revision.

Adopted by the Board of Education, 12/15/97

THE BOARD OF EDUCATION

MEMBERS FOR 2010-2011

Mr. Steven M. Kaplan - President
7 Berkley Lane
Rye Brook, New York 10573
Telephone: 937-2966
Term of Office: July 1, 2009 – June 30, 2012

Mr. Glen Schuster – Vice President
2 Bobbie Lane
Rye Brook, New York 10573
Telephone: 933-0501
Term of Office: July 1, 2008 – June 30, 2011

Ms. Sheri Zarkower
218 Tree Top Crescent
Rye Brook, New York 10573
Telephone: 934-9844
Term of Office: July 1, 2010 – June 30, 2013

Mr. Lawrence D. Engle
12 Churchill Road
Rye Brook, New York 10573
Telephone: 939-6195
Term of Office: July 1, 2008 - June 30, 2011

Ms. Nancy Barr
12 Arlington Place
Rye Brook, New York 10573
Telephone: 939-7539
Term of Office: July 1, 2009 – June 30, 2012

POWERS AND DUTIES OF THE BOARD OF EDUCATION

The Board of Education shall concern itself with broad questions of policies rather than with administrative details. The implementation of policies is an administrative task to be performed by the Superintendent and other administrators, who shall be held responsible for the effective administration and supervision of the entire school system. Delegation by the Board of its executive powers provides freedom for the administrative staff to manage the schools within the established policies.

The Board, functioning within the framework of laws, court decisions, legal opinions, negotiated agreements, and recognizing the authority of the State, fulfills its mission as the governing body of the local school district by acting as follows in the execution of its duties.

1. Selects the Superintendent of Schools, who serves as Chief Executive Officer of the Board, and supports him/her in the discharge of his/her duties.
2. Enacts Policy.
3. Appoints all teachers, principals and other employees only upon the recommendation of the Superintendent of Schools.
4. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business.
5. Estimates and seeks to provide funds for the operation, support, maintenance, improvement, and extension of the school system.
6. Provides for the planning, expansion, improvement, financing, construction, maintenance, use, and disposition of physical plants of the school system.
7. Provides, through the Superintendent, the minimum standards needed for the efficient operation and improvement of the school system.
8. Discusses and evaluates reports of the Superintendent and administrative staff concerning the progress of the school in terms of achievement of pupils and performance of teachers, and other employees.
9. Requires the establishment and maintenance of records, accounts, archives, management methods, and procedures considered essential to the efficient conduct of school business.
10. Provides for the dissemination of information relating to the school system necessary for creating a well-informed public.
11. Evaluates the performance of the Superintendent according to previously agreed upon performance standards.
12. Individual Board members are expected to review their participation in school-related activities with the entire Board.

Board of Education Policy
2110 Adopted 09-26-88

NUMBER OF MEMBERS OF THE BOARD AND TERM OF OFFICE

The Board of Education shall consist of five members who shall serve for terms of three years. The terms shall be over-lapping, two members elected during two years, and one member elected during the alternate year. New members-elect shall be invited to all public Board meetings, shall participate in all discussions, and shall receive all pertinent printed material for the purpose of orientation after the election and prior to taking office.

Board of Education Policy
2120 Adopted 09-26-88

QUALIFICATION OF MEMBERS OF THE BOARD OF EDUCATION

Every school district officer must:

- a. Be able to read and write.
- b. Be a qualified voter of the district.
- c. Be 18 years of age.
- d. Be a resident of the district for at least one year prior to election.

Not more than one member of a family shall be a member of the same Board of Education in any school district.

Legal Reference: Section 2102, 2103, Subdivision 1

Board of Education Policy
2121 Adopted 09-26-88

BOARD MEETINGS

Board Workshop Sessions - The purpose of Board Workshops is to review with the Superintendent, on a regular basis, policy making matters that relate to the District's educational services, finance administration, facilities supervision, and personnel/legal administration. Resolutions and related decisions for the Board's public meeting the following Monday are reviewed and discussed in detail. All Board Workshops are open to the public. Public participation on agenda items is strongly encouraged for all workshop sessions conducted at the Blind Brook High School, unless otherwise noted. Only personnel matters and issues related to contracts, negotiations, tax certiorari and those items specifically designated by law will be reserved for executive session and the public will not participate.

Public Board Meetings - Public Board Meetings at the Blind Brook High School will include citizens' comments, resolutions and items for discussion in the areas of Educational Services, Finance Administration, Personnel Administration and, where appropriate, an Attorney's Report. A

brief educational presentation, highlighting one of the several components of the district's educational program, will be provided on a regular basis.

Meetings will be scheduled for 8:00 p.m. the third Monday of each month, unless otherwise noted.

Board of Education Policy
2300 Adopted 09-26-88

**ALL MEETINGS HELD AT THE MONROE E. HAAS IMC
UNLESS OTHERWISE NOTED
BOARD MEETING SCHEDULE
2010-2011**

Wednesday	July 14	Reorganization Mtg./Regular Meeting
Thursday	July 22	Board Retreat
Friday	August 13	Board Workshop & Public Meeting 8:00 AM
Thursday	September 2	Board Workshop
Monday	September 20	Board Workshop
Monday	September 27	Regular Board Meeting
Monday	October 4	Board Workshop
Monday	October 18	Regular Board Meeting
Monday	November 1	Board Workshop
Monday	November 15	Regular Board Meeting
Monday	December 6	Board Workshop
Monday	December 13	Regular Board Meeting
Monday	January 10	Board Workshop
Monday	January 24	Regular Board Meeting
Monday	February 7	Board Workshop
Monday	February 14	Superintendent's Proposed Budget- BBHS Auditorium
Saturday	March 5	Community Budget Review
Monday	March 7	Community Budget Discussion
Monday	March 21	Community Budget Discussion & Regular Board Meeting
Monday	April 11	2011-2012 Budget Adoption
Tuesday	April 26	Regular Board Meeting & BOCES Vote
Tuesday	May 3	Candidates Night
Monday	May 9	Budget Hearing/Board Workshop
Monday	May 16	Regular Board Meeting
Tuesday	May 17	Annual Election & Budget Vote
Monday	June 6	Board Workshop
Monday	June 20	Regular Board Meeting

ADMINISTRATIVE/SUPERVISORY RESPONSIBILITIES AND PERSONNEL

PRINCIPAL

The Principal, Mrs. Gina M. Healy, is responsible for all aspects of the high school operation, including curriculum, personnel, and student and parent affairs. She reports to the Superintendent of Schools. She can be reached at extension 3141.

ASSISTANT PRINCIPAL

TBD

DIRECTOR OF COUNSELING

The Director of Counseling, Ms. Mary Mediate, is responsible for overseeing all aspects of the guidance program in grades nine through twelve, including academic counseling, arranging tutors, contact with out-of-school agencies, academic scheduling, standardized testing, tutoring and college counseling. The director can be reached at extension 3120.

GUIDANCE COUNSELORS

The counselors' function is to assist students with academic and personal concerns. It is their goal to help students realize their academic potential and make informed decisions regarding their studies. Another goal is to help students explore options available to resolve personal and social issues. Students are encouraged to come to the Guidance Office to make individual counseling appointments. Counselors are also available for "drop in" time during the activity period. Parents may make appointments to discuss any concerns.

WORKING PAPERS: Working papers may be secured through the Guidance Office. See the guidance secretary for the proper information and forms.

PROJECT SUCCESS COUNSELOR

Angela Marciano works two days per week providing educational prevention and intervention services related to substance use and abuse. She can be reached in the Athletic Suite, her extension is 3144.

DIRECTOR OF PUPIL PERSONNEL SERVICES

The Director of Special Services, Harry Berg, is responsible for all special education programs in the school district, and for the supervision of all Special Education Staff. He can be reached at extension 3033.

SCHOOL PSYCHOLOGIST

Carrie Merlo is our School Psychologist for all students in the high school. She works closely with the guidance counselors in assisting students with their academic and personal needs, and is responsible for all individual psychological testing. She also provides confidential counseling for students experiencing personal problems or interpersonal difficulties at school or elsewhere. Ms. Merlo is available to assist either individual students or groups of students with such problems, to refer students to outside agencies, to provide parent consultations and can be reached at extension 3177.

DIRECTOR OF PHYSICAL EDUCATION, HEALTH AND INTERSCHOLASTIC ATHLETICS

James Spano is responsible for the physical education and health curricula and all aspects of the Interscholastic Athletics Program including program management, hiring and evaluation of coaches, team scheduling, and student selection and discipline. His extension is 3118.

SCHOOL NURSE

The school nurse, Nancy Garretto, is responsible for all matters relating to individual student health issues, including verifying medical excuses, monitoring individual student health matters, emergency intervention, and special programs related to student health. She can be reached at extension 3139.

DEPARTMENT COORDINATORS

Department Coordinators assume the instructional and curricular leadership of the department. They are also responsible for the routine management of the school's academic departments, for assisting in developing the academic schedule, and for the development and evaluation of each department's academic program and budget. Each coordinator is listed below.

English	Jon Ambrosio	ext. 3194
Social Studies	Judith Mella	ext. 3160
Mathematics	Mike McCarvill	ext. 3168
Science	Tom Glickman	ext. 3192
Foreign Language	Joan Mele	ext. 3164
Special Education	Gerri Caragliano	ext. 3400
Physical Education	James Spano	ext. 3118

BASIC INFORMATION

DISTRICT CALENDAR

2010-2011

September	1	Wednesday	Superintendent's Conference Day
	2	Thursday	Superintendent's Conference Day
	6	Monday	Labor Day
	7	Tuesday	Schools open
	9-10	Thursday - Friday	Rosh Hashanah
October	11	Monday	Columbus Day
November	11	Thursday	Veteran's Day
	24	Wednesday	Superintendent's Conference Day
	25-26	Thursday & Friday	Thanksgiving Recess
December	24-31	Friday-Friday	Holiday Recess
January 2011	3	Monday	School Reopens
	17	Monday	Martin Luther King, Jr. Day
February	21-25	Monday-Friday	Winter Recess
March	28	Monday	Superintendent's Conference Day
April	18-22	Monday- Friday	Spring Recess (Easter/Passover)
May	30	Monday	Memorial Day
June	15-23	Wednesday-Thursday	Regents Exams
	24	Friday	Last day of school

A total of 187 days include 4 Superintendent's Conference Days and 3 Snow Days. If the 3 snow days are not used, they will become holidays in the following order:

If only 1 unused snow day remains add	May 31
If 2 unused snow days remain add	May 27 & 31
If 3 unused snow days remain add	April 25, May 27 & May 31

RELIGIOUS OBSERVANCE POLICY

The Board of Education recognizes that school will occasionally be in session on days during which students and their families must be absent to observe their religious beliefs. Accordingly, the Board of Education directs the faculty and staff to make every effort to facilitate the exercise of students' religious beliefs without placing them in a compromising position relative to school based academic and other expectations.

When a student and/or his /her family notifies the school that a student will be absent for religious reasons, the school will make accommodations in testing and test review procedures on a case by case basis. These accommodations may include re-scheduling a specific test for an individual student, providing notes or tape recordings of review sessions, providing make-up review sessions, and the like.

ADOPTED
06-30-97

SCHOOL HOURS & DAILY SCHEDULE

The regular school day at Blind Brook High School is from 7:50am until 2:40pm. It consists of nine 40-minute instructional periods. An academic assistance period for high school students is scheduled daily from 2:17pm to 2:40pm.

