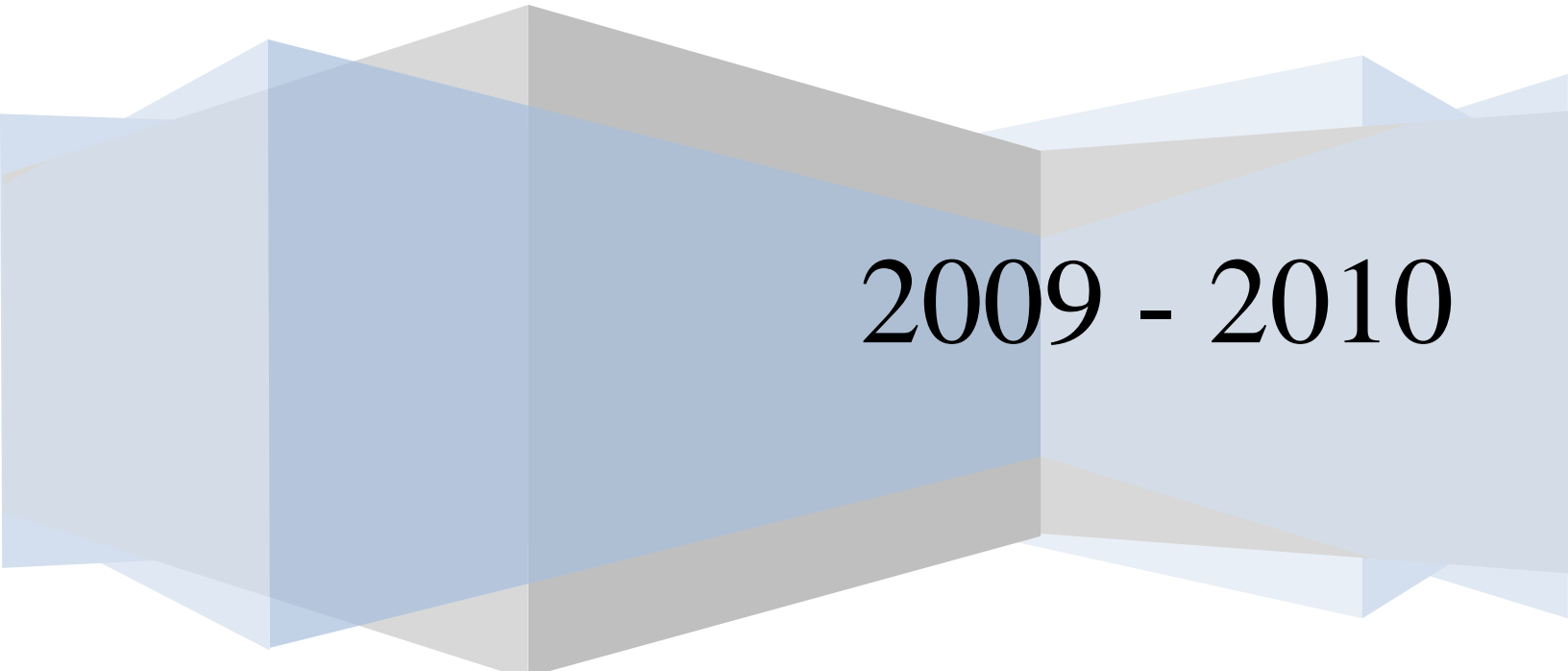


BLIND BROOK
MIDDLE
SCHOOL

**Student and
Family Guide Book**

2009 - 2010



DISTRICT MISSION STATEMENT

The Mission of the Blind Brook-Rye Union Free School District is to provide an environment which engages all students as active learners in gaining knowledge, acquiring skills, and developing attitudes that encourage them to embrace learning as a life-long endeavor, and prepare them to function as responsible citizens and contributing 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:

- A rich and varied curriculum and co-curriculum that provides 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 cause 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 curricula 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

MIDDLE SCHOOL PHILOSOPHY

Early adolescence is a critical period when students make a transition from the protective environment of the elementary school to the more demanding high school setting which requires individual responsibility, emotional maturity and independent decision-making. Because the Blind Brook Middle School values the development of the whole child, the school must emphasize the balance between academic and social/emotional growth and provide opportunities for exploration and development in both. The environment will help all students develop a self-image of competence and strength, enable them to succeed in high school and beyond, and lead them to realize the importance of life long learning and growth.

We believe:

1. In a challenging, academically and culturally rich standards-based educational program.
2. In an environment that fosters ethical, respectful and responsible behavior in all of the members of the school community.
3. In a nurturing environment in which all students are encouraged to take risks in a safe and supportive educational structure.
4. In an environment that promotes the intellectual and personal transition from childhood to young adulthood and provides rich and varied curricular and extra-curricular activities to move students from dependence to independence.
5. In a supportive climate which fosters professional and personal growth and collegial responsibility.
6. In a community that promotes appreciation of diversity and enables all students to reach their highest potential.

