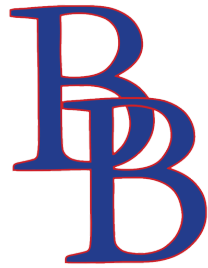


**BLIND BROOK HIGH SCHOOL**

**FAMILY GUIDEBOOK**

**2023-2024**



## **Welcome from the High School Principal**

August 2023

Dear Members of the Blind Brook High School Community,

Welcome to the 2023-2024 academic year!

The Blind Brook High School Family Guidebook has been crafted to provide students and families with important information about the philosophy and mission of the school as well as the policies, process, and procedures that guide our day-to-day operations. This guidebook has been updated to align with the Blind Brook-Rye School District Reopening Plan. Please take the time to familiarize yourself with the contents of the Guidebook so that you might better understand the expectations, responsibilities, and privileges of membership in this community of learners. Please use this guidebook when you have questions regarding the operation of the school day.

The faculty, staff, and administrative team are available to assist you in any way necessary. Please feel free to contact us with your questions or concerns.

Dr. Jennifer Chirles  
High School Principal

## **DISTRICT MISSION STATEMENT**

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

### ***Blind Brook Belief Statements***

1. We value the development of caring, respectful and ethical individuals and are committed to cultivating in our students an integrity that will inform their conduct in all aspects of their lives.
2. We believe that open and respectful communication between students, district employees, parents and the community will contribute to a more dynamic and effective school environment.
3. We strive to develop creative, adaptable and skillful individuals who think critically, solve problems and take leadership roles in society.
4. We believe that a physically and emotionally safe and healthy environment is essential for the growth and development of our students and employees.
5. We embrace the varied learning styles and capabilities of our students and are committed to providing diverse opportunities for them to demonstrate their gifts and maximize their potential.
6. We are committed to recruiting, developing and retaining high quality individuals to work with our students and families.
7. We believe interdisciplinary learning best promotes intellectual development, personal growth and effective communication.
8. We believe that appreciating differences fosters a common respect for each others' humanity.
9. We are committed to providing students opportunities to pursue their passions through a wide range of academic and extra & co-curricular activities.
10. We believe that access to information and proficiency in technology are essential components to teaching and learning.

Adopted by the Board of Education, 12/07

## **PARENT TO SCHOOL COMMUNICATION**

Communication and collaboration between parents and the school staff is an essential part of the teaching and learning process. To support parents in answering their questions or concerns in the most effective way, we have established a document to effectively communicate between parents and school personnel. The communication protocol starts with the staff member closest to the situation, so that problems can be handled quickly and efficiently.

### **Parent / School Communication Guide**

#### **PRINCIPAL**

The Principal, Dr. Jennifer Chirles, is responsible for all aspects of the high school operation, including curriculum, personnel, and student and parent affairs. She reports to the Superintendent of Schools. Her office is located in the High School Main Office on the first floor. She can be reached at extension 4101.

#### **ASSISTANT PRINCIPAL**

The Assistant Principal, Mr. Mark Greenwald, reports to the high school principal and is responsible for attendance, scheduling, testing, and student supervision and discipline in the high school. His office is located in room HLC4 on the second floor in the high school. He can be reached at extension 4100.

#### **SCHOOL GUIDANCE COUNSELORS**

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

The school guidance counselors are Susan Binney x4601, Deborah Dubin x 4602, Laura Hoefler x 4604 and Stephanie Jacobs x 4603.

## **PUPIL PERSONNEL SERVICES**

The Director of Pupil Personnel Services, Mr. Harry Burg, together with the Assistant Director, are responsible for all special education programs in the school district, and for the supervision of all Special Education Staff. Mr. Burg can be reached at extension 4504, his office is located in the main office.

## **SCHOOL PSYCHOLOGIST**

Mrs. Carrie Merlo is our School Psychologist for all students in the high school. She works closely with the guidance counselors in assisting students with their academic and personal needs, and is responsible for all individual psychological testing. She also provides confidential counseling for students experiencing difficulties at school or elsewhere. Ms. Merlo is available to assist either individual students or groups of students, to refer students to outside agencies, and to provide parent consultations. She can be reached at extension 4451.

## **SOCIAL WORKERS**

Social Worker for the middle school, Mrs. Rachel Mileo, and Social Worker for the high school, Ms. Tenisha Neil-Robinson, will be helping students to be socially, emotionally and academically successful. They will meet with students individually and/or in group settings as necessary. Mrs. Mileo can be reached at extension 3202 and Ms. Neil-Robinson can be reached at extensions 4451.

## **STUDENT ASSISTANCE SERVICES**

Mrs. Monique Tricarico, Student Assistance Coordinator, works every day providing educational prevention and intervention services related to substance use and abuse. She can be reached in the Athletic Suite at extension 4449.

## **ATHLETIC DIRECTOR**

Ms. Kim Saxton is responsible for the physical education and health curricula and all aspects of the Interscholastic Athletics Program including program management, hiring and evaluation of coaches, team scheduling, and student selection and discipline. Her extension is 4500.

## **SCHOOL NURSE**

The school nurses, Mrs. Gerilyn Park and Ms. Amrita Dhanoa are 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. They can be reached at extension 4220.

## **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:

Mr. Jon Ambrosio ext. 4105

### Social Studies:

Mr. Marko Markolovic ext. 4301

### Mathematics:

Mr. Mike McCarvill ext. 4319

### Science:

Ms. Katie Martino ext. 4326

### Foreign Language:

Mr. Matthew Castelli ext. 3205

### Special Education:

Ms. Penny Weistrop ext. 3235

### Physical Education:

Ms. Kim Saxton ext. 4500

### K-12 Art Advisor:

Ms. Paige Bounocore ext. 4334

### K-12 Music Advisor:

Mr. Donald Whitman ext. 4338

Please refer to the [BBHS School Employee Directory](#) to contact faculty or staff.

## **DISTRICT CALENDAR 2023-2024**

### BBHS Letter Day Calendar

August 30-31	Superintendent's Conference Days
September 4	Labor Day
September 5	1st Day of School for Students
September 25	Yom Kippur
October 4	District PD - Early Dismissal
October 9	Columbus Day/Indigenous People's Day
November 9	Superintendent's Conference Day
November 10	Veteran's Day (Observed)
November 22	Early Dismissals (12:50 pm & 1:30 pm)
November 23-24	Thanksgiving Recess
December 25-29	Holiday Recess
January 1	Holiday Recess
January 2	Schools Reopen
January 15	Martin Luther King Day
February 7	District PD - Early Dismissal
February 19-23	Winter Recess
March 6	District PD - Early Dismissal
March 25-April 1	Spring Recess
April 22-23	Holiday Recess
May 1	District PD - Early Dismissal
May 27	Memorial Day
June 19	Juneteenth
June 20	Moving up & Graduation Ceremonies
June 26	Last Day of School

## **OFFICE OF CHILDREN AND FAMILY SERVICES (OFCS)**

To report any incident of suspected child abuse, please call OCFS directly at 1-800-342-3720. Reports can also be made online through their website at <http://ocfs.ny.gov/main/cps/>.