Our interscholastic athletic program begins at 3:15pm and our detention program is before school starting at 7:10am in room M206

DAILY BELL SCHEDULE

First Bell	7:45am
Period 1	7:50 - 8:30
Homeroom + Period 2	8:33 - 9:16
Period 3	9:19 - 9:59
Period 4	10:02 - 10:42
Period 5	10:45 - 11:25
Period 6	11:28 - 12:08
Period 7	12:11 - 12:51
Period 8	12:54 - 1:34
Period 9	1:37 - 2:17
Activity Period	2:17 - 2:40

CLASS/TOWN MEETING SCHEDULE

First Bell	7:45am
Period 1	7:50 - 8:26
Homeroom + Period 2	8:29 - 9:08
Period 3	9:11 - 9:47
Meeting Period	9:50 - 10:26

Period 4	10:29 - 11:05
Period 5	11:08 - 11:44
Period 6	11:47 - 12:23
Period 7	12:26 - 1:02
Period 8	1:05 - 1:41
Period 9	1:44 - 2:20
Activity Period	2:20 - 2:40

2-HOUR DELAY SCHEDULE

Monday – Friday

First Bell	9:45am
Period 1	9:50 - 10:17
Homeroom + Period 2	10:20 - 10:50
Period 3	10:53 - 11:20
Period 4	11:23 - 11:50
Period 5	11:53 - 12:20
Period 6	12:23 - 12:50
Period 7	12:53 - 1:20
Period 8	1:23 - 1:50
Period 9	1:53 - 2:20
Activity Period	2:20 - 2:40

1-HOUR DELAY SCHEDULE

Monday - Friday

First Bell	8:45am
Period 1	8:50 - 9:23
Homeroom + Period 2	9:26 - 10:02
Period 3	10:05 - 10:38

Period 4	10:41 - 11:14
Period 5	11:17 - 11:50
Period 6	11:53 - 12:26
Period 7	12:29 - 1:02
Period 8	1:05 - 1:38
Period 9	1:41 - 2:14
Activity Period	2:17 - 2:40

HEALTH OFFICE PROCEDURES

The nurse's office is located on the first level across from the main office and is staffed between the hours of 7:50am and 2:50pm to assist students with health related issues.

Health Problems: Students with health problems are to report to the school nurse at the beginning of the school term or when such problems arise. Special problems include vision, hearing, diabetes, epilepsy, rheumatic fever, recent surgery, medication or anything that might limit students' activities at school.

Sports Physicals: New York State law requires that each student interested in participating in an interscholastic activity **must** have a physical. This physical **MUST** be conducted by one of the school's doctors. Physicals are done during the school day or students may make appointments with the school's doctors at other times by calling:

Dr. Linda Silberstein at 937-3434

Dr. Jonathan Herbst at 253-9181

Use of Medication: Students should be aware that New York State law prescribes specific guidelines for the legitimate use of medication by students in school. In this school district, the following procedures for the administration of internal medication to students during school hours are as follows:

1. The school nurse must have on file a written request from the family physician in which the doctor indicates the frequency and dosage of a prescribed medication.
2. The school nurse must have on file written request from the parent to administer the medication as specified by the family physician.
3. The labeled medication should be delivered directly to the school nurse by the parent.

In the event of illness or accident, school personnel will give emergency care only. Parents are responsible for any additional care needed.

Procedure when student is ill during school hours: When a student is taken ill during the school day, he/she must report to the nurse's office. No student may leave school grounds for illness unless excused by the nurse.

Seeing the Nurse: If a student becomes ill in class, the student must obtain permission from the teacher to go to the Health Office. Students may refer themselves to the nurse between classes.

Accidents: Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the person in charge, to the school nurse, and to the administration.

EMERGENCY SCHOOL CLOSINGS

In accordance with regulations of the Commissioner of Education, the District has developed an Emergency Management Plan to safeguard the safety and health of students and staff, as well as district property, in the event of a true emergency.

Each year, the school will stage a “test” or drill of the Emergency Plan, including practice in sheltering students and staff, or an early dismissal at a time not more than 15 minutes earlier than the normal dismissal time. Parents/Guardians will be informed of any such “test” at least one week prior to the drill.

The Superintendent of Schools may close the schools or dismiss students/staff early when hazardous weather or other emergencies threaten health or safety.

Parents are requested to avoid calling schools on days of poor weather; it is important to keep school phone lines open. School closing and delayed starting times will be announced over our website, cable television channels 12 and 77 and local radio stations. The following radio stations will carry information regarding emergency closings:

WFAS - AM 1230 kh

WGCH - AM 1490 kh

WHUD - FM 100.7 mh

If no report is heard, it can be assumed the schools are opening/closing on time.

The Student Senate may call high school students if school will be canceled due to inclement weather. If possible, school delays/closings will be posted on our website: www.blindbrook.org.

FIRE DRILLS

The Assistant Principal is responsible for conducting fire drills in order to instruct students and staff in exiting the school building in an emergency in the shortest time possible and without confusion and panic. Fire drills will include instruction on fire drill exits and fire alarm boxes, as well as fire drill procedures. Schools are required to conduct 12 fire drills every year.

All students are expected to cooperate with staff members during fire drills, and to leave the buildings in a quiet and orderly manner. The exit route is posted in each room. Students must stay with their teacher. Distracting behavior will be subject to either teacher or administrative discipline. Teachers will take attendance after leading classes outside.

BULLETIN BOARDS

Announcements of interest to students are to be placed on designated boards. All announcements must be approved by the administration.

COPY MACHINE

A copy machine is located in the library for limited student use. Students are permitted access to office copy machines when 5 or fewer copies are needed. If more than 5 copies are needed for a class, the teacher assumes this responsibility.

LOST AND FOUND

Any student who loses articles should inquire in the main office. Anyone who finds articles should bring them into the main office.

USE OF SCHOOL ELEVATOR

The school elevator is only available to students and teachers by prior arrangement and for special circumstances. If permission is granted to use the elevator, a key will be issued upon receipt of a \$5.00 refundable fee.

ELIGIBILITY REQUIREMENTS FOR TRANSPORTATION

Transportation will be provided for all resident children who legally attend public, private or parochial school from 1.5 to 15 miles from their homes, as required by State Education Law.

Any pupil in kindergarten through 5th grade will be eligible if he/she lives more than .75 miles from the school and a student in grades 6-12 will be eligible if he/she lives more than 1.5 miles from the school.

Any resident, now living in the district, who applies on or before April 1 of each year will be provided with transportation; the District will accept late applications if a reasonable explanation is provided, as required by law.

New residents will need certified proof of the date of residence and will be provided transportation only if applications are filed within 30 days after moving into the district, and in accordance with Chapter 3635 of the New York State Education Law.

Board of Education Policy
Referendum 5/18/04

SCHOOL BUS SCHEDULING AND ROUTING

Bus routes will be established under the direction of the Superintendent in cooperation with the district administrator.

1. Authorized bus stops. These will be located at convenient intervals in places where students may board and disembark, cross highways, and await the arrival of buses with the utmost safety allowed by road conditions.
2. Fixed Stops. Fixed bus stops will be established using the following guidelines:
 - a. Numbers of students at bus stops will be varied according to the concentration of riders in an area, the degree of traffic, and bus turn-around requirements.
 - b. An effort will be made to minimize crossing of the road by students.
3. Private Roads. Transportation will not be provided on highways that have not been dedicated and/or maintained by town, county, and/or state highway departments.
4. Turn Arouds. Turn arounds will not be established unless adequate space is available and this space is properly maintained. No turn around will be permitted if it requires the bus being backed up to make the turn.
5. District Map. Maps will be used in determining the transportation requirements necessary to satisfy the needs established by state law, Board policy and voter mandate. This map will clearly show student location, loading and unloading locations, and routes traveled. The map will be reviewed annually.

Board of Education Policy
8411 Adopted 09-26-88

STUDENT BEHAVIORAL EXPECTATIONS

DISTRICT ATTENDANCE POLICY STUDENT BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

DISTRICT ATTENDANCE POLICY

The School District believes that a student's regular attendance in class is critical and is directly related to academic success. To ensure that all parents/persons in parental relation and students are fully informed of the District's attendance policy and the implementation of the intervention strategies to be employed once a student with poor attendance is identified, the District shall ensure that:

- Copies of the District's Comprehensive Student Attendance Policy are provided to parents/persons in parental relation at the time of enrollment in the District.
- Copies of the Attendance Policy are included in parent/student guidebook.
- Copies of this policy are made available to any community member, upon request, and posted on the District web site.

To support this philosophy, and in accordance with Education Law, Section 3205 and Commissioner's Regulations Section 104.1, the Blind Brook-Rye Board of Education has developed and adopted the following attendance policy in order to improve student attendance.

DEFINITION OF ATTENDANCE TERMS

All absences will be recorded daily by classroom teachers. Absences will be recorded as unexcused until or unless a student presents appropriate documentation to the nurse or the attendance office within 24 hours of the absence. Appropriate documentation to the nurse or the attendance office must be presented within 24 hours of the absence.

Additionally at the high school level, the term absences shall also refer to the following circumstances:

- (1) a student's failure to attend any or all of his or her scheduled periods of actual instruction or academic support periods for the full duration of said period(s) of instruction or activity;
- (2) a student's late arrival of more than ten (10) minutes to any of his or her scheduled periods of actual instruction or academic support periods during the course of a school day; and/or
- (3) a student's departure from and failure to return to any of his or her scheduled periods of actual instruction or supervised study activities prior to the official dismissal of said period of instruction or activity.

CLASSIFYING ABSENCES

- Excused Absences are those absences attributable to:
 - Sickness
 - Sickness or death in family
 - School related functions
 - Military obligations
 - Required attendance in court
 - Dental/medical appointments
 - Visits to colleges (Beyond 4 for Junior Year and 4 for Senior Year)
 - Religious holidays

Supporting documentation must be presented for each of the above listed types of absences to be considered excused, e.g., doctor, court officer or parent, etc. Failure to provide such documentation within 24 hours of the absence will result in the absence being designated as unexcused. In order for a student illness to be considered excused after a student has been absent for any reason 9 times in a full year course or 5 times in a half year course a doctor's note must be provided for subsequent illnesses. In order for a student illness to be considered excused after a student has been absent 4 or more consecutive days a doctor's note is required.

- Unexcused Absences are undocumented absences and all other absences such as: truancy, family vacation, babysitting, oversleeping or missing a bus. These are considered cuts. At the high school level, students who are deemed to be cutting will be required to attend detention after the third such instance and for each unexcused absence thereafter. Missing a detention will result in the student's being assigned a double detention.
- School Related Functions are events that are considered part of school and include but are not limited to: field trips, band or music lessons, assembly programs, scheduled sports, the nurse's office, guidance, school psychologist or other school offices, special testing, etc. In addition, high school students may also avail themselves of up to four college visits in their junior year and four college visits in their senior year and, with documentation from the college or a parent presented within 24 hours of the visit, this too is considered a school related function.

Note:

- Failure to report to a double detention will result in a one day in-school suspension.
- Teachers are not obligated to provide make-up tests or accept homework or other assignments for students who have missed class due to cutting or unexcused absence.

ATTENDANCE REQUIREMENTS

Attendance is part of a student's permanent record and is one of the most vital components of a successful academic career. Included in the absence record are excused and unexcused absences.

Final grades will not be recorded for classes in which no credit is earned and students will not be permitted to take the final examination. Teachers and school counselors will work in concert with the school attendance office to help students maintain good attendance and improve upon poor attendance.* (See Intervention Strategies)

LATENESS TO CLASS

If a student is late to class in the middle school or high school without a signed note from a teacher, counselor, nurse or administrator, classroom teachers will use their discretion in assigning penalties. These penalties will be discussed by the classroom teacher at the beginning of the year.

LOSS OF CREDIT

Students will receive credit for courses only when their class absences have not exceeded 18 absences for full credit courses, 9 absences for half credit courses and 5 absences in a .25 credit course or 10% of the total number of days the class meets. Included in the class absence record are excused and unexcused absences.

EXCEPTIONS

The only missed classes which will not count toward the 18, 9 or 5 absences rule are those due to medical excuses and school related functions, provided the work is made up as described in Make-Up Provisions For Grades.

PARENT AND STUDENT NOTIFICATION PROCESS

- Parents/persons in parental relationship will receive a telephone call from the District on the date that the student is absent or departs early without proper excuse, informing the parent of the student's absence or early departure.
- Parents/persons in parental relationship will be notified if there is a pattern of tardiness to school or a particular class(es) by the classroom teacher.
- Parents/persons in parental relationship shall be notified of absences, whether excused or unexcused, as set forth on page 5 under "Intervention Strategies."