THE BOARD OF EDUCATION
2009-2010

Mr. Steven M. Kaplan - President
7 Berkley Lane
Rye Brook, New York 10573
Telephone: 937-2966
Term of Office: July 1, 2006 – June 30, 2009

Ms. Sheri Zarkower – Vice President
218 Tree Top Crescent
Rye Brook, New York 10573
Telephone: 934-9844
Term of Office: July 1, 2007 – June 30, 2010

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

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

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

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. 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 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

**BOARD MEETING SCHEDULE
2009-2010
ALL MEETINGS HELD AT THE BB/MS/HS LIBRARY UNLESS
OTHERWISE NOTED**

Tuesday	July 1	Reorganization Mtg./Regular Meeting
Friday	July 24	
Thursday	July 30	Board Workshop with Dr. Lerer
		Board Retreat
		Board Meeting – 8:00 AM
Monday	August 17	Board Workshop & Public Meeting
Monday	September 14	Board Workshop
Monday	September 21	Regular Board Meeting
Monday	October 5	Board Workshop
Monday	October 19	Regular Board Meeting
Monday	November 2	Board Workshop
Monday	November 23	Regular Board Meeting
Monday	December 7	Board Workshop
Monday	December 14	Regular Board Meeting
Monday	January 11	Board Workshop
Monday	January 25	Regular Board Meeting
Monday	February 8	Board Workshop
Monday	February 22	Superintendent’s Proposed Budget-BBHS Auditorium
Saturday	March 6	Community Budget Review
Monday	March 8	Community Budget Discussion
Monday	March 22	Community Budget Discussion & Regular Board Meeting
Monday	April 12	Community Budget Discussion
Monday	April 26	2010-11 Budget Adoption
Wednesday	May 5	Candidates’ Night
Monday	May 10	Budget Hearing/Board
Monday	May 17	Workshop
Tuesday	May 18	Regular Board Meeting
		Annual Election & Budget Vote
Monday	June 7	Board Workshop
Monday	June 21	Regular Board Meeting

ADMINISTRATIVE AND SUPERVISORY RESPONSIBILITIES

PRINCIPAL

The Principal, Mrs. Karen Bronson, is responsible for all aspects of the Middle School operation, including curriculum, personnel, and student and parent affairs. Ms. Jane Wermuth, the MS/HS Assistant to the Principal, will provide additional supervision in the building and assist the Principal with administrative responsibilities.

SCHOOL GUIDANCE COUNSELORS

The Middle School counselors are responsible for all aspects of the guidance program in grades 6-8. 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. Parents may make appointments to discuss any concerns they may have by calling the counselor's office at x3210 (Mrs. Arzt) or x3132 (Ms. Sosnow).

WORKING PAPERS: Working papers may be secured through the BBHS Guidance Office. See the high school guidance secretary, Grace Carroll, for the proper information and forms (ext. 3130)

SCHOOL PSYCHOLOGIST

Dr. Louise Miller, the Middle School Psychologist, works closely with the guidance counselors to assist students with their academic and personal needs, and is responsible for all individual psychological testing. The School Psychologist also provides confidential counseling for students experiencing personal problems, such as drug and alcohol issues or interpersonal difficulties at school or elsewhere. Dr. Miller is available to provide individual or group counseling, to refer students to outside agencies or to provide parent consultations and can be reached at ext. 3177.

DIRECTOR OF CURRICULUM & INSTRUCTION

The Director of Curriculum and Instruction, Dr. Stephen Young, is responsible for curriculum and professional development in the district. He can be reached at ext. 3031.

DIRECTOR OF PUPIL PERSONNEL SERVICES

The Director of Pupil Personnel Services, Eugene Wolotsky, is responsible for all Special Education programs in the school district, and for the supervision of all Special Education staff. Mr. Wolotsky can be reached at ext. 3058. Harry Burg, the Asst. Director of Pupil Personnel Services and CSE Chairperson, can be reached at ext. 3033.

DIRECTOR OF PHYSICAL EDUCATION, HEALTH AND INTERSCHOLASTIC ATHLETICS

James Spano is responsible for all aspects of the district's Physical Education, Health Education and Interscholastic Athletics programs including developing and evaluating the department's academic program and budget, program management, hiring and evaluation of coaches, team scheduling, and student selection and discipline. He can be reached at ext. 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	x3194
Social Studies	Judith Mella	x3160
Mathematics	Michael McCarvill	x3168
Science	Thomas Glickman	x3192
Foreign Language	Joan Mele	x3164
Special Education	Gerri Caragliano	x3400

FACULTY AND STAFF MEMBERS

English

Melissa Daly
Toni Messina
Abby Schwittek
Sandra Stevens
Cher Treacy

Social Studies

Jonathan Dakers
Mark Greenwald
Ellen Kapsiotis
Michael Lombardi

Mathematics Department

Elizabeth Connolly
Eamon DePeter
Colleen Pylilo
James Tamucci

LOTE (Language Other Than English)

Christine Blyler
Margaret Brennan-Juana
Trudi Davis
Joan Mele
Dr. Elvira Morse
Madeleine Salvatore

Science

Molly Harrington
Seth Horowitz
Susan Kelly
Cathy Schaefer
Jen Shallo
Tarra Strauss

Phys. Ed./Health

Matthew Beatty
Jill Ben-Porat
Nazareth Flory
Christine Peluso

Unified Arts

Gabriel DeAngelo (Vocal Music)
Donald Whitman (Instrumental Music)
DeDra Sagerstrand (General Music)
MacKenzie Gumpel (Drama)
Jane Romm (Home Arts)
David Press (Computer Education)
Steven Giglio (Technology)
Janis Van Bourgondien (Art)

School Psychologist

Dr. Louise Miller

Guidance Counselors

Amanda Arzt (gr. 6)
Elise Sosnow (g. 7/8)