## **HEALTH CHECKS**

The District has purchased a web-based app that will allow parents and employees to confirm the health of the person who will be entering a school building. The program, called COVID-19 Screening Attestation, is a web-based form that can be accessed either through a computer, tablet or smartphone. Through this app individuals will be able to attest that either they (for employees) or their child (for parents) have not exhibited any of the aforementioned symptoms since their last visit to a Blind Brook school building. This includes affirming that their child does not have a temperature of 100 °F or greater. This form will have to be completed and submitted prior to the student or employee's arrival on school property. For students, this includes a student's admittance onto a school bus. Any student or employee who does not have a submitted form for that day will not be admitted into the school building. For students, their parents will be called to have the child picked up. Employees who do not have a completed form will be sent home.

## **SCHOOL HOURS & DAILY SCHEDULE**

The regular school day at Blind Brook High School is from 7:50 AM until 2:40 PM. It consists of six - 53 minute instructional periods. An academic assistance period for high school students is scheduled daily from 2:22 PM to 2:40 PM.

Our interscholastic athletic program begins at 3:15 PM and our detention program is before school starting at 7:10 AM and after school starting at 2:50 PM in room M202.

All clubs and activities meet either before or after school.

## **BLIND BROOK HIGH SCHOOL**

The BBHS school day begins at 7:50am and ends at 2:40pm. The schedule is structured into an eight day rotating drop block schedule with each day consisting of six 53-minute instructional periods, one 48-minute lunch period and a 20 minute Extra Help/Activity period.



### DAILY SCHEDULE - Traditional Schedule

	A	B	C	D	E	F	G	H
7:50 - 8:43	1	2	3	4	1	2	3	4
8:46 - 9:39	2	3	4	1	2	3	4	1
9:42 - 10:35	3	4	1	2	3	4	1	2
10:38 - 11:31	<b>LUNCH</b>							
11:34 - 12:27	5	6	7	8	5	6	7	8
12:30 - 1:23	6	7	8	5	6	7	8	5
1:27 - 2:20	7	8	5	6	7	8	5	6
2:20 - 2:40	<b>Academic Assistance</b>							

### BLIND BROOK HIGH SCHOOL SCHEDULE 1 HOUR DELAY

	A	B	C	D	E	F	G	H
8:50 - 9:40	1	2	3	4	1	2	3	4
9:43 - 10:30	2	3	4	1	2	3	4	1
10:33 - 11:20	3	4	1	2	3	4	1	2
11:23 - 12:10	<b>LUNCH</b>							
12:13 - 1:00	5	6	7	8	5	6	7	8
1:03 - 1:50	6	7	8	5	6	7	8	5
1:53 - 2:40	7	8	5	6	7	8	5	6

**BLIND BROOK HIGH SCHOOL  
2 HOUR DELAY**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
9:50 - 10:29	1	2	3	4	1	2	3	4
10:32 - 11:11	2	3	4	1	2	3	4	1
11:14 - 11:53	3	4	1	2	3	4	1	2
11:56 - 12:35	<b>LUNCH</b>							
12:38 - 1:17	5	6	7	8	5	6	7	8
1:20 - 1:59	6	7	8	5	6	7	8	5
2:02 - 2:40	7	8	5	6	7	8	5	6

**BLIND BROOK HIGH SCHOOL  
3 HOUR DELAY**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>
10:50 - 11:22	1	2	3	4	1	2	3	4
11:25 - 11:55	2	3	4	1	2	3	4	1
11:58 - 12:28	3	4	1	2	3	4	1	2
12:31 - 1:01	<b>LUNCH</b>							
1:04 - 1:34	5	6	7	8	5	6	7	8
1:37 - 2:07	6	7	8	5	6	7	8	5
2:10 - 2:40	7	8	5	6	7	8	5	6

## HEALTH OFFICE PROCEDURES

The nurse's office is located on the first floor across from the main office and is staffed between the hours of 7:50 AM and 2:50 PM to assist students with health related issues. Symptomatic students or staff members will follow the [Center for Disease Control and Prevention's guidance](#) unless otherwise directed by a healthcare provider or the local department of health. If any individual shows potentially life-threatening symptoms such as trouble breathing or pain in the chest area, a call will be made to 911 immediately.

Illness during school: Students or staff who become ill during the school day or are exhibiting symptoms of COVID-19 are to report immediately to the nurses office.

Accident or injury during school: Otherwise health students who have had an accident or injury should report to the nursing office. 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.

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

Sports Physicals: New York State law requires that each student interested in participating in an interscholastic athletic activity must have an up to date physical. This physical MUST be conducted by either your private physician or the school's doctor. Students may make appointments with the school's doctor at any time by calling:

Dr. Ann Engelland at (914) 698-5544

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

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

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

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

## **EMERGENCY SCHOOL CLOSINGS**

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

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

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

Parents are requested to avoid calling schools on days of poor weather; it is important to keep school phone lines open. School closing and delayed starting times will be announced over our website, cable television channels 12 and 77 and local radio stations. The following radio stations will carry information regarding emergency closings: WFAS - AM 1230 kh WGCH - AM 1490 kh WHUD - FM 100.7 mh

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

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

## **EVACUATION AND LOCKDOWN DRILLS**

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

All students are expected to cooperate with staff members during evacuation drills, and to leave the buildings in a quiet and orderly manner. The exit route is posted in each room. Students must stay with their teacher. Distracting behavior will be subject

to either teacher or administrative discipline. Teachers will take attendance after leading classes outside.

## **RELIGIOUS OBSERVANCE (POLICY 8360)**

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

The days on which members of a religious group may be absent to observe a religious holiday (legal absence) will be noted on the school planning calendar and the District calendar distributed to parents/guardians. Out of respect for a student's observance of these holidays, teachers will be sensitive to the needs of the student by allowing them to make up all class work, homework, and tests without penalty. Parents/guardians are encouraged to notify the school prior to the absence in order to assist the staff in instructional planning and in meeting the needs of the student. 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 rescheduling a specific test for an individual student, providing notes or tape recordings of review sessions, providing make-up review sessions, and the like.