THE APPEAL PROCESS

- Students will automatically be denied credit when they have exceeded the 9th or 18th absence limit in .50 and 1.0 credit courses, respectively (10% of class meeting time).
- Students wishing to have this denial of credit reviewed must notify their school counselor using the official absence appeal form. An appointment for the appeal will then be arranged.
- Appeals will not be heard by the appeals committee until the middle of the final quarter of the class.
- The appeals committee is comprised of the building principal, the student's counselor and the teacher of record.

REPORTING SCHOOL ABSENCES

If a student is going to be absent from school, his or her parents or guardian is required to notify the school by calling the school nurse to document the reason for the absence. If this has not been done, students are expected to bring a note signed from their parents explaining the absence.

At the elementary school level parents are asked to call the school at the beginning of the school day to report their children absent for the day. The school will make phone calls to the homes of the

parents of absent children who have not notified the school of their children's absences. The building administrator will send a letter home if a pattern of excessive or unusual absences occurs.

Middle school/high school parents may also call the respective school attendance office.

At the high school level, if the parent does not notify the school within 24 hours, the absence will be considered a cut, and the student will be required to attend detention.

If it is known before the student comes to school that he/she will need to leave early or miss a class period that day, he/she should bring a note from parents or guardians giving the reason for and the exact time of the desired early dismissal. Excuses must be submitted to the attendance or nurse's office at the beginning of the school day the student wishes to be excused. **Excuses will not be accepted after the fact.** Students who are excused from school during the day (for medical, dental or college appointments, etc.) must sign in and sign out in the attendance or nurse's office. Parents are asked, if possible, to please try to schedule all appointments outside the school day so students do not miss instructional time.

If a student feels ill or wishes to be excused, he/she must report to the nurse's office for permission to leave school. If the nurse is not in her office, students should report to the assistant principal to get the appropriate permission. Under no circumstances should a student leave school without following this procedure. If for any other reason a student wishes to leave the school building, he/she must go to the attendance office or the assistant principal's office for permission. If a student does not return from lunch because of illness, the student's parent/guardian is required to contact the school, otherwise the student is considered to be cutting.

INTERVENTION STRATEGIES

In an effort to identify those students who demonstrate poor attendance, District personnel shall review student attendance on a regular basis, as previously outlined. The following intervention strategies will be implemented upon identifying a student with poor attendance.

- At the high school level, teachers will notify the student's counselors and the principal or assistant principal when the student reaches the 5th, 10th and 15th absences in one credit courses and the 5th absence in a one half credit course. The student's parent/person in parental relation shall be likewise notified by the District of such absences by registered mail. A conference between the student, teacher and counselor shall be held upon the student's 5th absence in a one credit course to discuss the reasons behind such absences and the possible consequences of same, up to and including the denial of course credit. A conference between the student, parent/person in parental relation, counselor and an administrator shall be held upon the student's 10th and 15th absences in a one credit course and/or upon the 5th absence in a one half credit course to discuss the reasons behind such absences and the possible consequences of same, up to and including the denial of course credit.
- In addition to the above, teachers will also notify the student's counselor and the principal or assistant principal when the student reaches four (4) or more absences per quarter. The student's parent/person in parental relation shall be likewise notified by the District of such absences by registered mail. Any student with more than four (4) absences in a quarter may be required to bring a parent into school for a conference with school officials.
- At all levels, students' attendance will be actively monitored and parents will be notified by the school if a pattern of poor attendance appears to be emerging.

INTERVENTION STRATEGY PROCESS

- The District-wide Instructional Study Team shall review the District's attendance policy on an annual basis, including its then current intervention strategies, and provide the Board of Education any recommendations and alternatives thereto designed to improve student attendance and reduce unexcused absences.
- During the course of the school year, if the District-wide Instructional Study Team identifies a pattern of unexcused absences among the District's students, it shall identify the common themes/elements of the pattern (e.g., grade level, building, time frame, type of unexcused absences, tardiness or early departures), contact the District staff in the best position to intervene, discuss intervention strategies to reduce such unexcused absences and end the pattern, recommend intervention to the Board and/or Superintendent if it relates to change in District policy or procedure, implement changes, as approved, and monitor and report on the effect of the implemented changes.
- The following individuals in each school building are responsible for reviewing student attendance records and initiating appropriate action to address unexcused absences, tardiness, and early departures that are consistent with this policy.
 - (1) Building Principal(s)
 - (2) Attendance Officer and any other building designees
- The Instructional Study Team from each building and any Superintendent designees will comprise the District-wide Instructional Study Team.

LATE POLICY

When students are late to school in the morning, they must first report to the attendance office for a late pass. Students who are late for their first period class are considered unexcused unless a note from parents is presented to the attendance office. Students who are more than 10 minutes late to a class will be considered cutting. Students, who are detained by a teacher and therefore late for the next class, should secure a late pass that will admit them to their next class from the dismissing teacher.

ATTENDANCE POLICY FOR LEARNING CENTER

Attendance in the learning center will be handled in the same manner as all other classes. In addition, if a student accumulates five unexcused absences for the learning center, a parent and student conference with the learning center teacher, the director of pupil personnel services and the assistant principal will be required. If further unexcused absences occur, a subcommittee of the CSE will convene to review the case and make recommendations.

ATTENDANCE INCENTIVES

In order to encourage student attendance, the District will develop and implement grade-appropriate/building level strategies and programs including, but not limited to:

- Classroom acknowledgement of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards)
- Acknowledgements in school newsletters and community publications (with parent/person in parental relation consent)

GRADES AND COURSE ATTENDANCE

The Blind Brook Public Schools recognize the important relationship between class attendance and student performance. A class participation grade will be determined for each student in every class. No participation grade can be recorded if a student is absent. Therefore, it is to the student's advantage to have as many participation grades on record as possible. Consequently, for each marking period a certain percentage of a student's grade will be based on classroom participation. This will be discussed by the classroom teacher at the beginning of the year and outlined in the teacher's grading policy.

MAKE-UP PROVISIONS FOR GRADES

Participation Grades

Students who are unable to attend a class on a given day/period due to their participation in a school related function and who arrange with their teachers to make up any work missed, shall, upon the completion of any make-up work assigned, be given credit for class participation for the day/class missed. This also applies to any student who is absent from school due to illness who either receives home instruction from the district or makes arrangements with the teacher to make up the work missed.

Any student who misses a class is expected immediately upon his or her return to identify the material covered. If the absence is excused, the student may earn his/her classroom participation grade by arranging for an assignment with the teacher to cover the work missed.

Performance Grades

Only those students with excused absences will be given the opportunity to make up a test and/or turn in a late assignment for inclusion in the calculation of the performance portion of their final grade. Make-up opportunities must be completed by a date specified by the student's teacher for the class in question.

SENIOR OFF-CAMPUS PRIVILEGES

Seniors are permitted to leave school grounds during lunch and their free periods with written parental permission.

NO student may leave campus for any reason other than the above-mentioned situations, unless written permission is submitted and approved by the school administration.

Seniors who do not have a first period class may arrive later with written parental permission.

Definition of Campus - All students are allowed outdoors within these boundaries: in the front of the building on the walk and lawn areas. The driveway and below are considered off-campus. The lawn area between the Gym and the fields, the paved area outside the Gym and the fields are considered off-campus for unassigned time. The driveway or lawn area between the loading dock and the fenced-in boundary is considered off campus. In the back of the building, only the lawn area that is the width of the cafeteria and up to the fence is considered on campus.

FOOD AND DRINK

Food and drink may be consumed in the Cafeteria/Commons area only unless special permission has been given by the administration.

Students may bring only bottled water to classes. Students with special dietary needs must obtain permission from the nurse to consume food and drink outside the cafeteria.

AUTOMOBILES/PARKING LOT SAFETY

Parking on-campus is a Senior Class privilege. Only seniors will be able to register their vehicles. Applications are available from the Assistant Principal. Rules and regulations regarding the use of automobiles on school grounds will be available as part of the permit application and must be followed. Failure to register a vehicle or failure to follow established rules and regulations will result in:

- First offense – loss of privilege for one week
- Second offense – loss of privilege for two weeks
- Third offense – suspension for insubordination and loss of privilege for remainder of the school year

Any car not parked in the proper area will have the parking privilege revoked.

No student may sit in a parked vehicle or “hang out” in the parking lot at any time during the school day.

The use of cars on school grounds is a privilege that may be revoked by the administration if a student fails to comply with all rules. Parking in designated fire lanes may result in the automobile being towed at the owner’s expense.

The school is not responsible for damage or vandalism to cars in the parking lot.

For the safety of our students and others, please note the following:

- Do not park, stand, or stop your vehicle on the painted crosswalk at any time. This includes discharging and picking up passengers.
- Be alert for pedestrians who are not using the crosswalk.
- Be mindful that hearing-impaired children may be crossing the roadway.
- Do not double-park and observe minimum speed limit.
- Be aware that only buses may park on the roadway in front of the school.

COMMONS AND LOCKER AREAS

The Commons offers a pleasant atmosphere to gather and socialize. This is not an area for active play but a place where students may gather with their friends. Students are not permitted to bring to school any of their own equipment (i.e. basketballs, tennis balls). **Gambling is never permitted on school property.**

SKATEBOARDS, LASERS, ELECTRONIC DEVICES

Skateboards, rollerblades, laser pens, electronic devices, and any other equipment that interferes with the educational environment are not permitted in the school building or on school grounds at any time. Tape recorders may be used in class only with prior approval of the teacher. Any student who violates this rule may have his/her property confiscated by the administration.

CELLULAR PHONES

Beepers and cellular phones may be carried by students, teachers and other staff members and remain their property as long as their use does not disrupt the educational process. Cellular phones must remain off during class time to ensure this is achieved. The Administration and School Congress will implement an emergency policy, as well as provide instruction on the control of information during an emergency, taking into consideration the possession of cellular phones by the constituencies mentioned above.

CARE OF TEXTBOOKS AND UNIFORMS

Students are issued required textbooks and uniforms. Although these items are expensive, we believe that every student should have attractive, up-to-date books and uniforms. In return, we believe all students should take good care of these items. Students are held strictly accountable for the care of books, including library books and uniforms issued to them and are charged the full replacement value for damage or loss.

HOMEWORK POLICY

Homework is the student's responsibility. If absent, the student should consult a friend or classmate about getting assignments, or speak with his/her teacher about make-up work. A student must be absent for three (3) consecutive days before requesting that assigned homework be sent home via the Guidance Office. Homework may be assigned over school vacations (i.e. Holiday Recess, Winter Break, and Spring Break) and timely notice of same will be given. A copy of the District Homework Policy can be obtained in the High School Main Office.

TEST RETURN POLICY

Parents/persons in parental relation shall receive information on the development and academic progress of their children in a timely manner. In order to ensure that parents are able to work with the school to assist pupil's in closing gaps and clarifying the misunderstandings in their knowledge, the school's obligation to provide such information shall include providing access to tests, quizzes, and projects or papers.

Access shall include parents' having copies of the tests and papers in question which shall be sent home within a reasonable period of time and be permitted to be used at home to allow parents to assist students in preparation for the next regularly scheduled test, paper or project as well as for mid-term and final examinations.

Teachers may require that tests and papers be returned with a parental signature as a way of ensuring that parents have seen the work and are keeping track of a student's progress.

This policy does not include mid-term and final examinations which the district reserves the right to hold secure and such work that state regulations prohibit from being shared i.e. Regents Science Laboratory Reports.

ACADEMIC POLICIES

GRADUATION REQUIREMENTS

1. Credit Requirements for Graduation

- a. The Board of Education offers a diploma based on the successful completion of an approved course of study. Such a course must include as an absolute minimum:

Four years of English, four years of social studies, two years of mathematics, three years of math/science, one year of fine or performing arts, physical education each year, one-half year of health, a three year sequence in two of the following fields:

Mathematics	Foreign Language
Science	Business
Art	Industrial Arts
Music	Vocational Subjects
Community Service	

or one 5 credit sequence in any of the above, or one 3 credit sequence in any of the above plus one 5 credit sequence in English or social studies...