Special Education

Jaclyn Barrett
Nancy Knabl
Carol Sellian
Penny Weistrop

Library Media Specialist

Jean Follansbee

School Related Staff

Audrey Currie (Sec'y to Principal)
Deirdre Smithies (Attendance)
Nancy Garretto (Nurse)
Vincent Camporeale (Head Custodian)
Don Ahrenberg (Security Officer)
Dave Centofanti (Security Officer)
Joe Funigiello (Security Officer)
Allie Kaye, (Teacher Assistant)

Leslie Hatzel (Teacher Aide)
Fabiola Abreu (Teacher Aide)
Kelly O'Neill (Teacher Aide)
Rhonda Ozure (Teacher Aide)
Christine Schettini (Teacher Aide)
Joan Fleming (LPN)
Bridget Gorman (Library Clerk)

DISTRICT CALENDAR

2009-2010

September	2	Wednesday	Supt.'s Conference Day
	3	Thursday	Supt.'s Conference Day
	7	Monday	Labor Day
	8	Tuesday	Schools open
	28	Monday	Yom Kippur
October	12	Monday	Columbus Day
November	11	Wednesday	Veteran's Day
	25	Wednesday	Supt.'s Conference Day
	26-27	Thursday & Friday	Thanksgiving Recess
December	24-31	Thurs.- Thurs.	Holiday Recess
January	1	Friday	New Year's Holiday
	4	Monday	School Reopens
	18	Monday	Martin Luther King, Jr. Day
February	15-19	Monday-Friday	Winter Recess
March (Easter/Passover)	29-31	Monday-Wednesday	Spring Recess
April (Easter/Passover)	1-2	Thursday - Friday	Spring Recess
May	31	Monday	Memorial Day
June	16-24	Wednesday-Thursday	Regents Exams
	25	Friday	Last day of school

A total of 187 days include 3 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
 If 2 unused snow days remain add
 If 3 unused snow days remain add

May 28th
 April 5th and May 28h
 April 5th, May 28th, June 1st

POLICY ON RELIGIOUS OBSERVANCE

The Board of Education recognizes that school will occasionally be in session on days during which students and their families must be absent to practice 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 Middle School is from 7:50am until 2:40pm. It consists of nine 40-minute instructional periods including a lunch period. An Activity Period is scheduled every day from 2:20 to 2:40pm.

Middle School vocal and instrumental sessions are scheduled until 2:50pm. Our interscholastic athletic program begins at 3:15pm and our detention is held before school at 7:10am.

Bell Schedule

First Bell	7:45
1 st Period	7:50 - 8:30
2 nd Period/Homeroom	8:33 - 9:16
3 rd Period	9:19 - 9:59
4 th Period	10:02 - 10:42
5 th Period	10:45 - 11:25
6 th Period	11:28 - 12:08
7 th Period	12:11 - 12:51
8 th Period	12:54 - 1:34
9 th Period	1:37 - 2:17
ACTIVITY PERIOD	2:20 - 2:40

REPORTING STUDENT ABSENCE

Parents/Guardians are required to call the Attendance Office at extension 3145 by 10:00am if their child is absent from school. Students who enter school after the first bell must sign in at the Attendance Office in the high school or sign in with a parent at the security desk in the lobby.

HEALTH OFFICE PROCEDURES

The nurse's office is located on the first floor across from the high school main office. The nurse is on duty between the hours of 7:50am and 3:00pm to assist students with health related issues.

Health Problems: Parents of students with health problems should inform 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 impact students' activities at school.

Sports Physicals: New York State law requires that each student participating in an interscholastic activity **must** have a physical which **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 (937-3434) or Dr. Jonathan Herbst (937-3999). Students who see either doctor at any time other than scheduled school appointments are responsible for payment directly to the School Physician at the time of exam.

Use of Medication: New York State law prescribes specific guidelines for the legitimate use of medication by students in school. Our 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 indicating the frequency and dosage of a prescribed medication and a written request from the parent to administer the medication as specified by the family physician.
2. 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 A Student is Ill During School Hours: When a student is 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 local radio stations. The following radio stations will carry information regarding emergency closings:

WFAS - AM 1230kh WGCH - AM 1490kh WHUD - FM 100.7mh

In addition, a Send Word Now message will be sent by the District whenever possible.

FIRE DRILLS

The Principal and Assistant Principal are responsible for conducting fire drills in order to instruct students and staff in exiting the school building during 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. Most are unannounced in order to provide meaningful practice.

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 disciplinary action, according to the Discipline Code.

MESSAGES TO STUDENTS

We ask that parents minimize the number of messages they leave for students. Anything important that students need to know for the day should be discussed before coming to school in the morning. Of course, if there is an urgent need to relay a message to a student, parents may call the Middle School Office at ext. 3119.

COPY MACHINE

A copy machine is located in the library for student use. Students are not permitted access to office copy machines.

LOST AND FOUND

Any student who loses articles should inquire in the Middle School office. Anyone who finds articles should bring them to the large Lost and Found bin in the MS cafeteria or to the MS office.

USE OF SCHOOL ELEVATOR

The school elevator is only available to students and teachers by prior arrangement and for special circumstances. There will be a \$5 charge if an elevator key is lost.

BICYCLE RACK

There is a bicycle rack on the front lawn in front of the outside Auditorium entrance for students who wish to ride their bikes to school. Students are expected to provide and use their own locks to secure their bicycles.