## **BULLETIN BOARDS**

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

## **COPY MACHINE**

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

## **LOST AND FOUND**

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

## **USE OF SCHOOL ELEVATOR**

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

## **ELIGIBILITY REQUIREMENTS FOR TRANSPORTATION (Policy 5730)**

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

Any pupil in kindergarten through 5th grade will be eligible if he/she lives more than .75 miles from the school and a student in grades 6-12 will be eligible if he/she lives more than 1.5 miles from the school. Any resident, now living in the district, who applies on or before April 1 of each year will be provided with transportation; the District will accept late applications if a reasonable explanation is provided, as required by law.

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

## **SCHOOL BUS SCHEDULING AND ROUTING**

Bus routes will be established under the direction of the Superintendent in cooperation with the district administrator. Both students and drivers will wear masks and social distance on the school bus.

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. Turnarounds: Turnarounds 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.

## **STUDENT BEHAVIORAL EXPECTATIONS**

### **DISTRICT ATTENDANCE POLICY 7110**

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 the parent/student guidebook.
- Copies of this policy are made available to any community member, upon request, and posted on the District web site.

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

### **DEFINITION OF ATTENDANCE TERMS**

All absences will be recorded daily by classroom teachers. Absences will be recorded as unexcused until or unless a student presents appropriate documentation to the nurse or the attendance office within 24 hours of the absence. During remote learning, students are expected to attend all classes as assigned and follow the same attendance conditions as in-person learning.

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

1. A student's failure to attend any or all of his or her scheduled periods of actual instruction or academic support periods for the full duration of said period(s) of instruction or activity;
2. A student's late arrival of more than ten (10) minutes to any of his or her scheduled periods of actual instruction or academic support periods during the course of a school day; and/or

3. A student's departure from and failure to return to any of his or her scheduled periods of actual instruction or supervised study activities prior to the official dismissal of said period of instruction or activity.

## CLASSIFYING ABSENCES

- **Excused Absences** are those absences attributable to:

Sickness	Dental/medical appointments
Sickness or death in family	Military obligations
School related functions	Required attendance in court
Religious holidays	
Visits to colleges (Limit 4 for Junior year and 4 for Senior year)	

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

- **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.
- **Unexcused Absences** are undocumented absences and all other absences such as: truancy, family vacation, babysitting, oversleeping or missing a bus.
- **Truancy/Cutting Class**: When a student makes a conscious decision not to attend a class(s), he/she is jeopardizing their education. The willful decision not to attend an assigned class is a cut. According to the district's code of conduct, cutting is classified as a level II infraction and will result in a detention. Missing a detention will result in the student being assigned a double detention.

### 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 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 5, 9, or 18 absences rule are those due to medical excuses accompanied by a doctor's note 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 a parental relationship will receive an email or a telephone call from the District on the date that the student is absent or departs early without a proper excuse, informing the parent of the student's absence or early departure.

- Parents/persons in a parental relationship will be notified if there is a pattern of tardiness to school or a particular class(es) by the classroom teacher.
- Parents/persons in a 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 composed 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 or respective attendance office 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.

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 at the security desk 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.

High school parents may call or email the attendance office to report an absence,

tardy, or early dismissal:

High School: [hsattendance@blindbrook.org](mailto:hsattendance@blindbrook.org); 914.937.3600 ext. 4098

At the high school, 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 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 cut.

## **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 course 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 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, 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 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.

Building Principal(s)

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.

### **TARDY PROCEDURE**

When students are late to school in the morning, they must sign in with the security desk. 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 FOR LEARNING CENTER**

Attendance in the learning center will be handled in the same manner as all other

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

## **ATTENDANCE INCENTIVES**

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

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

## **GRADES AND COURSE ATTENDANCE**

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

## **MAKE-UP PROVISIONS FOR GRADES**

### **Participation Grades**

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

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.

## **STUDENT BEHAVIORAL EXPECTATIONS AND CONSEQUENCES**

### **SENIOR OFF-CAMPUS PRIVILEGES**

Seniors are permitted to leave school grounds during **lunch** and their **free periods** with written parental permission. [OFF-CAMPUS SENIOR LUNCH PRIVILEGE PERMISSION FORM](#)

Off-campus privileges apply only to **free** periods. Any senior needing to leave school early must be signed out by a parent or another adult on the dismissal sheet.

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

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

### **FOOD AND DRINKS**

Food and drink may be consumed in the Cafeteria/Commons and in the outer rotunda and lawn areas only, unless special permission has been given by the administration. Students may bring only bottled water to classes. Students with special dietary needs must obtain permission from the nurse to consume food and drink outside the designated areas.

Water fountains will not be available. Students are encouraged to bring their own water bottles and use the refilling stations throughout the building. To limit the number of people coming to the school building, parents are discouraged from dropping off food to

the school and students are prohibited from ordering lunch to the school (Ex. Uber Eats).

## **AUTOMOBILES/PARKING LOT SAFETY**

**Parking on-campus is a Senior Class privilege. Only seniors will be able to register their vehicles.** Applications are available on the Blind Brook High School website under “school forms”. Rules and regulations regarding the use of automobiles on school grounds will be available as part of the permit application and must be followed. Failure to register a vehicle or failure to follow established rules and regulations will result in:

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

Any car not parked in the proper area will have the parking privilege revoked. No student may sit in a parked vehicle or “hang out” in the parking lot at any time during the school day.

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

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

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

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

## **COMMONS AND LOCKER AREAS**

The Commons offers a pleasant atmosphere to gather and socialize. This is not an area for active play but a place where students may gather with their friends. Students are not permitted to bring to school any of their own equipment (i.e.

basketballs, tennis balls). **Gambling is never permitted on school property.**

Lockers will be in use throughout the school year. Students should be mindful to not congregate in the locker areas and to use physical distancing. Students must use their school-issued lock on the lockers. Lockers will be assigned and can be found in the eSchoolData Portal.

## **CODE OF CONDUCT**

- Purpose
  - Set of expectations for conduct on school property and at school functions.
  - Identify the possible consequences of unacceptable conduct
- Key Components
  - Rights and responsibilities of: Students, Parents, Teachers, Administrators
  - Prohibited Student Conduct and Disciplinary Penalties
  - Academic Integrity Responsibilities: Student, Teacher , Parent
  - Transportation & Bus Rules
  - Public Conduct on School Property
- Summary of infractions
  - The following is a list of behaviors in violation of School District rules and expectations and corresponding disciplinary sanctions for such conduct. This list is not exhaustive and the Building Principal and/or Superintendent, or his designee, has the authority to determine the level of offense and corresponding response.