...plus four years of appropriate electives

- b. To complete a subject in the Blind Brook High School, a student must study for the required time and obtain a final grade of "D" or better. (D = 65 of a possible 100).
- c. Students will be given credit for approved work in other high schools.
- d. Credits:

1. Students must take a minimum of five credits each year. (Five courses per semester, not including physical education - see below).
2. A student must achieve a minimum of 22 high school credits in order to receive a graduation diploma.
3. One credit is normally earned for a full year course that meets four or five periods a week. One-half credit is generally given for a one semester (half-year) completed course and also for a full year course that meets on alternate days.
4. Physical education is required at each grade level and counts as one-half credit each year of high school.
5. Students who pursue an accelerated course of study which enables them to pass high school level work prior to entering the ninth grade (first year of high school) will be granted high school credits. (Example: Math 1 offered to accelerated eighth graders.)

6. Foreign language courses are offered to all students before entering high school. The student will receive 1 credit upon completion of a Level 1 high school course. The grade for Level 1 high school will be recorded on the transcript.
- e. Early Graduation:
Students may advance the date of their graduation by pursuing a course of study that fulfills all the above requirements at an accelerated pace. Any requests for a program leading to early graduation must be initiated by the parent and the student in sufficient time to enable schedule adjustments to be developed. Early graduation is not recommended for most students. Adolescents need four years to develop intellectually, socially, and emotionally.

The school will consider courses at accredited summer school or other appropriate institutions to substitute for the Blind Brook High School courses. This can ease the burden of meeting special requests for early graduation. Prior approval by the department coordinator and guidance department is required for outside credit.

Board of Education Policy
4770 Adopted 09-26-88/Updated 04-24-89

COMMUNITY SERVICE

All high school students must complete eighty (80) hours of community service as a requirement for graduation, twenty (20) hours minimum in the 9th grade. Remaining hours may be completed any time throughout a student's four years in high school. Failure to complete the 20 hours in freshman year will result in a penalty notification on the student's transcript. A student entering Blind Brook High School in the sophomore year needs to complete 60 hours to graduate; entering in the junior year 40 hours to graduate and entering in the senior year 20 hours to graduate. **All 80 hours must be completed by June 15th of Senior Year.** All signed verification forms must be handed in no later than four weeks after the service is completed or the service hours will not be counted. There is an endless list of organizations that may benefit from young adult volunteers, accessible through our website, bbhscommunityservice.com. Any service not listed on the website needs to be pre-approved by the Community Service Facilitator.

REVIEW OF GRADE POLICY

Students have a right to question final exam scores, Regents scores, and final grades. Please contact the High School Principal for additional information.

INDIVIDUALIZED EDUCATION PROGRAM DIPLOMAS

Upon application of a student with a disability or his/her parents, an Individualized Education Program Diploma may be awarded to the student who has completed the educational goals listed on

the current individualized education program as recommended by the Committee on Special Education and approved by the Board of Education. The Individualized Education Program Diploma shall be clearly annotated on the front to indicate that this award is based on the student's successful achievement of such goals.

An Individualized Education Program (IEP) Diploma may be awarded after the student has completed at least twelve years of school beyond Kindergarten provided that he or she has achieved the educational goals specified in the current IEP. If the diploma is presented before the student becomes twenty-one years of age, the diploma shall be accompanied by a written statement of assurance, signed by the President of the Board of Education and the Superintendent of Schools, that the recipient is eligible to attend the public schools of the district without the payment of tuition until the student has earned a high school diploma or the end of the school year in which the twenty-first birthday occurs, whichever is earlier.

The Board of Education on its own shall award an IEP Diploma to a student with a disability when the student attains age 21 upon finding that the student has achieved the educational goals specified in his/her IEP.

All students with disabilities are provided appropriate opportunities to earn a high school diploma.

Board of Education Policy
4773 Adopted 02-22-93

COURSE CHANGES

1. The master schedule is developed around the choices students indicate in the spring. Large numbers of course changes cause unplanned master schedule revisions that adversely affect the entire school. Therefore, schedule changes will be made very reluctantly, if at all. This requires that considerable thought be given to course selection prior to submitting your course selection worksheet.
2. Blind Brook is a small, comprehensive high school that tries to offer an unusually rich variety of course offerings. On rare occasions, it may be necessary to cancel a prospective course due to under-enrollment.
3. Under extraordinary circumstances, and with the permission of a parent and counselor, courses may be dropped using the following guidelines:
 - a. Full-Year Courses which meet daily (1 Credit) and Full-Year Courses which meet on alternate days (1/2 credit)
 1. May be dropped up to but not after Wednesday, November 18th 2009, without penalty.
 2. Courses dropped after November 18th 2009, will be designated by a withdrawal pass (W/P) or withdrawal fail (W/F) on the student's transcript.
 - b. Semester Courses in either first or second semester meeting every other day
 1. May be dropped until November 18th, 2009, without penalty. Course dropped after that date will be designated by a withdrawal pass (W/P) or withdrawal fail (W/F) on the student's transcript.
 2. Courses dropped after April 12th, 2010, will be designated as a withdrawal pass (W/P) or withdrawal fail (W/F) on the student's transcript.

- If a senior drops a course after the high school transcript is mailed, the college will be notified of the dropped course.

REPORTING PUPIL PROGRESS

Blind Brook High School employs a variety of methods to inform students and their parents regarding the student's progress in a class. The school recognizes that reporting of a simple letter-grade on a quarterly basis is inadequate if the goal is to provide helpful information that will lead to improvement of student performance. For this reason, the school supplements Quarterly Report Cards with Interim Reports, parent conferences, etc. The following are brief explanations of all forms of reporting.

REPORT CARDS

Students who are in the 9th - 11th grade in the 2008/09 school year, will be graded according to the following scale.

Alphabetical Grade	Range	4 Point Scale	AP Scale
A+	97-100	4.33	4.83
A	93-96	4.0	4.5
A-	90-92	3.67	4.17
B+	87-89	3.33	3.83
B	83-86	3.0	3.5
B-	80-82	2.67	3.17
C+	77-79	2.33	2.83
C	73-76	2.0	2.5
C-	70-72	1.5	2.0
D	65-69	1.0	1.5

PASS FAIL OPTIONS

One credit in both the junior and senior years may be taken on an optional pass/fail basis. This option is extended only to courses which are not required for graduation and are not Advanced Placement. A student may select the pass/fail option for full year courses during the fall semester with the deadline being the end of the second quarter. For semester courses that begin in the spring, a student may select the pass/fail option by the end of the third quarter.

TRANSCRIPTS

Final grades, which appear on transcripts, represent numerous factors. To a large degree, they reflect an averaging of the quarterly reports and final exams. However, it is important to recognize the teacher will exercise professional judgment when viewing the student's total performance in class.

Quarterly grades are not considered part of a final transcript, unless they represent the final grade for a 10-week course. Similarly, a second quarter grade will not appear on a transcript, unless it represents the final grade for a 20-week course.

INTERIM REPORTS

The Interim Report is an important part of the school's reporting to the parent, as it is an evaluation of the student's learning style and ability in such varied categories as writing skills, vocabulary, critical analysis, classroom participation, depth of understanding, homework, participation, etc. A careful reading of this report can be helpful in assessing the student's overall strengths and weaknesses. It may also serve as a basis for parent/teacher conferences when areas for improvement are clearly indicated. Students will receive an interim report in all courses each marking period.

Interim Reports will be issued on the following dates:

October 12, 2010

December 20, 2010

March 14, 2011

May 23, 2011

GRADE POINT AVERAGE

The grade point average is computed at the beginning of the senior year. Failures are included, as are Physical Education and Health grades.

SENIOR RANKING

Effective October 24, 1984, Blind Brook High School graduating seniors will not be ranked. The student's grade point average will continue to be included on the transcript.

Board of Education Policy

4741 Adopted 09-26-88

ADVANCED PLACEMENT COURSES

Student Enrollment in Advanced Placement Courses Policy Statement

Education is multi-faceted. In addition to academics, students should be given other opportunities that allow them to grow and learn about themselves and the world in which they live. It should be expected that a school and its faculty guide students in their growth toward understanding themselves, their strengths and their deficiencies. As the adults in their lives, parents, teachers and administrators assist students in making healthy and appropriate decisions related to their overall education. As professionals in their field, school personnel guide parents in these decisions.

Although all students have equal access to Advanced Placement courses, they are not recommended for everyone in the school. These courses are suggested for students who have the intellectual capacity, the frame of mind and the academic discipline to handle a college level course while enrolled in high school. Maturity, love of learning and prior academic success are among the points that must be considered when deciding whether to pursue Advanced Placement Courses.

Unfortunately, students sometimes pursue these courses for other reasons: specifically, the influence these courses have with college admissions officers when the courses appear on the transcript of those applying to college. As inappropriate as that may be, students who are capable of the work required in a demanding college course would not suffer if they chose to take an Advanced Placement course even for this reason. However, those students for whom Advanced Placement courses are a reach would have to devote excessive time and commitment just to stay afloat. This could be the cause of great emotional and psychological suffering. Parents, teachers and counselors need to counsel students to avoid these harmful situations.

The presence of students who are not ready for Advanced Placement courses could also impede the learning environment of other students who are prepared to take on the challenge of a college level course. Students not recommended for Advanced Placement courses may need constant clarification or further explanation requiring the teacher consistently to address their needs during class time, thereby compromising the pace necessary to cover the content of the course. Ultimately, this interferes with teaching the curriculum and thereby erodes the integrity of the course. Even if a teacher suggests the struggling students see him/her outside class time, the students may demand an inordinate amount of time, preventing the teacher from serving other students. A school must protect everyone's right to learn, never exclusively putting the needs of one child over those of another. Students in Advanced Placement courses may choose to "struggle in silence" during the school day and receive tutoring on their own time. Though their personal struggle may not impact other students or the teacher, the pressures they encounter when they are "over their heads" certainly impacts their own well-being.

For these reasons, the school offers guidelines in helping its students and their parents decide whether or not to apply for Advanced Placement courses. Each department offers different guidelines since the curricular expectations of each course require different skills and talents. Parents are strongly encouraged to work closely with the counselors, teachers and department coordinators to ensure proper placement of their students. Detailed written explanations regarding the difference in instruction, content, expected student responsibility and guidelines in recommending students for Advanced Placement courses will be distributed to students and are available to parents. Parents and students may also meet with department coordinators for clarification of this information or answers to any questions they may have. In the event students and/or their parents feel a teacher's or department's decision on their acceptance into an Advanced Placement course is made in error, they have the right to appeal this decision.

All students must follow the procedures and timeline established by the school if they would like to apply for admission into an Advanced Placement course. All deadlines are firm. Students who take Advanced Placement courses must sit for the Advanced Placement exam during May at their own expense. Failure to take the examination will result in the removal of the AP designation on the student's transcript. Families for whom this fee is a hardship are asked to contact the principal. All phone calls will be kept confidential.

STANDARDIZED TESTING

To help us monitor and assess your child's achievement and progress effectively, Blind Brook High School provides a comprehensive standardized testing program in grades 9-12.

The following New York State mandated testing and scores are minimum requirements for high school graduation:

1. **Integrated Algebra Regents** - beginning with the Class of 2001, students must pass the Integrated Algebra Regents.
2. **English Regents** - beginning with the Class of 2000, students must pass the English Regents Assessment.
3. **Global Studies Regents/U.S. History Regents** - beginning with the Class of 2002, students must pass the Global History and U.S. History Regents.
4. **Science Regents** - beginning with the Class of 2003, students must pass a Science Regents.

HOMEBOUND INSTRUCTION

Teachers shall be employed on an hourly basis to provide homebound instruction upon certification of a physician that a pupil will be absent for an extended period of time as determined by the Superintendent of Schools.

Where, in the district's judgment, a pupil shall be eligible for homebound instruction, secondary level pupils (7-12) will receive ten hours of instruction per week.

Hourly compensation for homebound teachers shall be established by the Superintendent of Schools and approved by the Board of Education.

Board of Education Policy
4327 Adopted 09-26-88

OTHER EDUCATIONAL PROGRAMS INTERSCHOLASTIC ATHLETIC PROGRAM

The Athletic Program is an important part of the overall education program for young men and women. All students are encouraged to take advantage of this very exciting aspect of our school.