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 middle school will be eligible if he or 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
8410 Adopted 09-26-88

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; 411 Adopted 09-26-88

BUILDING PROCEDURES

Food and Drink

Food and drink may NOT be consumed out of the cafeteria unless special permission has been given by the Administration. Eating and drinking anything but bottled water is prohibited in hallways and classrooms. Students may bring bottled water only to classes. Students with special dietary needs must obtain permission from the nurse to consume food and drink outside the cafeteria. MS students are not allowed to order food to be delivered to the school, i.e. pizza, Chinese food, etc.

Students may not bring peanuts, peanut butter or any other nut products to school or school events.

The MS cafeteria and Commons must be kept clean at all times. Students are members of the school community and have a role in maintaining the facilities. Students are expected to work cooperatively with their tablemates to leave a clean table at the end of lunch. Lack of cooperation or disrespect for the lunch monitors will result in disciplinary consequences.

Off-Campus Privileges

Middle school students are NOT permitted to leave the school campus during the academic day unless signed out by a parent or guardian.

Prohibited and Electronic Devices

Any equipment that interferes with the educational environment is not permitted in the school building or on the school grounds at any time. The following items are specifically not permitted in the middle school:

Skateboards Rollerblades Playing cards
Laser pens Rollers on shoes
Any item (toys, etc.) that resemble a weapon of any kind

Cell Phones: If a student brings a cell phone to school, the following rules apply:

- The cell phone must be OFF and OUT OF SIGHT during the school day, which includes lunch and Activity Period.
- **Cell phones that are visible, audible or otherwise in use during the school day will be confiscated for parent pick-up.**
- The school is NOT responsible for lost or stolen cell phones.

IPods: If a student brings an IPod to school the following rules apply:

- Like cell phones, the IPod must be off, away and out of sight during the school day. 8th graders have the privilege of listening to IPods in the cafeteria. IPods that are out or in use other than 8th grade privilege will be confiscated for parent pickup.
- The school is NOT responsible for lost or stolen IPods.

Cameras/Recording Devices: may only be used with prior approval of the Administration.

Hats: Wearing hats in classrooms during instruction is at the discretion of the teacher.

This list is not exclusive and any other item that is unsafe or disruptive to the educational process or unsafe will be prohibited. **Students bring personal possessions to school at their own risk. Lockers should be kept locked at all times.**

Care of Textbooks and Uniforms

Students are issued required textbooks and uniforms. Students are held strictly accountable for the care of books and uniforms issued to them and are charged the full replacement value for damage or loss.

EXTRA HELP OPPORTUNITIES

In the middle school, there are two times each day when students can see teachers for extra help. These times of day are Triple A and Activity Period. Each has certain procedures that students are expected to follow:

- **TRIPLE A:** “Triple A” stands for **T**eachers **A**vailable for **A**cademic **A**ssistance. Triple A takes place during a student’s grade level lunch period. For example, when sixth graders have lunch Period 5, the sixth grade academic teachers are present in their rooms to provide extra help in their subject area. Students may choose to go to the teacher at the beginning of the period for the first 20 minutes or so and then go to the cafeteria for the remaining 20 minutes, but most students eat lunch first and then go to the teacher for the last 20-25 minutes of the period. There are several Triple A rules that students need to follow:
 - Students MUST have a pass from the teacher to leave the cafeteria. The pass is obtained from the teacher prior to the lunch period.
 - Students MUST sign out of the cafeteria after showing the security monitor the pass. Writing on the sign out sheet must be legible and include first and last name.
 - Students MUST go directly to the appropriate classroom without loitering in the halls or stairwells. Classes are in session and quiet is essential.
 - Student returns the pass to the teacher upon entering the classroom.

Teachers who have multiple grade levels (LOTE teachers, for example) are not all available during Triple A, so students should speak to those teachers to arrange a time that works.

- **ACTIVITY PERIOD:** Activity Period is from 2:20-2:40 unless there is a special schedule. The procedure for Activity Period is as follows:

6th Grade: This is a quiet time for students to get organized to go home, read, or get some work done. Students report to sixth grade classrooms according to last name. Attendance is taken and students who have passes from teachers may sign out.

Ab-Co	Room 200
De-Gl	Room 202
Go-Koh	Room 204
Kor-Na	Room 205
Ne-Ro	Room 108
Sa-So	Room 211
St-Ze	Room 110

7th Grade: Students report to the following rooms according to last name:

Ac-Da	Room 203
De-Hab	Room 206
Hal-Mai	Room 208
Mar-Sa	Room 210
Sc-Za	Room 207

Attendance will be taken. This is a quiet time to get organized to go home, read, or do homework.

Students may go to other teachers' classrooms with passes they have obtained from the teacher earlier in the day. Seventh graders may also go to shared locations listed below with passes obtained earlier in the day. Gym and Tech rooms are on a grade level rotation system.

Gym *
Tech Room *
Computer Room
Art Room
Home & Careers Room

This year, seventh graders can earn a Blue Pass (Privilege Pass). Students with a Blue Pass do not have to report to classrooms before going to shared locations and may choose to spend Activity Period in the BBMS cafeteria, which will be supervised. Students may use the game tables or Ipods in the cafeteria.