### **Behavior Expectations during the 2021-2022 school year:**

Students are expected to comply with district health and safety guidelines to minimize the spread of COVID-19. This includes, but is not limited to any mask wearing requirements. Students violating health and safety protocols will be addressed using the Blind Brook-Rye UFSD Code of Conduct.

**To access the Blind Brook-Rye UFSD's code of conduct, please use the following link:**

[Code of Conduct](#)



## LEVEL I

Misbehaviors classified in this level represent relatively minor infractions of established procedures that impact the orderly operation of the school and its educational process. Generally speaking, this level contains behaviors which are disorderly, disruptive, or not conducive to a learning environment. The frequency of their occurrence shall determine the appropriate disciplinary response and their reclassification at a higher level.

<u>Infraction</u>	<u>Optional Responses</u>
Violating general rules and regulations as outlined in the Student Code of Conduct	Verbal reprimand
Continued violations of the dress code	Analytic discourse
Littering and/or failure to properly discard lunch waste	Supervised study to be assigned at teacher's discretion
Neglecting to return required forms	Conflict resolution
Continued failure to be prepared with class materials, supplies, and equipment	Counseling
Continued failure to carry out teacher directions in class activities and assignments	Parental notification (orally or in writing)
Disruptive or disorderly behavior in school, on campus, or on the school bus, including (but not limited to) excessive noise, throwing food/beverages, or running in the halls.	Clean-up and/or payment/repair of damage
Use of profanity or obscenity	Confiscation of device
Eating food in non-designated areas or times without permission	Covering or removing offensive item
Unauthorized use of electronic devices, including phone, tablet, headphones.	Interim Reports
	Short term removal from activity, sport, and/or privileges
	Detention

## LEVEL II

This level includes misbehaviors of a frequency and severity which tends to disrupt the learning climate of the school and seriously affect the student's own education or that of others. Level II infractions may be the result of Level I misbehaviors which go unremedied or unmodified.

<u>Infraction</u>	<u>Optional Responses</u>
Unmodified or more severe Level I misbehavior	Continuation of Level I Options
Defacing school or personal property	Conflict Resolution
Minor theft	Sustained counseling
Truancy	Parental conference
Insubordination	Extended removal from certain privileges, activities or sports
Cheating, Plagiarism, Lying	Send to principal or assistant principal's office
Horseplay or Physical Aggression	Suspension of school bus transportation (on bus offense)
Gambling	In-school suspension
Leaving school buildings and/or grounds without permission	Out-of-school suspension
Class cutting, tardiness	Full restitution of damages
Verbal abuse and harassment of students, faculty, and staff	Reduced grade (in cases involving academic misconduct)
Discrimination	
Inappropriate use of the Internet	
Inappropriate use of electronic devices such as phone, tablet, smart watch, etc. including taking pictures, recordings, and sharing.	
Forgery or fraud, including use of another person's identity for cafeteria, library, or computer access without permission.	
The use of racially insensitive and/or inappropriate language.	

### 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

#### Infraction

Unmodified or more severe Level II misbehavior

Physically threatening other students or staff; physical harassment; intimidation

Severe taunting, bullying

Hazing

Stealing

Conduct which creates a substantial risk of physical injury

Fighting

Vandalism

Repeated verbal abuse and harassment of students, faculty, and staff.

Sexual harassment or lewdness, including indecent exposure

Pernicious use of the internet

Selling, using, distributing, or possessing obscene material

Possession of drug paraphernalia; possessing, using or being under the influence of unauthorized substances on school property or at school-sponsored activities

Displaying what appears to be a weapon.

Threatening to use any weapon.

#### Optional Responses

Continuation of appropriate Level II options

Full withdrawal of participation in school activities/sports

Referral to outside agency

In-school suspension and notification to the Superintendent.

Full suspension (1-5 days) depending upon the offense and notification to the Superintendent

Initiate a Superintendent's Hearing

School official contacts proper authorities

## 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.

### Infraction

Unmodified or more severe Level III behaviors

Possession and/or sale of stolen property

Coercion of others

Tampering with any emergency equipment, including but not limited to the fire alarm/pulling the fire alarm, fire extinguisher, AED kits

Intentional misuse of 911

Bomb threats or other threats to school property, students, or personnel

Possession and/or use of firecrackers or explosives

Arson

Sexual assault

Possession of a weapon

Providing, selling or using illegal chemical substances and/or alcohol on school property or at school sponsored activities

### Optional Responses

Continuation of appropriate Level III Options

Full restitution of damages

Full suspension/Full suspension from activities or sports

Alternative Schools

School official contacts proper authorities and assists in prosecuting the offender

## **SCHOOL MEETINGS/ASSEMBLIES**

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

## **SKATEBOARDS, LASERS, ELECTRONIC DEVICES**

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

## **CELLULAR PHONE EXPECTATIONS**

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

## **CARE OF SCHOOL OWNED MATERIALS**

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

## **HOMEWORK POLICY (Policy 8440)**

### **Homework Guidelines**

#### **Introduction**

The faculty of BBHS believe that homework is an essential component of the

instructional process. Learning extends beyond the scope of the classroom period. Homework assignments enhance or reinforce the lesson and may provide valuable feedback for teachers revealing the degree of student understanding and mastery.

### **Purpose of Homework**

BBHS recognizes the importance of assigning meaningful and quality homework to students. The purpose of homework may be categorized within four broad categories: pre-learning, checking for understanding, practice, and processing.

Pre-learning applies to any learning task that seeks to introduce students to a concept or topic by providing background information in advance. These assignments may provide teachers with valuable information regarding the knowledge and understandings that students bring to the class, stimulate interest in the topic, and/or serve as a springboard for classroom discussion.

- Assignments that check for understanding are most valuable as they provide insight into student learning. These tasks help teachers monitor progress and adjust instruction as necessary.
- Practice lessons are designed to provide students with opportunities to practice what they learned in class. These assignments aim to reinforce classroom learning and help students assess their personal level of mastery.
- Processing assignments are used to provide students the opportunity to employ higher order thinking skills by finding connections, applying the skills or knowledge learned, evaluating or creating something new from the knowledge gained.

### **Assignment of Homework**

Long-term assignments and tests should be coordinated among departments, whenever possible. The assignment and coordination of homework for each course shall be the responsibility of the teacher. Teachers are encouraged to assign homework that adapts to the maturity and learning needs of individual students, and to provide a balance between long-range and short-term assignments. Homework should be a properly planned part of the curriculum extending and reinforcing the learning experiences of the school. It should be reviewed with the class or answers posted so students have specific feedback on their work. General study skills and specific study skills for each discipline should be taught by the teacher.