All students, whether participating or enjoying the activity as a spectator, should always be mindful of the rules of good sportsmanship and must comply with all school rules.

Blind Brook High School is a member of the Lower Hudson Athletic Council Conference IV and participates in League D, Class C for all inter-scholastic sports on the J.V. and Varsity levels. Before an athlete is permitted to participate in a practice or a game, he/she must have a physical examination by the school physician. Students must also turn in a parental consent form, which may be obtained at the nurse's office. Physical exams are conducted prior to each sports season; the dates will be publicized. Students who fulfill these requirements will be eligible to try out for the various teams. Practices for interscholastic sports are conducted daily for about two hours.

The following sports are offered. The determination as to whether these will function as described is dependent upon enrollment.

Fall Sports

(Starting the third week of August; ending early November)

Soccer: (for men) - The varsity plays a 14-16 game schedule during the regular season. Additional games may be played in post-season Section I tournaments. There is also a J.V. team.

Cross-Country: (for men and women) - This team is open to all students in grades 9-12. The teams participate in 5-7 dual meets in the season, as well as 2-3 invitational meets involving several schools. Invitational meets are held on Saturdays.

Volleyball: (for women) - There is an 18-20 game schedule in this sport. It is played on Varsity and the J.V. levels.

Tennis: (for women) - There are teams on the Varsity and J.V. levels. There are 12-14 varsity matches and approximately ten J.V. matches during the season.

Swimming: (for women) - This is a merged program with Rye for women in grades 9-12. Practice begins in late August.

Football: (for men) – This team is open to students in grades 9-12. Ninth graders are also able to play on the modified team.

Winter Sports

(Starting mid-November; ending mid February)

Basketball: (separate teams for men and women) - There is a 20 game schedule for Varsity and J.V. teams. The Varsity teams have practices during the Thanksgiving and Christmas vacation periods. The J.V. teams conduct limited practices during these vacations.

Ski Team: (for men and women) - This sport is offered to all students in grades 7-12. Practices are held three times a week, beginning with “land practices” in mid-November and progressing to “snow practices” and “meets” during January and February.

Ice Hockey: (for men and women) - This is a merged program with Harrison and Rye Neck. It is offered at the middle and high school level.

Gymnastics: (for women) – This is a merged program with Port Chester and Rye Neck. It is offered at the varsity level.

Wrestling: (for men) – This is a merged program with Rye and Rye Neck. It is offered at the varsity level.

Spring Sports

(Beginning first week of March; ending first week of June)

Baseball: (for men) - The school participates in this sport on three levels: Varsity and J.V. (with an 18-20 game schedule) and Freshman (with a 12-14 game schedule).

Softball: (for women) - There is an 18-20 game season for Varsity and J.V. teams.

Golf: (for men and women) - This sport is offered to all students in grades 7-12. Practices are 3 or 4 days per week. There are 14-16 dual matches, with league and state championships at the end of the regular season.

Tennis: (for men) - There is a Varsity and J.V. schedule of 12-14 games for each team. Practice is held daily at the high school courts.

Soccer: (for women) - There is an 18-20 game schedule on both the Varsity and J.V. levels.

Note: *All Varsity spring sports require participation during spring recess.*

CO-CURRICULAR PROGRAM

The Blind Brook High School student activities program is an essential part of our school's curriculum. All students are encouraged to participate in some way in the varied programs that are offered. Most of the clubs meet during the activity period. At the beginning of the school year there is an assembly providing information about each organization. We project the following clubs for this school year:

AIDS Awareness	Human Relations Club
Altered Ego (Literary Magazine)	Italian Club
School Congress	R.O.P.E
Chess Club	Math Team
Class Executive Boards	Science Club
Jazz Band	Chamber Ensemble
Community Service Club	Mock Trial Team
	Focus (School Newspaper)
Model United Nations	French Club
S.A.D.D. (Students Against Destructive Decisions)	H.S. Choir
Spanish Club	Spectrum (Yearbook)
Student Senate	

SPECIAL EDUCATION

The Blind Brook-Rye Board of Education believes all children should be provided with the appropriate educational programs and related services designed to meet their individual needs, interests and capabilities.

Various programs have been implemented to insure each child the opportunity to develop his fullest potential in the most advantageous educational setting.

The district plan for special education represents a continued commitment to provide educational programs to its handicapped students through a continuum of services.

The Board of Education will ensure that pupils with handicapping conditions residing in the district have the opportunity to participate in school district programs and activities that are available to all other pupils enrolled in the district.

A pupil with a handicapping condition shall be provided with appropriate special education.

- a. To the maximum extent appropriate, pupils with handicapping conditions shall be provided special education in the least restrictive environment.
- b. A pupil with a handicapping condition shall be provided the special education determined by the Board of Education to be necessary to meet the pupil's special educational needs.
- c. Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs in accordance with the following:
 1. The range of academic or educational achievement of such pupils shall be limited to assure that instruction provides each pupil appropriate opportunities to achieve his or her annual goals. The learning characteristics of pupils in the group shall be sufficiently similar to assure that this range of academic or educational achievement is at least maintained.
 2. The social development of each pupil shall be considered prior to placement of any instructional group to assure that the social interaction within the group is beneficial to each pupil, contributes to each pupil's social growth and maturity, and does not consistently interfere with the instruction being provided. The social needs of a pupil shall not be the sole determinant of such placement.
 3. The levels of physical development of such pupils may vary, provided that each pupil is provided appropriate opportunities to benefit from such instruction. Physical needs shall be considered prior to determining placement to assure access to appropriate programs. The physical needs of the pupil shall not be the sole basis for determining placement.
 4. The management needs of such pupils may vary, provided that environmental modifications, adaptations, or human material resources required to meet the needs of any one pupil in the group are provided and do not consistently detract from the opportunities of other pupils in the group to benefit from instruction.

Board of Education Policy
4321 Adopted 09-26-88

RESOURCE ROOM/SPECIAL CURRICULUM CLASSES

The Resource Room program is designed to provide students with remedial services by developing an Individual Educational Plan (IEP) for each student. Special curriculum classes in content areas are offered to students as indicated by their IEP. All placements must follow a formal referral and testing process conducted by the Department of Pupil Personnel Services.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)

High school students can spend one-half day at the BOCES Occupational Center. Each course provides three credits per year toward graduation. Courses offered include:

Automotive Technician	Culinary Arts	Cosmetology
Carpentry	Electricity	Computer Electronics
Collision Technician	Fashion Design	TV/Video Production
Commercial Art	Multimedia Production	Robotics & Networking
Emergency & Protection Services		

In addition, instruction and training career courses, job placement and career counseling services are available.

DRIVER EDUCATION

A Driver and Traffic Safety Education one-semester course is provided for all eligible students through a cooperative program with PAS Auto School and the Blind Brook-Rye Union-Free School District. Classes meet once each week for lecture class and a second meeting for driving practice. The fee is approximately \$450 per student. This is a New York State Blue Card program which provides eligibility for insurance discounts and senior driving privileges at age 17. For more information call Allan Lazarus at 914-963-7799.

PEER TUTORING PROGRAM

Students are able to receive extra help in their course work from peer tutors who volunteer to tutor a student at least one period a week. A student may be referred for a peer tutor by his/her teacher or counselor or the student may request a tutor. Tutors are available for any student who needs or simply desires extra help. Matches between student and tutor are made after both students are consulted individually. The Guidance Department administers the program.

COLLEGE & CAREER INFORMATION CENTER (C.C.I.C.)

Open daily from 7:50am to 3:00pm, the C.C.I.C. is located in the Guidance Office. The Guidance Department staff, operate a library of career and college information, coordinate visits of college representatives, publish a weekly calendar of college events, compile information about summer programs, scholarships and assist students in finding college or career material.

STUDENT SENATE

The Blind Brook High School Student Senate represents the position of the Blind Brook student body in decisions that affect Blind Brook High School policy. The Senate consists of twenty elected representatives, five members from each grade. The Student Senate meets alternate Fridays at 7:00am.

SCHOOL CONGRESS

The Constitution of the Blind Brook School Congress intends to ensure that all constituencies of the school community have a voice in shaping the life they live together in Blind Brook High School. The Congress is organized to improve communication and relationships among all members of the school community. It aims to increase efficiency, define areas of decision-making, and create a democratic basis for school governance. The School Congress is comprised of the following:

- 20 Student Senators
- 1 Congress Advisor
- 2 School Related Staff representatives
- 1 Board of Education member (non-voting)
- 2 Students who are not Class Officers or Student Senators
- 4 Class Officers
- 1 PTA member
- 1 Principal (non-voting)
- 5 Teachers

The Congress meets on alternate Fridays at 7:00am.

STUDENT FUND-RAISING ACTIVITIES

Fund-raising projects, in which students canvass the public, off school grounds, in connection with school events and school-connected money-raising activities, will be kept to a minimum.

Students may solicit funds for school-sponsored charitable, non-profit, non-political organizations with prior approval of the Activity Program Advisor, the Building Principal and the Superintendent of Schools.

However, fund-raising for non-school purposes will not be permitted on school grounds.

Additionally, students may solicit funds for school-sponsored clubs and organizations that are raising funds for curriculum-related purposes or to support the activities of the club or organization in school buildings only with prior approval of the principals of such buildings.

All monies collected must be accounted for in strict accordance with procedures established by the State Education Department.

Fund raising by community or adult groups for school-related purposes may be permitted on school grounds only with the express permission of the building Principal and the Superintendent of Schools.

Legal Reference: Education Law 207, 8 NYCRR, 172.1 et seq.
Board of Education Policy
5251 Adopted 09-26-88

SCHOOL MEETINGS/ASSEMBLIES

Occasionally, the entire school, faculty and student body gathers for class meetings, town meetings, special programs, or assemblies. These are an important part of students' educational experience. All students are required to be present at these meetings. Failure to attend could result in administrative disciplinary action.

INSTRUCTIONAL MEDIA CENTER (IMC)/LIBRARY

Hours of Operation

7:30am-3:30pm school days Monday through Friday except when reserved for testing and other special event.

Facility Use

The Library Media Center provides a quiet place for research, reading, and small-group work. The following expectations are in place:

- Students will work quietly and productively.
- Students will respect the right of others to work undisturbed.
- No food is permitted in the library.
- Only water in tightly closable containers is permitted (no cups and no cans).
- iPods may be used quietly.
- Cells phones must be turned off and put away before entering the IMC.

Students who do not behave appropriately will not be permitted in the library except when accompanied by a teacher during class time.

Circulation of Library Materials

Fiction and non-fiction books can be checked-out for a three-week period and renewed once for an additional three weeks. Reference books do not circulate outside the library.

Check-out may be restricted for books and other materials that are used for a project for multiple classes. For example:

- At a teacher's request a group of books must remain in the library at all times.
- At a teacher's request a group of books may be restricted to overnight check-out.

Lost or Damaged Library Materials

Students must reimburse the school district for lost or damaged library materials. Students who do not clear their library account jeopardize the receipt of the end-of-year report card. Additionally, seniors' participation in graduation is jeopardized.

Computer Use

Students, teachers, staff and administration must abide by the district's Acceptable Use Policy (AUP) at all times.

Computers are to be used for educational purposes. Students, whose teacher has reserved the library for research, have priority computer use as the class requires. As available, computers are open to students for drop-in use.

WRITING CENTER

Students are strongly encouraged to utilize the Writing Center, located in the IMC. The Writing Center is staffed several periods each day. Appointments can be made with Writing Center tutors during activity period. The Writing Center provides an opportunity to receive help with writings for any class or reason.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

PARENT TEACHER ASSOCIATION

The Blind Brook-Ridge Street PTA encourages the involvement of all parents with students in grades K-12. PTA Meetings are held monthly, alternating between district schools. The PTA provides a wide variety of services to the schools, including funds to support various educational programs, a periodic newsletter, special programs for parents, and other worthwhile activities.

PARENT MEETINGS

The Principal regularly meets with interested groups of parents to explore issues of mutual concern in the operation of the school, with an aim to improve the overall quality of education. Please consult the calendar for actual dates. Some meetings will be held during the school day and others will be held in the evening.