Blue Passes will be issued on a quarterly basis by Guidance Counselors. Students earn a Blue Pass for a quarter if:

- Report card grades are all A's and B's
- No disciplinary referrals
- Not sent out of any class for misbehavior
- No negative report from substitute left for teacher

Blue Passes may be revoked at any time during the quarter at the discretion of the principal.

8th Grade: Eighth graders have privileges for Activity Period; They may visit lockers and use cell phones in the 8th grade hallway, or go outside to the busport on nice days. Eighth graders do not have to report to classrooms to check in for Activity Period. Eighth graders may also go to shared locations listed below with passes obtained earlier in the day. Gym and Tech rooms are on a grade level rotation system.

Gym *
Tech Room *
Computer Room
Art Room
Home & Careers Room

Privileges will be revoked and a student will be assigned to report to a specific classroom and teacher if:

- Student has grade(s) of C or lower and is not showing up for extra help during Triple A or Activity Period as directed by the teacher.
- The student is in unauthorized locations during Activity Period.
- Behavior either in the building or outside on the busport is an issue.

MIDDLE SCHOOL ACADEMIC POLICIES

PROGRAM REQUIREMENTS FOR MIDDLE SCHOOL

	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
English Language Arts	2	1	1
Social Studies	1	1	1
LOTE (Languages other than English)	1	1	1
Mathematics	1	1	1
Science	1	1	1 ½ (inc. lab)
*Music (Band, Chorus or General Music)	½	½	½
Physical Education	½	½	½
*Home & Careers	1/5	¼	¼
*Technology	1/5	¼	¼
*Art	1/5	¼	¼
*Computer	1/5	¼	¼
AIS Math /Writing Workshop	½	½	½
*Health	1/5	¼	¼
+Electives		½	

* = these courses are referred to as “Unified Arts”.

+ = “Electives” include Sculpture, Ceramics, Adobe Photoshop, Web Page Design, Pinball , Just Desserts, Fitness, Games, Appliqué and Leadership seminar. Also, 7th graders take a semester of Green Project every other day and 8th graders take a semester of 21st Century Issues.

Key: 2 – twice daily all year
 1 – once daily all year
 ½ - every other day all year
 ¼ - every day for one marking period or every other day for a semester
 1/5 – every day for eight weeks

Please be aware - the following state-mandated testing and scores are minimum requirements for high school graduation:

1. **Math Regents** - students must pass **one** Mathematics Regents. Some 8th graders take the Integrated Algebra Regents.
2. **English Regents** - students must pass the English Regents.
3. **Global Studies Regents/U.S. History Regents** - students must pass the Global History and U.S. History Regents.
4. **Science Regents** - students must pass a Science Regents. Some 8th grade students take the Earth Science Regents.
5. **LOTE (Languages Other Than English) Proficiency** – Unless they are exempt, all middle school students must pass the New York State Second Language Proficiency exam.

RETENTION/SUMMER SCHOOL POLICY

The Blind Brook Middle School Faculty believes it is impossible for students to succeed in sequential courses without first mastering the beginning levels. This belief is supported by the New York State Learning Standards that require a solid foundation in basic skills and a comprehensive understanding of subject matter prior to graduation from high school. Every attempt will be made by the middle school staff to prevent student failure. However, failure occasionally occurs. It is the preference of the middle school for any student who may fail to make up the course(s) during summer school or by individual tutoring so that those students may remain on a par with their classmates.

More specifically, a student who, in a given year, fails a course required by state law or commissioner's regulation must exercise one of the three following options:

- attend and successfully pass an equivalent course in a Blind Brook approved summer school.
- Receive 30 hours of tutoring during the summer by a teacher certified in the subject being taught and approved by Blind Brook (with the district syllabus) and pass a final examination prepared by or approved by the school. The teacher will provide documentation for all the work done in the course.
- **Families are financially responsible for expenses incurred for summer school or tutoring.**
- Repeat the course during the following year although this may limit the student's choices of other courses. When circumstances warrant and scheduling options permit, the student will be scheduled as well in the next class in the sequence. If the student is successful in this next course, at the end of the first semester and upon the recommendation of its teacher, the student will be released from attendance at the lower level course.

A student who, in a given year, fails two courses required by state law or commissioner's regulation must exercise one of the three following options:

- attend and successfully pass an equivalent course in an approved summer school
- Receive 30 hours of tutoring during the summer by a teacher certified in the subject being taught and approved by Blind Brook (with the district syllabus) and pass a final examination prepared by or approved by the school. The teacher will provide documentation for all the work done in the course.

- Families are financially responsible for expenses incurred for summer school or tutoring.
- Repeat the two courses failed during the following year, which will limit the student's choices of other courses. When circumstances warrant and scheduling options permit, the student will be scheduled as well in the next class in the sequence. If the student is successful in this course, at the end of the first semester and upon the recommendation of its teacher, the student will be released from attendance at the lower level course. The principal has the option of waiving a non-academic course so the two levels of the same course can be accommodated for one semester.

A student who fails summer school or the tutoring experience must repeat the course.

A student who fails three or more such courses will be retained in grade. This decision may be appealed to the principal in writing by the student or his/her parents within 10 working days of notification of the failure. Such an appeal must state the reasons for not retaining the student. The principal, after consultation with appropriate school personnel (teacher, counselor, department coordinator, CSE Chairperson), will render a final determination within 10 working days of receipt of the appeal. Student records will reflect both summer school grades and grades earned during the year.