## **Quantity of Homework**

The district's goals, consistent with New York State Regents Standards for Education, require students to assume increased responsibility for their assignments as they progress in school. Homework assignments, given at all grade levels, reflect the increased instructional demands students encounter as they proceed through school. Homework may be assigned every school night and the time allotted will increase gradually from grade to grade. Teachers will set forth homework expectations at the beginning of the year in their course syllabus.

There are variations on the amount of time that each child will spend on homework as each child will address homework assignments at different rates. Homework time may vary occasionally. Certain classes/programs, such as Advanced Placement, honors, and college level courses, may have additional homework requirements as they adhere to a more rigorous curriculum and some have requirements beyond the scope of the school.

In addition to homework, all children in the district are urged to read at home for 20 minutes daily. Research has shown that children who read for 20 minutes daily outperform those who do not. Experience has shown us that this amount of daily reading practice allows all of our students to become the best readers and writers they can be. It is recommended that children read to or with their parents/guardians, as well as independently.

## **Special Education Services**

Classified pupils in special education or mainstreamed classes will receive homework based upon the modifications noted within their Individualized Education Plan (IEP). The special and individual needs of these pupils will dictate the amount and structure of their homework assignments. The special education instructional staff is available to assist mainstream teachers regarding individual pupils' assignments.

## **Student Responsibilities**

- Apply each teacher's guidelines for homework and study skills to your classes.
- Know the assignment for each course, each day.
- Be aware of the importance of homework
- Ensure homework is completed to the best of his/her ability and with academic integrity
- Complete homework in the given time frame
- Manage time on projects and studying

- Ask for assistance from teachers, classmates, and parents/guardians as needed

### **Parental Responsibilities**

Parents are expected to encourage and monitor assignments and provide conditions that are conducive to their successful completion. As homework is an integral part of a child's educational success, parents are important in establishing positive attitudes, good study habits and supporting students' success with homework.

Parents are encouraged to:

- Show interest in schoolwork their children bring home;
- Provide a suitable place to study, free from disturbances;
- Supply needed materials for completing homework;
- Offer to clarify instructions and answer questions;
- Check to see that work is completed;
- Encourage their children to do their best work and praise them for their efforts;
- Assist children with their management of time;
- Monitor the television, Internet, and digital device use of their children;
- Stay in close communication with teachers;
- Assist and acknowledge errors but refrain from doing the work for the child;

Notify the teacher immediately if:

1. the child experiences extreme difficulty with the homework;
2. materials are unavailable;
3. the family's personal life conflicts with homework;
4. the child's uninterrupted time spent on homework regularly exceeds the expected amount of time;
5. the student is participating in non-school sponsored academic intervention.

### **Teacher Responsibilities**

- Assign relevant, challenging, and meaningful homework
- Provide students with information on general study skills and study skills that are relevant to the specific discipline.
- Give clear instructions and ensure students understand the expectations, including how homework will be assessed.
- Schedule periodic checks for long-term assignments as appropriate for the developmental stage of the students.
- Offer assistance when needed (Academic Assistance Period or Activity period)
- Provide verbal or written feedback promptly to students
- Maintain homework records and communicate with parents/guardians promptly if homework completion or effort begins to negatively impact the grade.



- Monitor grade-level calendars to ensure the amount of homework assigned is reasonable, taking into account competing home obligations, extracurricular activities, and homework or assessments planned or assigned by other teachers.

### **Religious Observance, Extended Absences, and Vacation**

The Blind Brook School District recognizes the diversity of families in the community and honors family experiences outside school. The frequency and appropriateness of homework shall be planned carefully and evaluated periodically by site administration and leadership teams. In addition, considerations shall be given to homework assignments with respect to the occurrence of religious holidays, extended absences and school vacation as noted in the school calendar.

Parents or students may request that assigned work be sent home after a student's absence of two or more days.

Long-term assignments occurring over the course of school vacations shall be assigned no later than one week prior to the vacation or due no earlier than one week after the vacation. In the case of short-term assignments, the assignment shall provide the number of days before or after the vacation equal to the length of days expected to be needed to complete the assignment. Long term assignments and tests should be coordinated among departments, whenever possible.

Students with long-term or extended excused absences shall be given the same number of days to make up the work. In extenuating circumstances, additional time may be granted. Parents who anticipate an extended excused absence\* are expected to communicate with their child's teacher about the assignments that may be required during the absence. Excused absences are those absences attributable to:

- |                             |                                 |
|-----------------------------|---------------------------------|
| Sickness                    | Dental and medical appointments |
| Sickness or death in family | Required attendance in court    |
| Religious holidays          | School related activities       |

All other absences are unexcused. Teachers are not obligated to provide make-up tests or accept homework or other assignments from students who have missed class due to an unexcused absence.

### **TEST RETURN PROCEDURES**

Parents/persons in parental relation shall receive information on the development and academic progress of their children in a timely manner. In order to ensure that

parents are able to work with the school to assist pupils in closing gaps and clarifying the misunderstandings in their knowledge, the school's obligation to provide such information shall include providing access to tests, quizzes, and projects or papers.

Access shall include parents' having copies of the tests and papers in question which shall be sent home within a reasonable period of time and be permitted to be used at home to allow parents to assist students in preparation for the next regularly scheduled test, paper or project. For mid-term and final exams, access may be restricted to reviewing the exam with the teacher or in the presence of the teacher.

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

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

## **ACADEMIC POLICIES AND PROCEDURES**

### **GRADUATION REQUIREMENTS (Policy 7220)**

1. Credit Requirements for Graduation:
  - a. The Board of Education offers a diploma based upon the successful completion of an approved course of study. Minimum credits required include:

*Note: One credit is the equivalent of a full-year course meeting five periods per week.*

English	4.0	Social Studies	4.0
Mathematics	3.0	Science	3.0
World Language	1.0	Music, Theater, Visual Arts	1.0
Physical Education	2.0	Health	.50
Electives	3.5	Community Service	80 hours

A student must enroll in a minimum of five class periods each year, including physical education, in order to be a full time student. College

bound students are strongly encouraged to enroll in a minimum of six and a half class periods. In addition to the graduation requirements, students are advised to complete four years of mathematics and science, and three years of the same world language. We urge you to maintain your options by fulfilling and exceeding the above listed credits.