ATHLETIC ADVISORY COMMITTEE

The Athletic Director meets monthly with a group of interested parents to explore a variety of issues related to the athletic program. Meetings are usually held on Tuesday mornings at 8:30am. If you are interested in attending, please contact Mr. James Spano, Athletic Director, at extension 3118.

COMMITTEE ON SPECIAL EDUCATION

The Committee on Special Education (CSE), which considers programming for students diagnosed with special needs, has parent representation. Parents interested in serving on this committee should contact the Director of Special Education, at extension 3033.

OPEN HOUSE

The High School Open House will be held on Wednesday, September 29, 2010 at 7:00pm. This event provides an opportunity for parents to learn about their child's academic program and to meet his or her teachers. Details and schedules will be distributed in mid-September.

PARENT ORIENTATION EVENING

A special orientation meeting is held annually for parents of current ninth grade students. This meeting provides an overview of the academic and co-curricular programs in the High School, as well as the behavioral expectations for students. The meeting will be held on Monday, September 13, 2010 at 7:00pm.

SPECIAL PROGRAMS FOR PARENTS

The school, frequently in cooperation with the PTA, offers periodic opportunities for parents to be provided information useful in guiding their children's education. These are announced as they are developed.

ABRIDGED CODE OF CONDUCT

I. INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

Under Project S.A.V.E. and in Board policy, the Board of Education recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this code of conduct. Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

II. STUDENT DRESS CODE

Individual students and their parents have the responsibility for student dress and general appearance. Students are required to attend school in appropriate dress that meets health and safety standards and does not interfere with their own education, distract others, or interfere with the overall educational process. The type of clothing one may wear to a social function is not always appropriate to wear to school. We ask parents and students to exercise discretion in this regard. Students may be asked to wear appropriate protective gear in certain classes (i.e. home economics, shop, PE). Clothing and attire which have expressions (phrase, design, word or words) or insignia (picture, symbol, patch or pin) which are obscene or libelous (that is, which contain objectionable language, including insults, whether directed to themselves or others), or which advocate racial or religious prejudice are prohibited. High school students may not wear hats in the building during classes. Footwear must be worn at all times in all schools. Footwear that is a safety hazard will not be allowed. A student's dress, grooming and appearance (including hair style/color, jewelry, make-up and nails) shall not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions, i.e. undergarments such as bra straps and boxer shorts must not be visible, and ones abdomen must be covered at all times. Teachers and all other district personnel

should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Each building principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replace it with an acceptable item. Any student who refuses to do so shall be subject to disciplinary action. The parent/guardian will be notified of such action and students will be responsible for any work missed as a result of having to leave and return to school. Any student who repeatedly fails to comply with the dress code shall be subject to further disciplinary action.

III. STUDENT CONDUCT AND SELF-DISCIPLINE

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-directed and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior

Students who do not accept responsibility for their own behavior and who violate these rules will be required to accept the penalties for their conduct.

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. Since the classroom teacher is responsible for the overall atmosphere of the classroom, insuring opportunity for all to learn, they moderate the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in the classroom or in an administrator's office; (2) sending a student into the hallway briefly; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

IV. TEACHER PROCEDURES FOR REMOVAL OF DISRUPTIVE/VIOLENT STUDENTS (S.A.V.E. Legislation)

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

If the disruptive student does not pose a danger or on-going threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed. Only after the informal discussion may a teacher remove a student from class. It has been the practice and policy of district teachers to handle discipline in their classrooms and to use good judgement and discretion. High school students who pose a danger or on-going threat of disruption,

may be removed immediately by the teacher for a period of up to two days. The teacher must, however, explain to the student why he/she was removed from the classroom (during the principal or principal's designee's review) and give the student a chance to present his/her version of the relevant events within 24 hours.

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

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

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

The principal or the principal's designee may overturn the removal of the student from class if the principal determines the charges against the student are not supported by substantial evidence.

The principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less. Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom (see Alternative Instruction, Section V below). Each teacher must keep a log of referrals for cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.

V. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher, the district will provide alternative means of instruction. The classroom teacher who asked for removal of the student will provide either materials or assignments for the student.

VI. REPORTING VIOLATIONS

All students are encouraged to promptly report violations of the code of conduct to a teacher, guidance counselor, the building principal or his or her designee. Any student observing another student possessing a weapon, alcohol or illegal substance on school property or at a school function should report this information immediately to a staff member, a school administrator or designee or the superintendent. All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to

their administrator, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

VII. DISCIPLINARY PROCEDURES, REFERRALS AND PENALTIES

A. Procedures

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. As a general rule, discipline will be progressive. In all instances, “due process” will be enacted.

B. Referrals

1. A discipline referral form must be completed by any staff member who is reporting an infraction of the student discipline code. The staff member describes the event and indicates previous actions taken to address the issue. The referral is forwarded to an administrator (the Assistant Principal in most instances). The administrator reviews the description of the incident, conferences with the student, and determines the appropriate consequence following the guidelines of the School Discipline Code.

Administrative actions are indicated on the referral accompanied by written response.

Copies of the referral are sent to the parent(s), the referring teacher, the guidance department and a copy is maintained in the student’s discipline file.

2. PINS Petition – The district may file a PINS (Person In Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. being habitually truant and not attending school as required by part one of Article 65 of the Education Law
- b. engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school
- c. knowingly and unlawfully possesses marijuana in violation of Penal Law 221.05. A single violation of 221.05 will be a sufficient basis for filing a PINS petition.

C. Penalties

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

1. Detention – Teachers, principals and the superintendent may use detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.
2. Suspension from transportation – If a student does not conduct himself/herself properly while awaiting the arrival of or departing from a school bus or while riding on said bus, the bus driver is expected to bring such misconduct to the building principal’s attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the superintendent or their designees. In such cases, the student’s parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from

attendance, the district will make appropriate arrangements to provide for the student's education. A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved. A suspension from transportation may constitute a "change in placement" for a student who has been classified as disabled, if the student's Individualized Educational Program (IEP) specifies that transportation must be provided. In such cases, transportation suspensions for misconduct related to a disability are limited to the same extent as suspensions from school under similar circumstances.

3. Suspension from athletic participation, co-curricular activities and other privileges – A student subjected to a suspension from athletic participation, co-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.
4. In-school Suspension – The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension". Whenever possible, the in-school suspension teacher will be a certified teacher. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.
5. Suspension - a student may be suspended by the Building Principal, Superintendent, or the Board of Education when:
 - a. A minor is insubordinate or disorderly or whose conduct otherwise endangers the safety, morals, health or welfare of others;
 - b. A minor whose physical or mental condition endangers the health, safety or morals of himself/herself or of other minors.

A student may be suspended for up to five days. The student must be given oral and written notice of the charges and be provided with an opportunity to present his/her perception of the incident(s). Any suspension beyond five days requires a Superintendent's hearing at which the student and the person in parental relation have the right to be represented by an attorney, the right to present witnesses and other evidence on their behalf, and the right to cross-examine witnesses against them.

6. Teacher Disciplinary Removal of Disruptive/Violent Students (see Board Policy)

7. Prohibition of Corporal Punishment

No employee or agent of the Blind Brook-Rye U.F.S.D. shall use corporal punishment against a pupil. Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil. However, the use of reasonable physical force for the following purposes is permitted:

- a. to protect oneself from physical injury
- b. to protect another pupil or teacher or any other person from physical injury
- c. to protect the property of the school or others

- d. to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district functions, if that pupil has refused to comply with a request to refrain from further disruptive acts.

BLIND BROOK HIGH SCHOOL STUDENT DISCIPLINE SYSTEM MISCONDUCT/RESPONSE STRUCTURE

1. Level I - Misbehaviors classified in this level represent relatively minor infractions of established procedures that regulate the orderly operation of the school and its educational process. The frequency of their occurrence shall determine the appropriate disciplinary response and their reclassification at a higher level.

<u>Infraction</u>	<u>Procedures</u>	<u>Optional Responses</u>
Littering		Verbal reprimand
Neglecting to return required forms	The supervising staff member or observer immediately intervenes and applies the most appropriate disciplinary option	Analytic discourse
Violating general rules and regulations as outlined in the Student Handbook		Supervised study to be assigned at teacher's discretion
Failure to be prepared with class materials and supplies	Since the frequency of occurrence determines subsequent responses to the same behavior, staff member should retain a record of offenses and action taken	Conflict resolution
Non-defiant failure to complete assignments, carry out teacher directions		Counseling
Disruptive behavior in school (minor horseplay), on campus, or on the school bus	In cases of repetitive misbehavior, the staff member shall confer with the principal, assistant principal and/or counselor	Parental notification (orally or in writing)
Use of profanity or obscenity		Clean-up after school and/or payment/repair of damage
Eating food in non-designated areas or times		Interim Reports
		Temporary removal from activity/sport
		Detention

2. Level II - In this level are included misbehaviors whose frequency or seriousness tends to disrupt the learning climate of the school and to affect seriously the student's own education. Some of these infractions may be the result of a continuation of misbehaviors that remain unmodified by disciplinary actions under Level I.

<u>Infraction</u>	<u>Procedures</u>	<u>Optional Responses</u>
Unmodified or more severe Level I misbehavior	The teacher or observer reports the behavior or refers the student to the Principal and/or Assistant Principal, using the Conduct Referral Form	Continuation of Level I Options
Defacing school property (graffiti)		Conflict Resolution
Minor theft		Sustained counseling
Truancy	The Principal and/or Assistant Principal meets with the student and/or teacher to investigate the incident and determine the most appropriate disciplinary response.	Parental conference
Insubordination		Removal from certain privileges, activities or sports
Cheating, Plagiarism, Lying		Send to principal or assistant principal's office
Gambling		
Leaving school grounds without permission	The administrator records the infraction and the disciplinary response on the Conduct Referral Form and sends copies of the form to the referring staff member, the Counselor, and parents. Parents will be notified by telephone in certain cases.	Suspension of school bus transportation (on bus offense)
Class cutting, Tardiness		In-school suspension
Verbal abuse and harassment of students and staff		Out-of-school suspension
Inappropriate use of the Internet	A monthly report of all disciplinary referrals is sent to the Superintendent, the Principal and the Counselors	Full restitution of damages

3. Level III - These acts are more serious because their consequences may have a lasting effect on the individual or may pose a threat to the health and safety of others in the school. In some cases, outside agencies may have to be contacted or notified.

<u>Infraction</u>	<u>Procedures</u>	<u>Optional Responses</u>
Unmodified or more severe Level II misbehavior	The infraction reported or detected, the Principal investigates further and confers with staff members	Continuation of appropriate Level II Options
Physically threatening other students or staff; Severe taunting, bullying	The principal meets with the student and confers with the parent about the misbehavior, the extent of its consequences, and the subsequent disciplinary action	Full withdrawal of participation in school activities/sports
Physical harassment		School community service
Stealing		Referral to outside agency
Horseplay that endangers others	If he deems it necessary, the principal contacts outside agencies	Mandatory long-term in-school counseling
Fighting		In-school suspension and notification to the Superintendent.
Vandalism	The principal records the infraction and the disciplinary response in cumulative record	
Gambling		Full suspension (1-5 days) depending upon the offense and notification to the Superintendent
Verbal abuse and harassment of teachers		
Sexual harassment, Lewdness		Initiate a Superintendent's Hearing
Pernicious use of The Internet		School official contacts proper authorities
Possession of drug paraphernalia; possessing, using or being under the influence of unauthorized substances on school property or at school-sponsored activities		

4. Level IV - Represented in this level are acts that are very serious. Included are those which present a direct and immediate threat to the welfare of others or may result in violence to persons or property. So serious are they that in most cases they require administrative action that calls for the immediate removal of the student from school and the intervention of the police.