HOMEWORK POLICY

Please see the District website for a copy of the most recent BOE Homework Policy

MIDDLE SCHOOL MATH COURSE PLACEMENT POLICY

1. Seventh grade students have been placed in their Math 7 courses based on the results of the Math 6 placement criteria. These criteria include the results of the end of year placement test, the final course grade in Math 6, a Math 6 student behaviors rubric, and New York State Test results.
2. The progress of all students in the accelerated program will be monitored carefully. The teacher, math coordinator, and guidance counselor will review student grades at the end of each marking period. If a student is not performing up to accelerated math standards by achieving at least a B-, the principal, teacher, coordinator, and counselor will meet with the student and a parent(s). At that point the staff may recommend that the student transfer from the accelerated to the regular math class. However, it will be the family's decision to have the student transfer or stay in the accelerated class. A copy of the math department's recommendation will be placed in the student's file.
3. The progress of all students in the regular program will also be monitored carefully by the mathematics department. Any seventh grade student who satisfies the following criteria may be recommended for transfer into the accelerated math program on a trial basis and given assistance in catching up to the class. This will be done at the end of the first and second quarters, and again in June, at the end of seventh grade. The student's progress will be monitored carefully as described in #2.

- a. A course grade of A for each marking period.
 - b. A standardized test score history that indicates strong math aptitude.
 - c. Demonstration of the proper work habits needed for success in the accelerated program, including coming to class prepared, participating in class discussions and activities, being able to work cooperatively with classmates, and respecting classmates' right to learn in a positive environment.
 - d. The recommendation of the Math 7 teacher.
4. A student who wishes to transfer into 8th Grade Accelerated Math from Math 7 must take a Blind Brook designed exam during the intervening summer that covers the accelerated math 7 curriculum. The student must score 83 and over on this exam.
 5. Students will not be transferred from regular Math 8 to accelerated Math 8 once the school year has begun. Accelerated Math 8 students will take the Integrated Algebra Regents at the end of the year.

No student will be moved into an accelerated class if the class is already at maximum capacity.

ACADEMIC INTERVENTION SERVICES (AIS)

What are academic intervention services?

Academic intervention services have been mandated by the state [100.1(g)] to help students achieve the state learning standards in English language arts and mathematics in grades K-12. The services include additional instruction that supplements the general curriculum and provides students with the skills that they need to be successful in school. The intensity of such services will vary depending on the needs of the individual student. The services should be designed to respond to student needs as indicated through the results on State assessments and/or the district approved criteria at each grade level. At Blind Brook Middle School, additional instruction means the provision of extra time for focused instruction and, for some students, increased student-teacher instructional contact time designed to help students achieve state learning standards. Academic Intervention Services shall be made available to students with disabilities on the same basis as non-disabled students, provided, however, that such services shall be made available to the extent consistent with the students' individualized education plans.

Academic Intervention in English Language Arts

This year, AIS ELA no longer exists in its past form. Instead, we will offer Writing Workshop to students in each grade level who would benefit from extra support with writing and literacy skills. This will include students who would have qualified for AIS ELA as well as others.

Academic Intervention in Mathematics

One section of AIS Math is offered at each grade level. The AIS math teacher communicates with the grade level math teachers regularly to reinforce and support the math lessons and prepare for upcoming tests. Mini-lessons in math concepts which need review are also part of the AIS math period. Some students may enter or discontinue AIS math once the year is in progress, most commonly when the quarters change. AIS Math is offered during elective period every other day.

ESL/ELL

English as a Second Language (ESL) is a specially designed program for students who have limited English proficiency (LEP). Any student whose first language is not English and who has not yet developed the English language proficiency needed for social and academic success in our school is eligible for the program. Proficiency is determined by an evaluative process approved by the State Education Department.

REPORTING PUPIL PROGRESS

Blind Brook Middle School employs a variety of methods to inform students and parents of 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 Progress Reports, parent conferences, and teacher contact and communication via phone or email. Effective and timely home school communication is most important in your child's success in school. If you have any questions about your child's progress, please contact his/her teacher or guidance counselor.

Report Cards

A report card is issued at the end of each quarter, i.e. every ten weeks. Grades are simply reported as:

A+	=	97-100	-	4.00	(for accelerated 8 th Grade classes only)
A	=	93-100	-	4.00	
A-	=	90-92	-	3.67	
B+	=	87-89	-	3.33	
B	=	83-86	-	3.00	
B-	=	80-82	-	2.67	
C+	=	77-79	-	2.33	
C	=	73-76	-	2.00	
C-	=	70-72	-	1.50	
D	=	65-69	-	1.00	
F	=	55-64	-		

Progress Reports

The Progress Report is an important part of the school's reporting to parents, 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, and participation. A careful reading of this report can be helpful in assessing the student's overall strengths and weaknesses.

Progress Reports will be issued as follows:

- a. **Full Year Courses:**
 - October - all students whose achievement is inadequate
 - December - all students
 - March - all students
 - May - Students in danger of failing or whose work has markedly declined
- b. **Semester Courses:**
 - 7th week of course - all students
 - 14th week of course - students in danger of failing or whose work has markedly declined
- c. **Quarter Courses:**
 - 5th week of course - students whose achievement is inadequate

It is important to note that grade level academic teams meet regularly and you will be contacted by either a teacher or guidance counselor if necessary at other times during a quarter. If you are concerned about your child's progress, the guidance counselor can set up an appointment for you to meet with the teacher or the grade level team.