- b. To complete a subject in the Blind Brook High School, a student must study for the required time and obtain a final grade of 65 or higher of a possible 100.
- c. Students will be given credit for approved work in other high schools.
- d. Credits:
  - i. Students must take a minimum of five credits each year. (Five courses per semester, not including physical education).
  - ii. A student must achieve a minimum of 22 high school credits in order to receive a graduation diploma.
  - iii. One credit is normally earned for a full year course that meets four or five periods a week. One-half credit is generally given for a one semester (half-year) completed course and also for a full year course that meets on alternate days.
  - iv. Physical education is required at each grade level and counts as one-half credit each year of high school.
  - v. Students who pursue an accelerated course of study which enables them to pass high school level work prior to entering the ninth grade (first year of high school) will be granted high school credits. These courses include Algebra I, Earth Science and all level 1 World Languages. High School courses passed in eighth grade in any discipline are included on the high school transcript and calculated into the cumulative high school grade point average.
  - vi. World language courses are offered to all students before entering high school. The student will receive 1 credit upon completion of a Level 1 high school course. The grade for Level 1 high school will be recorded on the transcript.
- e. Early Graduation: Students may advance the date of their graduation by pursuing a course of study that fulfills all the above requirements at an accelerated pace. Any requests for a program leading to early graduation must be initiated by the parent and the student in sufficient time to enable schedule adjustments to be developed. Early graduation is not recommended for most students. Adolescents need four years to develop intellectually, socially, and emotionally.

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

## **COMMUNITY SERVICE**

There will be two ways to accrue community service credit. First is through hours. Community Service completed by hours must be completed at a not-for-profit organization. All high school students must complete eighty (80) hours of community service as a requirement for graduation by June 15th of their senior year. A student entering Blind Brook High School in their sophomore year needs to complete 60 hours to graduate; students entering their junior year need 40 hours to graduate and students entering their senior year need 20 hours to graduate. All hours must be entered online through Passport 4Good no later than four weeks after the service is completed or the service hours will not be counted. All students should be enrolled in the Community Service Google Classroom.

## **GRADING REVIEW AND GRADE CHANGES**

1. Review of grades: Students have a right to question final exam scores, Regents scores, and final grades. Please contact the High School Principal for additional information.
2. Grade Changes: Grades will only be changed if there is a documented error in the calculation or entry of the grade, or to replace an "Incomplete" with a grade.
3. Incompletes: Students may receive an "Incomplete" for a marking period or final grade in cases where it is impossible to calculate a grade due to legal absences. In such cases, sufficient medical or other documentation as determined by the School Principal is required to have been submitted within 24 hours of the student's return to school, in accordance with the district's attendance policy. All make-up work related to an approved "incomplete" must be submitted before the start of the next school year.

## **COURSE CHANGES**

1. The master schedule is developed around the choices students indicate in the spring. Large numbers of course changes cause unplanned master schedule revisions that adversely affect the entire school. Prior to the start of the school year, the only changes that will be made after the scheduling deadline for submitting course selection sheets are those which fit within the established framework of the master schedule.

2. One week after the school year begins, no course will be dropped unless there is an extraordinary circumstance; a poor grade in a course alone will not constitute an extraordinary circumstance. Each case will be considered by the administration. Courses that are dropped will be designated as withdrawal/pass or withdrawal/fail identifying the student's academic status at the time of withdrawal.
3. If a senior drops a course after the high school transcript or midyear report is mailed to a college, the guidance counselor will notify, in writing, the college about the dropped course.

## **REPORTING PUPIL PROGRESS (Policy 8480)**

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

### **REPORT CARDS**

Beginning with the Class of 2023, all weighting will be discontinued; all grades will be unweighted. Report cards are available on the Portal four times a year.

### **PASS/FAIL OPTIONS**

One credit in both the junior and senior years may be taken on an optional pass/fail basis. This option is extended only to courses which are not required for graduation and are not Advanced Placement. A student may select the pass/fail option for full year courses prior to the first day of class.

### **TRANSCRIPTS**

The student's final grade in a course along with graduation requirement Regents examination scores will appear on the transcript.

### **SENIOR MID-YEAR REPORTS**

In the senior year, midyear reports mailed to the colleges will reflect the first and second quarter grades for a full-year course and the final grade for a semester course.

## **INTERIM PROGRESS REPORTS**

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

Interim Reports will be issued during the mid-marking period.

## **GRADE POINT AVERAGE**

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

## **SENIOR RANKING**

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

## **ADVANCED PLACEMENT COURSES**

Blind Brook High School has open enrollment. Students will be admitted to advanced and honors classes on an equal basis with any other course request. Students who take Advanced Placement courses must sit for the Advanced Placement exam during May at their own expense. Failure to take the examination will result in the removal of the AP designation on the student's transcript. Families for whom this fee is a hardship are asked to contact the principal. All phone calls will be kept confidential. Summer work is required and must be completed and turned in at the end of the summer by the stated deadline.

## **STANDARDIZED TESTING**

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

**Students must take and pass five standardized assessments. The following Regents examinations are offered at BBHS:**

1. **Common Core Algebra Regents**
2. **Comprehensive English Regents or the Common Core English Regents**
3. **Global Studies Regents**
4. **U.S. History Regents**
5. **Living Environment Regents**
6. **Earth Science Regents**

**\*Select AP exam scores may be used to substitute for Regents exams; exam scores appear on the transcript.**

### **ACADEMIC INTERVENTION SERVICES (AIS)**

Academic Intervention Services (AIS) must be provided to students who are at risk of not achieving the state learning standards in English language arts, mathematics, social studies, and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed proficiency on state tests. A student who is not passing or at risk of not passing required Regents exams in these subjects, are entitled to AIS.

### **ACADEMIC SUPPORT**

Academic support is available in all subject areas. Assignment may be voluntary by student or parent request.

### **HOMEBOUND INSTRUCTION (Policy 8450)**

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

Where, in the district's judgment, a pupil shall be eligible for homebound instruction, secondary level pupils (7-12) will receive ten hours of instruction per week. Students on homebound instruction are required to complete the same coursework (projects, assignments, papers, tests, midterms, finals, and Regents exams) as all other students enrolled in the course. Accommodations may be made (ie: altering the parameters of a group assignment such that it can be completed by an individual student) however, such accommodations will not reduce the overall scope of the work or material covered.

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

By New York State law, home instruction begins on the 11th day of consecutive absence.

## **SPECIAL EDUCATION**

The Board of Education of the Blind Brook-Rye Union Free School District (the District), as a part of a long standing commitment to excellence in education for all students, supports the provision of special education and related services for students with disabilities, offered in the least restrictive placement appropriate, to meet the needs of its students under the auspices of the Committee on Special Education and the Committee on Preschool Special Education.