<u>Infraction</u>	<u>Procedures</u>	<u>Optional Responses</u>
Unmodified or more severe Level III behaviors	Having verified the offense, the Principal meets with all those involved	Continuation of appropriate Level III Options
Severe and/or repeated taunting, bullying	The Principal initiates procedures according to established policy for excluding the student from school and notifies the parents immediately	Full restitution of damages
Possession and/or sale of stolen property		Full suspension/Full suspension from activities or sports
Coercion of others		Alternative Schools
Tampering with the fire alarm, pulling fire alarm	The Principal informs the Superintendent	School official contacts proper authorities and assists in prosecuting the offender
Bomb threats or other threats to school property or personnel	The Principal submits a complete and accurate report to the Superintendent	
Possession and/or use of firecrackers or explosives		
Arson		
Sexual assault		
Possession of a weapon (see Dangerous Weapons in School, pg. 48)		
Providing, selling or using illegal chemical substances and/or alcohol on school property or at school sponsored activities		

Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations. This code of conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

Discipline of 504 Eligible Students

34 CFR 104.35 requires a school district to conduct an evaluation and review of a student's placement prior to any significant change in placement. According to the OCR, a student suspension of more than 10 days is a "significant change in placement" under 504. In addition, as must be determined on a case-by-case basis, short-term suspensions which result in a pattern of exclusions equivalent to ten consecutive days or more may also constitute a significant change in placement. Whether a series of short-term suspensions will constitute a significant change in placement will depend upon a number of factors including the length of each suspension, the proximity in time of the suspensions to each other, and the overall time of the suspensions. Accordingly, school districts should establish procedures to govern the discipline of 504-eligible students, and procedures to trigger automatic reviews of cumulative suspensions approaching ten days for 504-eligible students to determine whether those suspensions constitute a significant change in placement.

VIII. DANGEROUS WEAPONS IN SCHOOL

The Blind Brook Union Free School District is committed to providing a safe environment for students and staff. Therefore, no person shall have in his or her possession upon school premises any dangerous weapon, including but not limited to a rifle, shotgun, pistol, revolver, other firearm, knives, dangerous chemicals, explosives, laser pointers, or any object which is not necessary for school activities and which could be used as a weapon. A weapon is defined as any instrument capable of firing a projectile, the frame or receiver of any such weapon, firearm muffler or silencer, any explosive device, or any other instrument capable of inflicting bodily harm.

In accordance with Goals 2000: Education America Act (Gun-free Schools Act of 1994), any student who, after a hearing held pursuant to Education Law #3214, is found guilty of bringing a dangerous weapon or firearm, as defined in federal law, onto school property will be subject to at least a one-year suspension from school. However, in determining an appropriate penalty, the Superintendent will review the penalty and may modify such suspension on a case-by-case basis. If the Superintendent believes a one-year suspension penalty to be excessive, the penalty may be modified based on criteria including but not limited to:

1. The age of the student;
2. The student's grade in school;
3. The student's prior disciplinary record;
4. The Superintendent's belief that other forms of discipline may be effective;
5. Input from parents, teachers and/or others; and
6. Other extenuating circumstances.

In the case of a student who is classified as disabled under the Individual with Disabilities Act and Part 200 of the Commissioner’s Regulations, or as handicapped under Section 504 of the Rehabilitation Act of 1973 and its accompanying regulations, such student shall not be suspended in excess of 10 days unless such student is extended additional procedural protections required by IDEA in connection with a change of placement. An interim alternative placement for up to 45 days may be necessary while these procedural protections are underway.

New York State Peace Officers and Police Officers are the only people permitted to have a weapon in their possession on school property.

Reference: Goals 2000: Education American Act P.L. 103-227 (Gun-Free Schools Act of 1994) 18, USC 921

IX. SUBSTANCE ABUSE

A. Intent of Policy

The intent of this policy is to prevent the abuse through use, possession or sale of drugs, alcohol, tobacco and other substances by students in the Blind Brook Public Schools.

The term “drugs, alcohol and other substances” shall be construed throughout this policy to refer to the use of all substances including, but not limited to alcohol, tobacco, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, and any of those substances commonly referred to as “designer drugs” and any other controlled substances as defined by the New York State Penal Code, as well as the inappropriate use of prescription and over-the-counter drugs. This policy describes the philosophy of the District and the program elements the District will use to promote healthy life styles for its students and to inhibit the use/abuse of drugs, alcohol, tobacco and other substances.

B. Philosophy

The District will use the following principles as guides for the development of its substance abuse prevention and intervention efforts and for any disciplinary measures related to drug, alcohol and other substance abuse.

1. **Primary Prevention Activities**

The intent of primary prevention programming within the curriculum is to prevent the onset of drug, alcohol, tobacco and other substance use by students.

2. **Intervention**

The intent of intervention programming is to eliminate any existing use/abuse of drugs, alcohol, tobacco and other substances, and to identify and provide supportive services to kindergarten through 12th grade students at high risk for such use/abuse.

C. Prohibitions and Penalties

No person may use, possess, sell or distribute drugs, alcohol or other substances or use or possess drug paraphernalia on school grounds or at school-sponsored events that occur on or off school property. Exceptions are drugs prescribed by a physician, which may only be dispensed and handled during school hours or at school activities by the school nurse. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited.

Any person exhibiting behavior, conduct, or personal or physical characteristics indicative of having used or consumed drugs, alcohol, and/or other substances, or any person school personnel have reasonable grounds to suspect has used or has possession of drugs, alcohol and/or other substances shall, following questioning by school authorities and, if the individual is an enrolled student in the school, reasonable attempts to contact the individual's parent or guardian, be excluded from school grounds or school-sponsored events.

Any faculty or staff member observing the sale, possession or use of drugs, alcohol, tobacco or other substances by students shall report the incident immediately to the Superintendent of Schools or his/her designee (normally the building principal). The Superintendent or his/her designee shall then take immediate action. Any substances found shall be confiscated immediately, followed by notification of the parent(s)/guardian(s) of the student(s) involved and the appropriate disciplinary action taken, up to and including permanent suspension and referral for prosecution. In its efforts to maintain a substance-free environment, the District shall cooperate to the fullest extent possible with local, state and/or federal law enforcement agencies.

When confiscation of controlled substances is contemplated, the following guidelines apply: A member of the school administration may search a student's locker, clothing and/or possessions if an administrator, faculty or staff member has observed the student in possession of drugs or alcohol, or engaging in a transaction that involved controlled substances. If no direct observation has occurred, or in cases where a faculty or staff member suspects a student has engaged in activities prohibited by this policy, based on the student's demeanor, the presence of a suspicious odor, or a contact or transaction occurring outside the direct observation of the faculty or staff member, the student may be questioned and his/her locker searched, but no other search may take place absent the student's consent. If the student refuses to consent, any further requests for consent should be made in the presence of the student's parent or guardian, if possible. At such time, if the student continues to refuse to consent to the search, he/she may be advised that continued refusal may lead to discipline for insubordination.

When a student is observed or suspected of engaging in activities prohibited by this policy, the school principal may at his/her discretion require the student to undergo urinalysis for the purposes of drug or alcohol detection upon receipt of a written request or with the written consent of the parent or guardian, in accordance with Education Law Section 912-a.

The Board of Education recognizes the need for administrative discretion and flexibility in addressing violations of this policy. Nevertheless, it provides the administration with the following guidelines to ensure that clear and serious consequences flow from violations, and that an appropriate balance is struck between providing punishment and support. The Board of Education recognizes that students have due process rights before certain penalties can be administered.

- While tobacco possession and use by adults is lawful, and tobacco products are widely (though illegally) available to youth, tobacco is a serious health hazard. Consequences for possession and/or use must balance actions that may deter or punish with actions that encourage cessation of use. Punishment may include detention or suspension; deterrence may include required attendance at smoking cessation programs.

- A student who is found to be under the influence of drugs, alcohol or other substances while on school grounds or at any school activity, regardless of quantity, will be suspended from school and prohibited for a specified time from participation in all extra-curricular activities, including sports.
- A student who is found to be in possession of drugs, drug paraphernalia, alcohol or other substances while on school grounds or at any school activity, regardless of the quantity involved, will be suspended from school, prohibited for a specified time from participation in all extra-curricular activities, including sports, and reported to local law enforcement authorities.
- A student who is found to be selling drugs, drug paraphernalia, alcohol or other substances while on school grounds or at any school activity, regardless of the quantity involved, will be suspended from school for a minimum of five days, prohibited indefinitely from participation in all extra-curricular activities, including sports, and reported to local law enforcement authorities. Since the Board of Education considers selling to be the most egregious offence, a repeated violation will be dealt with severely. The student will be afforded due process but the penalties considered will be the severest available under the education law.
- Any student who is found to be under the influence of, in possession of, or selling drugs, alcohol or other substances while on school grounds or at any school sponsored activity will be provided with appropriate support and assistance by school personnel. The student and his/her family may also be referred to community human resource personnel for additional assistance at their expense.
- Repeated violations of these guidelines will result in increasingly severe consequences, culminating in penalties that the severest available under the education law.
- A student who is involved in substance abuse and who voluntarily seeks assistance for him/herself or his/her family or peers will receive appropriate assistance from school human resource personnel. The student and his/her family may also be referred to community human resource personnel for additional assistance at their expense. The student will not be punished for the disclosure. Nothing stated herein precludes disciplinary action against a student based on activities that occurred prior to the request for assistance.

D. Implementation, Dissemination and Monitoring

The Board of Education charges the Superintendent to collaborate with District administration, faculty, staff, parents, students, community members, local law enforcement and human resource personnel in developing specific programs and strategies necessary to implement this policy.

E. Staff Development

The Board of Education recognizes that if the administration, faculty and staff are to be responsible for implementing and modeling this policy, they must be provided training about the components of an effective drug, alcohol, tobacco and other substance use/abuse prevention program. The Board of Education will provide resources for such a program.

X. TERMS AND CONDITIONS FOR STUDENT USE OF THE INTERNET AND DISTRICT NETWORK

Introduction

The Blind Brook-Rye School District is pleased to offer its students, faculty and staff access to the Internet. The internet, a global electronic information infrastructure, is a connection of networks used by educators, business, government, the military and other organizations. The Board of Education strongly believes in the value of telecommunications and recognizes the potential of such to support our curriculum, students, faculty and staff.

The Internet is a fluid environment. In general, electronic traffic passes freely in a trusting atmosphere. But with such access comes the availability of material that may not be appropriate in a school setting. It is our goal to provide users with the understanding and skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational objectives.

This policy is designed to facilitate and set guidelines for exploring and using the Internet and district network applications and web-based instructions and research tools, in a responsible, ethical and legal manner. Of necessity, it places the primary responsibility for proper conduct on the user. Use of the School District's local network and Internet facilities in contravention of the following guidelines will result in cancellation of the user's account as determined by a building administrator and possible legal intervention when applicable.

Terms and Conditions for Student Use

- A. I understand and agree to abide by the following Rules and Code of Ethics regarding Internet, District Network and Internet web-based instructional and research use:
1. The use of a user's account must be for research in support of education, consistent with the objectives of the Blind Brook-Rye School District.
 2. Network accounts are to be used only by the authorized owner of the account for authorized purposes. Using or sharing another user's login name and password is prohibited.
 3. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.
 4. No use of the network shall serve to disrupt the use of the network by others; hardware or software shall not be destroyed, modified, copied, damaged, or abused in any way. Nor shall the network be used in any way that intends to disrupt operation of the network or use of the network by others.
 5. Malicious use of the Internet or the network to develop programs that harass other users or infiltrate a computer or computer system and/or damage the software components of a computer or computer system (e.g. create viruses) is prohibited.
 6. Hate mail, harassment, profanity, obscenity, discriminatory remarks, misrepresentation, impersonation, and/or other similar behavior are prohibited on the Internet and the network.
 7. Intentional uses of the Internet or the network to access or process pornographic material, text files unrelated to course work or academic research, materials for use in illegal

activities, or files dangerous to the operating integrity of the network and its users are prohibited.