STANDARDIZED TESTING

As part of the No Child Left Behind (NCLB) federal legislation, Blind Brook participates in the comprehensive state testing program.

1. The English Language Arts Assessment is administered to grades 6-8.
2. The Mathematics Assessment is administered to grades 6-8.
3. The Social Studies Assessment is administered to grade 8.
4. The NYS Science Test is administered to some students in 8th grade.

The results of these tests are important to individual students and may determine placement in AIS. Data is also used to analyze the effectiveness of the district's programs in meeting state learning standards.

HOMEBOUND INSTRUCTION

Tutors shall be employed, as determined by the Superintendent, on an hourly basis, upon certification by a physician that a pupil will be absent for an extended period of time. Where, in the district's judgment, a pupil shall be eligible for homebound instruction, middle school pupils (6-8) will receive ten hours of instruction per week.

INTERSCHOLASTIC ATHLETICS 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.

Blind Brook is a member of the Lower Hudson Athletic Council Conference IV and participates in League 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. Upon completion of the necessary paperwork, students will be issued a blue card to present to their coach. 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.

The following sports are offered for middle school students. As per New York State law, students are not eligible to participate in the interscholastic athletic program until they enter the 7th grade. Middle school students may play on Varsity or Jr. Varsity teams only if they pass the state mandated Selective Classification Program and if their skill level indicates they will be able to have significant playing time.

This year there will be only one girls' team and one boys' team (7th and 8th graders together) in each sport with the exception of cross-country and track.

Fall Sports

(Starting the first week of September; ending early November)

Modified Soccer (separate teams for girls and boys)

Modified Cross-Country: (for boys and girls)

Modified Volleyball (for girls)

Modified Tennis: (for girls)

Modified Football (for boys)

Winter Sports

(Starting late-November; ending mid February)

Modified Basketball (separate teams for boys and girls)

Spring Sports

(Beginning early March; ending first week of June)

Modified Baseball (for boys)

Modified Softball (for girls)

Modified Tennis (for boys)

Modified Spring Track – (for boys and girls)

Lacrosse (separate teams for boys and girls)

CLUBS

All students are encouraged to participate in the Middle School clubs that are offered. Clubs meet after school from 2:40-apx. 3:15pm; clubs offered will vary each year. Clubs may include:

Community Service	Yearbook	Art Club
Dramatic Production	Technology Club	Newspaper
Intramural Sports	Jazz Ensemble	Chamber Ensemble
Int. Cooking Club	Student Govt.	
Destination Imagination		

Activity Period (2:20-2:40pm)

The primary purpose of this period is to receive extra help from teachers. Extra help is also available during lunch periods (Triple A).

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. Handicapped pupils 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

Special Education Services are provided to students who have been classified by the Committee on Special Education (CSE) in accordance with their Individual Educational Plan (IEP) as follows:

- Consultant Teacher Services – specially designed individual or group instruction by a special education teacher within the regular education setting through either an indirect or direct manner.
- Resource Room – specialized supplementary instruction in a small group setting (5:1).
- Integrated Program – a special education class within the regular education class which may include modification of curriculum and/or grading in accordance with individual student needs.
- Counseling
- Speech and Language Therapy
- Occupational and Physical Therapy

PEER TUTORING PROGRAM

Middle School students are able to receive extra help in their course work from high school student tutors who volunteer to tutor a student at least once a week, usually during Activity Period. A student may be referred for a peer tutor by his/her teacher or counselor or the student may request a tutor. For information, contact Elise Sosnow at ext. 3132.

STUDENT GOVERNMENT

The Blind Brook Middle School Student Government is comprised of elected students who are eager to organize various school events such as dances and school spirit weeks as well as fund-raising events to help different community groups. All grade levels are represented and will have a chance to develop important leadership skills.

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, the school does not promote or sponsor individual fund-raising or service projects of students and fund-raising for non-school purposes is not 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 middle school faculty and student body gathers for class meetings, special programs, or assemblies. These are an important part of students' educational experience. All students are required to be present at these meetings.

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 events.

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
- Cell phones must be off and out of sight

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 their final report card.

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 in using computers as the class requires. As available, computers are open to students for drop-in use.

WRITING CENTER

The MS/HS Writing Center is located in the Library. Students who enjoy writing or who need some extra help with writing assignments may go to the Writing Center during Triple A, Activity Period or other times of the day as schedules permit.

OPPORTUNITIES FOR PARENTAL INVOLVEMENT

PARENT TEACHER ASSOCIATION

The Blind Brook Parent Association encourages the involvement of all parents with students in grades K-12. Meetings of the PTA are held monthly and are listed on the district calendar. The PTA provides a wide variety of services to the schools, including funds to support various educational programs, a periodic newsletter, and after school supervision program for younger students, special programs for parents, and other worthwhile activities. The fund-raising efforts of the PTA provide important curricular enrichment activities, seed money for new programs, and equipment that enhances the educational program for all students.

MIDDLE SCHOOL PARENT CONVERSATIONS

The Principal meets with parents of students in grades 6-8 to explore issues of mutual interest in the operation of the school with the aim to improve the overall quality of education. All parents are welcome to attend. Please consult the District Calendar for actual dates.

ATHLETIC ADVISORY COMMITTEE

The Director of Athletics meets monthly with parents to explore a variety of issues related to the athletic program. Meetings are normally held monthly on Thursdays at 7:30 pm. For more information, please contact James Spano, Director of Athletics.