In support of State and Federal laws pertaining to students with disabilities, the Board of Education supports a full continuum of services in the District to enable it to meet, within District, the needs of the majority of its identified students.

These programs and services are designed:

To afford each student with the appropriate level of support necessary to meet New York State Standards

To provide each student with those special educational services necessary to enable the student to meet his/her annual goals

To afford each identified student with the opportunity to participate to the greatest extent appropriate in all programs and activities offered by the district

To give each identified student genuine opportunities to develop those skills and make those connections necessary to meet post -secondary goals.

[\(Blind Brook-Rye UFSD Special Education District Plan 2019-2021\)](#)

For further specific information on Blind Brook Special Education procedures and programming please refer to [The Blind Brook-Rye Committee on Special Education and Section 504 Handbook](#)

## **CHILD FIND NOTICE**

“Child Find” requires all public school districts to have in place a system to identify, locate, and evaluate all children with disabilities who reside in the district, including children who are homeless or in foster care, and students whose parents choose to enroll them in nonpublic schools located within the district. In order to meet our Child Find obligations, our District pursues multiple avenues, including publication



on our website regarding the referral process and ongoing training for staff regarding our obligations.

If a parent or guardian suspects that his/her child may have a disability that adversely affects the student's education or access to school, the parent or guardian may initiate a referral to the Committee on Special Education (CSE) or the §504 Committee by sending a letter requesting an evaluation either to the child's building principal or to the Director of Pupil Services.

School professionals, in cooperation with the building level Instructional Support Team (IST), also refer students suspected of having a disability to the CSE or §504 Committee, as applicable. Building principals and chairpersons of both the CSE and the §504 Team are authorized to initiate such referrals directly. In addition, school personnel, a child's physician and judicial officers may request a referral to the CSE. In cases where a request is denied, the CSE must notify the child's parent, in writing, of the right to initiate a referral directly.

Regardless of the source of a referral, a parent must provide written consent to enable the District to conduct an initial evaluation. Upon receipt of the parents' written consent, the District has 60 calendar days to complete the evaluation process and to convene a meeting of the CSE or the §504 Team, where applicable.

The CSE has 60 school days from the date of written consent to conduct an evaluation to implement an IEP, in those cases where the CSE recommends that the student be classified as a child with a disability and recommends placement in the public schools.

## **LEARNING CENTER AND SPECIAL CURRICULUM CLASSES**

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

## **OTHER EDUCATIONAL PROGRAMS INTERSCHOLASTIC ATHLETIC PROGRAM**

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

as a spectator, should always be mindful of the rules of good sportsmanship and must comply with all school rules.

Before an athlete is permitted to participate in a practice or a game, he/she must have a physical examination approved by the school physician. Students must register to participate prior to each sports season; the dates will be sent to the community electronically. Students who fulfill these requirements will be eligible to try out for the various teams. Practices for interscholastic sports are conducted daily for about two hours.

More information about the interscholastic athletic program can be found on the athletics website and in the [Interscholastic Athletic Handbook](#). Please contact Mr. Douglas (DJ) Goldman at extension 3118 or email [dgoldman@blindbrook.org](mailto:dgoldman@blindbrook.org) with any additional questions. [BB Athletics Webpage](#)

## **EXTRA & CO-CURRICULAR PROGRAM**

The Blind Brook High School student activities program is an essential part of our school's curriculum. All students are encouraged to participate in some way in the varied programs that are offered. Please note that participation in extracurricular activities is dependent on the student's attendance in school. Most of the clubs meet after the activity period. At the beginning of the school year there is an assembly providing information about each organization. A complete list of the year's clubs can be found on the school website. <https://www.blindbrook.org/domain/262>

## **STUDENT SENATE**

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

## **SCHOOL CONGRESS**

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

- 20 Student Senators
- 1 Congress Advisor
- 4 Class Officers
- 1 PTA member

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

Congress meets on alternate Wednesdays during Lunch Block.

## **BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)**

High school students can spend one-half day at the BOCES Occupational Center. Each course provides three credits per year toward graduation. Courses offered include: Automotive Technician, Culinary Arts, Cosmetology, Carpentry, Electricity, Computer Electronics, Collision Technician, Fashion Design, TV/Video Production, Commercial Art, Multimedia Production Robotics & Networking, Emergency & Protection Services. In addition, instruction and training career courses, job placement and career counseling services are available.

## **PEER TUTORING PROGRAM**

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

## **STUDENT FUND-RAISING ACTIVITIES (Policy 7450)**

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. All participation shall be voluntary.

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, fundraising for non-school purposes will not be permitted on school grounds.

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

principals of such buildings.

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

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

## **WORKING PAPERS**

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

## **INSTRUCTIONAL MEDIA CENTER (IMC)/LIBRARY**

Hours of Operation 7:30 AM-3:30 PM school days Monday through Friday except when reserved for testing and other special events.

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 closed containers are permitted (no cups and no cans).
- Computers/Phones/Tablets may be used quietly.
- Cell phones must be turned off and put away before entering the IMC.

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

### **Circulation of Library Materials**

Fiction and non-fiction books can be checked-out for a three-week period and renewed once for an additional three weeks. Reference books do not circulate outside the library. Check-out may be restricted for books and other materials that are used for a project for multiple classes. For example:

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

### **Lost or Damaged Library Materials**

Students must reimburse the school district for lost or damaged library materials. Students who do not clear their library account jeopardize the receipt of the end-of-year

report card. Additionally, seniors' participation in graduation is jeopardized.

#### Computer Use

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

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

## **OPPORTUNITIES FOR PARENTAL INVOLVEMENT**

### **PARENT TEACHER ASSOCIATION**

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

### **PARENT /PRINCIPAL MEETINGS**

The Principal regularly meets with parents to explore issues of mutual concern in the operation of the school, with an aim to improve the overall quality of education. To support families meetings will be held during the school day and in the evening. Due to health and safety restrictions, some meetings may be held virtually.

[Parent/Principal Conversations](#)

### **ATHLETIC ADVISORY COMMITTEE**

The Athletic Director meets monthly with a group of interested parents, students, coaches, and other community members to explore a variety of issues related to the athletic program. Meetings are usually held on the last Thursday of the month at 7 PM. If you are interested in attending, please contact Ms. Kimberly Saxton, Athletic Director, at extension 4500

### **COMMITTEE ON SPECIAL EDUCATION**

The Committee on Special Education (CSE), which considers programming for students diagnosed with special needs, has parent representation. Parents interested in

serving on this committee should contact the Director of Special Education, Harry Burg, at extension 1007.