8. Exemplary behavior is expected on “virtual” field trips, as the user is representing the Blind Brook-Rye School District when visiting locations on the Internet.
 9. Users shall not reveal anything that would enable others to locate or exploit them (e.g. last name, home address, credit card, photos of themselves/others or social security number). Similarly, users shall not reveal information about others over the Internet.
 10. Students without parental permission to use the Internet are prohibited from teaming up with those who have permission to use the Internet.
 11. Use of the Internet, network or district web-based e-mail tool to hack into other users accounts is prohibited.
 12. Use of the Internet or the network for commercial or for-profit purposes is prohibited.
 13. Use of the Internet or the network for product advertisement or political lobbying is prohibited.
 14. Each user is responsible for his/her own actions while using the Internet or the network.
 15. The use of Cell Phone text messaging during an exam or during instructional time is prohibited.
 16. The use of a Pager text messaging during an exam or during instructional time is prohibited.
 17. If a graphing calculator must be used, students shall show the instructor that they have reset their calculator prior to the start of an exam.
 18. PDA/PC’s shall be turned off during exams.
- B. I recognize and agree to abide by the following Rules and Code of Ethics regarding protected intellectual property rights, including copyrighted material:
1. I recognize that material received via the Internet or a computer network is owned by the author or the person holding the copyright and/or other intellectual property rights, and I will give full credit for all materials received electronically.
 2. I recognize that software is protected by copyright laws; therefore, I will not make copies of software found on school computers either by copying them onto my own diskettes, CD’s or onto other computers through electronic mail or bulletin boards; and I will not give, lend, or sell copies of software to others unless I have the written permission of the copyright owner or unless the original software is clearly identified as shareware or in the public domain. Attributions of authorship will follow the same copyright rules for material obtained via the network.
 3. I recognize that electronic copyrighted text is protected by copyright laws; therefore, I will not cut and paste or photograph electronically with my cell phone this copyrighted text into my reports, take home exams, or school related documents without correctly referencing the copyrighted source. Attributions of authorship will follow the same copyright rules for material obtained via the network.
- C. I understand and agree that any violation of the above will have serious consequences. Any violation of District policy and rules may result in loss of District-provided access to the Internet and network access. Additional disciplinary action may be determined at the building level in keeping with existing procedures and practices regarding inappropriate

language and behavior. Legal intervention may occur when applicable, including, but not limited to cases of network tampering, hacking and intentional equipment theft or damage.
Adopted 6/9/97 Revised 6/21/04

XI. SEXUAL HARASSMENT POLICY (STUDENT)

The Board of Education affirms its commitment to non-discrimination and recognizes its responsibility to provide for all District students an environment that is free of sexual harassment. Sexual harassment is a violation of law and stands in direct opposition to the District policy. Therefore, the Board prohibits sexual harassment by a student, employee, officer, volunteer or any member of the public on School District property. Sexual harassment is defined as verbal or physical conduct of a sexual nature imposed upon a student by another student, an employee, officer, volunteer or member of the public on school district property, which is unwelcome, hostile, inappropriate, or intimidating when among other things:

- a. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or participation in an educational or extracurricular activity, or
- b. Such conduct creates an intimidating, hostile, or offensive environment.

XII. ACADEMIC STUDENT BEHAVIORAL EXPECTATIONS AND CONSEQUENCES

A. Philosophy

Academic integrity is a standard which all students are expected to maintain and will be held accountable. An ethic against cheating, like all values, may be formed primarily at home; still, the school clearly has an interest in students' becoming honest, and honestly devoted to doing their own best work. The health of the school community and the integrity of each student's sense of self and accomplishment depend upon this ethic.

In school, cheating is wrong for several reasons. Cheating...

- Distorts educational priorities.
Cheating is based upon the idea that competing for a grade, not mastering material or skills, is what really matters; nonetheless, cheating at the same time destroys the basis and meaning of competition, giving the cheater an unfair advantage over those who are honest about their achievements.
- Interferes with assessment and instruction.
Cheating makes it harder for a teacher to identify students' real strengths and weaknesses, their real depth of knowledge and understanding; as a result, teachers are also less able to identify when and how to help their students master information and develop skills.
- Destroys educational experience.
Cheating helps a student avoid real challenges – real learning and growth – thus defeating the whole purpose of schooling.
- Threatens an atmosphere of trust.
Cheating undercuts the trust and openness that underlie the thoughtful collaboration and sincere debate, which are the bases of true education.

While Blind Brook recognizes that cultural forces and academic pressures tempt or even encourage students to cheat, it is our goal to develop students who earnestly embrace an academic ethic. As we strive to reinforce ethical value and practices, the Blind Brook faculty will not tolerate cheating, and to this end will minimize opportunities for students to cheat and will enforce serious consequences on students who are caught cheating or assist others in the act of cheating.

B. What is Cheating?

Cheating includes but is not limited to, among other things: copying homework, having parents write papers, plagiarizing, copying answers on a test, using crib notes for a test, using illegal information stored on calculators/computers during a test, passing information during a test, forging notes from parents, having parents lie in excuse notes, re-using past papers for a new course, lying to teachers, including substitutes, leaving a test paper exposed to others' view, doing others' assignments for them.

“Forms of plagiarism include the failure to give appropriate acknowledgement when repeating another’s working or particularly apt phrase, paraphrasing another’s argument, and presenting another’s line of thinking. You may certainly use another person’s words and thoughts, but the borrowed material must not appear to be your creation.” Joseph Gibaldi *MLA Style Manual and Guide to Scholarly Publishing* (New York: The Modern Language Association of America) 151. Teachers may adapt this operational definition with specific directions that fit a particular assignment and grade level.

C. Preventing Cheating

The faculty commits itself to the following measures to reduce or eliminate the opportunity to cheat:

- Students will be provided education about all forms of cheating, especially plagiarism.
- Testing environments will be secure, with minimum opportunities to cheat.
- Proctors will be diligent in providing test supervision.
- No tests or quizzes will be administered by substitute teachers except with prior permission of the Principal
- Finals and Regents will be administered in large group settings with uniform procedures and adequate supervision.
- Multiple versions of the same test may be available if the same test is to be given at different times during the day.
- Tests may be revised and modified yearly.
- Programmable calculators may be used on tests and quizzes only with the permission of the teacher, and may never be shared with other students.

D. Consequences

In grades three through eight the first instance of plagiarism will result in a requirement that the piece be rewritten and receive a reduced grade. A second instance of plagiarism will result in a “0” grade. All other instances of cheating will result in a “0” grade for the test, quiz, or assignment.

In grades nine and ten, all instances of cheating and plagiarism will result in a “0” grade for the test, quiz, assignment or paper. In grades eleven and twelve, in addition to a “0” grade, any instance of egregious cheating will also be recorded on the student’s permanent record and college transcript.

If a pattern of cheating or plagiarism develops or if there is a particularly egregious* instance, more serious consequences, such as suspension, will occur. In such instances, the student may also be referred for special counseling either in or out of school.

*Egregious cheating is premeditated cheating. Examples of such cheating include, among other things...

- Copying of other's work.
- Buying papers written by others.
- Bringing crib notes to a quiz or test.
- Taking test material from a teacher's files.
- Using papers or tests kept on file by students who already completed the course.
- Using calculators with stored information on an exam without permission of teachers.

In every instance in which the teacher ascertains that cheating or plagiarism has occurred or believes that there was intent to cheat or plagiarize, a discipline referral must be completed by the teacher and forwarded to the administration and guidance offices. The student's parents will be informed immediately of the incident and the consequences.

E. Procedures for Investigation

If a teacher believes but cannot prove that cheating or plagiarism has occurred, the teacher will inform the school administration in writing and the administration will conduct an appropriate investigation. The suspect student's parents will be immediately informed and may be present during any interrogation. Other students may be interrogated about the incident as well but can always, upon request, have a parent present during their interrogation. Should cheating be proved, the student and his/her parents will be informed immediately of the consequences.

In some instances where it appears to the teacher reasonable but unprovable that several students may have cheated, the teacher may exercise the option of retesting a whole class.

F. Appeals

A student has the right to appeal any disciplinary action taken regarding cheating or plagiarism to the Principal, or in the case where the Principal has made the original determination that cheating took place, to the Superintendent of Schools, who will hear and investigate the appeal and render a decision affirming or altering the action taken. In conducting such an investigation, the Principal or the Superintendent of Schools may call witnesses and review all relevant records.

XIII. VISITORS TO THE SCHOOLS

A. General

Unauthorized persons will not be permitted in school buildings or on school grounds.

Administrators are authorized to take appropriate action to prevent such individuals from entering buildings and from loitering on grounds. Trespassing individuals will be prosecuted to the fullest extent of the law. To insure that no unauthorized persons enter buildings with wrongful intent or for inappropriate reasons, all school visitors must report to the principal's office when entering and receive prior authorization including a visitor's pass before visiting elsewhere in the building. For parents and other adults attending CSE meetings, a prior invitation to a site specific meeting relieves them of the need to check into the principal's office. (This procedure does not apply when persons

have received a prior invitation to a classroom or special event or are attending previously scheduled meetings, seminars, etc.)

B. Parents

Parents are encouraged to be active participants in the educational process through such activities as PTA committee membership and volunteer opportunities. They are also encouraged to meet as needed with their child's teacher to facilitate the learning process. Visits for such purposes are encouraged and valued, but must be scheduled so as not to impede the educational process.

Parents wishing to visit classes during the school day must receive prior authorization from the principal who will consult with the teacher before granting such authorization. Parents must understand that it is not possible during such a visit to converse at any length with the teacher. If a teacher conference is desired, it will be scheduled at a time when the teacher is not actively engaged in instruction. The routine presence of parents in classrooms and corridors is disruptive to the educational process. Accordingly, parents dropping off or picking up children at the beginning and end of the school day will do so only in areas designated by the school administration. Also, parents seeking to obtain homework assignments, drop off personal items such as lunch money, or schedule an appointment may do so only at the school office, not by stopping by classrooms.

C. Students

As a general rule, students are discouraged from inviting guests to accompany them to school. In special circumstances, however, such requests may be accommodated providing the following procedures have been adhered to:

1. Such requests must be made by a student and the student's parent at least one day (24 hours) in advance of the proposed visits.
2. A visitor's pass is obtained from the Elementary School, Middle School or High School Office, depending on the grade he/she will visit. This must be signed by the appropriate administrator.
3. The host student accepts full responsibility for his or her guest and the guest agrees to conduct himself/herself according to the rules governing our student body. The guest agrees to remain with his/her host at all times. The right to visit may be terminated at any time at the option of the administration.
4. No visitors are permitted during examination periods or when area schools are closed and our school remains open.
5. Student guests are limited to one visit during each academic year.

D. Other Visitors

Others may, for a variety of legitimate reasons, wish to visit the schools and observe portions of the educational program. In such cases the person wishing to visit must explain his or her purpose in visiting and obtain prior permission from the building principal. The Superintendent of Schools is authorized to establish the procedures in each building necessary to implement this policy.

XIV. PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

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

A. Prohibited Conduct: No person, either alone or with others, shall:

- Intentionally injure any person or threaten to do so.
- Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
- Disrupt the orderly conduct of classes, school programs or other school activities.
- Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
- Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
- Obstruct the free movement of any person in any place to which this code applies.
- Violate the traffic laws, parking regulations or other restrictions on vehicles.
- Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
- Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
- Loiter on or about school property.
- Gamble on school property or at school functions.
- Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
- Willfully incite others to commit any of the acts prohibited by this code.
- Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.

B. Penalties – Persons who violate this code shall be subject to the following penalties:

- Visitors – their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
- Students – they shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
- Tenured faculty members – they shall be subject to disciplinary action as the facts may warrant in accordance with Education Law 3020A or any other legal rights that they may have.
- Staff members in the classified service of the civil service entitled to the protection of Civil Service Law 75. Employee discipline will be consistent with the terms of any applicable collective bargaining agreement.
- Staff members other than those described in subdivisions above. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

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

XV. STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct.

A. Student lockers, desks and other school storage places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means that student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Police involvement in searches and interrogations of students

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

C. Child Protective Services Investigations

Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services when they have reasonable cause to suspect that a student has been abused or maltreated, the district will cooperate with local child protective services workers who wish to conduct interview of students on school property relating to allegations of suspected child abuse and/or neglect or custody investigations.

XVI. DISSEMINATION & REVIEW

The Board will work to ensure that the community is aware of this code of conduct and will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The Board of Education will also review this code of conduct every year and update it as necessary.