COMMITTEE ON SPECIAL EDUCATION

The CSE/CPSE Chairperson, Harry Burg, is responsible for chairing the Committee on Special Education, which determines a student's need for special services and the nature of the services provided. The Committee has parent representation. Parents interested in serving on this important committee should contact the Chairperson at extension 3033.

OPEN HOUSE

The annual Blind Brook Middle School Open House is held in the fall. The date is listed on the District Calendar. 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 mailed out in mid-September.

PARENT ORIENTATION

A special orientation evening meeting is held in the spring for parents of incoming sixth grade students. This meeting provides an overview of the academic and co-curricular programs in the Middle School, as well as the behavioral expectations for students. The date will be listed on the District Calendar. There will be an orientation for the incoming sixth grade students as well. This student orientation will take place during the school day; the date is listed on the District Calendar.

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 defined as excused or unexcused. All excused absences require the presentation of appropriate documentation to the nurse or the attendance office 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 supervised study activities 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 supervised study activities 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	Dental/medical appointments
Sickness or death in family	Visits to colleges (Beyond 4 for Junior Year and 4 for Senior Year)
Military obligations	Religious holidays
Required attendance in court	

Supporting documentation must be presented for each of the above listed types of absences to be considered excused, e.g., note from 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).
- 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 makeup 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.

BLIND BROOK ELEMENTARY/MIDDLE/HIGH SCHOOL

CODE OF CONDUCT (abridged version)

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 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 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.

Students may be asked to wear appropriate protective gear in certain classes (i.e. home economics, shop, PE). Hats, clothing and attire which have an expression (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 forbidden. Hats may not be worn inside the elementary school. Middle/high school students may wear hats in school hallways. Middle school students may not wear hats in class; high school students may wear hats in classes where teachers do not object. 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 abdomens must be covered at all times. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

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 discipline. The parent/guardian will be notified 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 discipline.

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 will not accept responsibility for their own behavior and who violate these school 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. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (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 judgment and discretion. Should elementary school students be removed from the classroom by the teacher, they will see the assistant principal and/or the school counselor regarding the disruption. Depending on the severity of the disruption, the principal or the principal's designee will follow levels 1, 2, 3 or 4 in the discipline system misconduct/response structure in this policy. Middle/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 or she was removed from the classroom (during the principal or principal's designee's review) and give the student a chance to present his or her version of the relevant events within 24 hours.

The teacher must complete a district-established disciplinary removal form (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 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 VIII 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 UNSAFE SITUATIONS

All students are encouraged to promptly report unsafe situations 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, an elementary, middle school or high school administrator or designee or the superintendent.

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.

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 Asst. 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 a 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.

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 pgs. 2-4)

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. 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.

**D. BLIND BROOK ELEMENTARY/MIDDLE/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		Analytic discourse
Violating general rules and regulations as outlined in the Student Handbook	The supervising staff member or observer immediately intervenes and applies the most appropriate disciplinary option	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, ass't. 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 asst. principal, using the conduct referral form	Continuation of Level I options
Defacing school property (graffiti) Minor theft		Conflict Resolution
Truancy		Sustained counseling
Insubordination	The principal and/or asst principal meets with the student and/or teacher to investigate the incident and determine the most appropriate disciplinary response.	Parental conference
Cheating, Plagiarism, Lying		Removal from certain privileges, activities or sports
Gambling		Send to principal or assistant principal's office
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 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		Full restitution of damages
	A monthly report of all disciplinary referrals is sent to the Superintendent, the principal and the counselors	

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
Physical or verbal threats or harassment; sexual harassment or lewd heavier; or severe taunting or bullying in any form.	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
Stealing		School community service
Horseplay that endangers others		Referral to outside agency
Fighting		Mandatory long-term in-school counseling
Vandalism	If he deems it necessary, the principal contacts outside agencies	In-school suspension and notification to the Superintendent.
Gambling		Full suspension (1-5 days) depending upon the offense and notification to the Superintendent
Pernicious use of The Internet	The principal records the infraction and the disciplinary response in cumulative record	Initiate a Superintendent's Hearing
Possession of drug paraphernalia; possessing, using or being under the influence of unauthorized substances on school property or at school-sponsored activities		School official contacts proper authorities

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. 24)		
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.

VII. 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, look-alike, 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.

C. 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.

D. 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.

E. 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.

F. 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.

G. 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

All students are expected to abide by the following policy. Students will be sent a form to sign and return to the school agreeing that they have read the policy and understand their responsibilities.

ACCEPTABLE USE POLICY

Terms and Conditions for Student Use of the Internet, District Network and Technology for Grades 6-12 2009-2010

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, the district network applications and web based instructional 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 such 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 by 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.

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.

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

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, 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 work 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.

In every instance in which the teacher ascertains that cheating or plagiarism has occurred or believes that there was an 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, including parents must first sign-in to the building with the security officer to receive a visitor's pass. The visitor, including parents, must then report to the principal's office and receive proper authorization before going anywhere else 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. However, unscheduled visits at any time when school is in session are extremely counterproductive and disruptive of the educational process for all students. Scheduling an appointment or writing an e-mail gives teachers the time to prepare a response that will be informative and helpful.

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 judgment does not pose any immediate threat of injury to persons or property, the principal or his/her designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or his/her designee shall also warn the individual of the consequences for failing to stop. 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.