## **OPEN HOUSE**

The High School Open House will be held on Thursday, September 21st at 7:00 PM. This event provides an opportunity for parents to learn about their child's academic program and to meet his or her teachers. Details and schedules will be distributed in mid-September.

## **SPECIAL PROGRAMS FOR PARENTS**

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

## **TERMS AND CONDITIONS FOR STUDENT USE OF THE INTERNET AND DISTRICT NETWORK**

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

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

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

In addition to the District Network Policy, Blind Brook High School will require all

students and parents to complete the “LIVE VIDEO CONFERENCING AT BBHS - Expectations and Permission Form”. The expectations are presented below.

### **Terms and Conditions for Student Use**

1. 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:
  - a. 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.
  - b. 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.
  - c. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.
  - d. 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.
  - e. 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.
  - f. Hate mail, harassment, profanity, obscenity, discriminatory remarks, misrepresentation, impersonation, and/or other similar behavior are prohibited on the Internet and the network.
  - g. 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.
  - h. 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.
  - i. Users shall not reveal anything that would enable others to locate or exploit them (e.g. last name, home address, credit card, photos of themselves/others or social security number). Similarly, users shall not reveal information about others over the Internet.
  - j. Students without parental permission to use the Internet are prohibited

from teaming up with those who have permission to use the Internet.

- k. Use of the Internet, network or district web-based e-mail tool to hack into other users accounts is prohibited.
  - l. Use of the Internet or the network for commercial or for-profit purposes is prohibited.
  - m. Use of the Internet or the network for product advertisement or political lobbying is prohibited.
  - n. Each user is responsible for his/her own actions while using the Internet or the network.
  - o. The use of Cell Phone text messaging during an exam or during instructional time is prohibited.
  - p. The use of a Pager text messaging during an exam or during instructional time is prohibited.
  - q. 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.
  - r. PDA/PC's shall be turned off during exams.
2. I recognize and agree to abide by the following Rules and Code of Ethics regarding protected intellectual property rights, including copyrighted material:
- a. 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.
  - b. 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.
  - c. 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.
3. 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.

## **LIVE VIDEO CONFERENCING AT BBHS - Expectations and Permission**

Connection and community is vital to everyone, and especially during this time in our lives. Various schools across the nation have used Zoom or another live conferencing platform to connect faculty and staff with students. It has been used in various ways in the elementary school setting including, but not limited to, conducting small-group conferencing, partner work, breakout rooms, and providing whole-group lesson instruction.

There have been issues concerning safety regarding computer hackers tapping into Zoom Meetings. There are privacy concerns when participants record the meeting, copy snippets of the meeting, share the meeting with others without consent, and compromise confidentiality. There have been instances in which family members - who were not part of the session - participated by sharing their opinions during the session, rather than emailing the faculty member separately. The only participants in live video-conferencing should be the teacher and the students.

Below is a set of expectations that we have for parents/caregivers/family members and students. We would like you to read this form, complete the form, and check the boxes below saying that you understand the expectations. You have an option of not choosing to participate in live video conferencing, but you must complete the form and indicate that you are opting out of this opportunity. If we do not receive the form back, then the family has not met one of the requirements under the "Expectations" section and the student will not be able to participate.

Expectations:

1. Students are entering into the live session or chat willingly and safely with their teacher/faculty member.
2. Students' actions, behaviors, and words must be appropriate and respectful to all students and teachers/faculty members during the session. Failure to do so

may result in the student not being able to continue to participate in the current session or participate in a future session.

3. Students should join the meeting on time and be mindful of others who may be waiting to start the session.
4. Students or parents/caregivers/family members may NOT videotape, copy, or republish any portion of the session.
5. Students and parents/caregivers/family members understand that the teacher, from time to time, may need to turn off audio in order to not receive feedback all at once and conduct the session in an orderly fashion. Teachers may reach out to parents regarding students' disorderly behavior if it continues to occur during the session.
6. Parents/Caregivers/Family members who must speak with his/her child during the session, should select the mute option for audio (if not already muted) so as to maintain privacy and not disrupt the session. Parents/Caregivers/Family members should speak with their child privately - whether it is away from the camera or turn off the video during the interaction to maintain privacy.
7. Parents/Caregivers/Family members who are not invited to the session may NOT comment during the live session. Any comments should be made via email to the teacher. Failure on the part of parents/caregivers/family members to hold back comments during the live session may result in the termination of the session.
8. Parents must read the above expectations and complete the form. Failure to do so will result in a student not participating in the Zoom or live video-conferencing session. Parents should relay this information to any caregiver or family member who will be at home during the time of the live video conferencing session.

## **VISITORS TO THE SCHOOLS**

1. General:
  - a. 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 ensure that no unauthorized persons enter buildings with wrongful intent or for inappropriate reasons, all school visitors must report to the principal's office when entering and receive prior authorization

including a visitor's pass before visiting elsewhere in the building. For parents and other adults attending CSE meetings, a prior invitation to a site specific meeting relieves them of the need to check into the principal's office. (This procedure does not apply when persons have received a prior invitation to a classroom or special event or are attending previously scheduled meetings, seminars, etc.)

2. Parents:

- a. 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.
- b. 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.

3. 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:

- a. 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.
- b. 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.
- c. 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.

- d. No visitors are permitted during examination periods or when area schools are closed and our school remains open.
- e. Student guests are limited to one visit during each academic year.

4. Other Visitors:

- a. 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.

## **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.

- 1. Prohibited Conduct: No person, either alone or with others, shall:
  - a. Intentionally injure any person or threaten to do so.
  - b. 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.
  - c. Disrupt the orderly conduct of classes, school programs or other school activities.
  - d. 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.

- e. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation or disability.
  - f. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
  - g. Obstruct the free movement of any person in any place to which this code applies.
  - h. Violate the traffic laws, parking regulations or other restrictions on vehicles.
  - i. 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.
  - j. 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.
  - k. Loiter on or about school property.
  - l. Gamble on school property or at school functions.
  - m. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
  - n. Willfully incite others to commit any of the acts prohibited by this code.
  - o. Violate any federal or state statute, local ordinance or board policy while on school property or while at a school function.
2. Penalties – Persons who violate this code shall be subject to the following penalties:
- a. 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.
  - b. Students – they shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
  - c. 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.
  - d. 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.
  - e. 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.

3. Enforcement:

- a. 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 an 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.
- b. 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.