

MISSION STATEMENT

The mission of Roscoe Central School is to assure that each individual will become a well-rounded, educated person with a positive self-image and a desire to be a life-long learner. This will be accomplished by providing a certified, enthusiastic staff implementing a comprehensive curriculum in a cooperative, supportive, well-ordered environment.

VISION

Roscoe Central School will provide an environment in which every individual is cared for intellectually, physically, socially and emotionally. We will strive to prepare all our students for a rapidly changing world by equipping them with critical thinking skills, global perspective and respect for core values of honesty, loyalty and compassion. Developing these skills will ensure that our students will have success for today and be prepared for tomorrow.

BELIEFS STATEMENTS

Individuals learn best in a secure environment that fosters acceptance, respect, and understanding.

Individuals deserve equal and fair treatment.

Individuals are responsible for their actions.

Individuals should be held accountable for their actions.

Individuals deserve recognition for their accomplishments.

Individuals need to learn how to work cooperatively.

Individuals are global citizens who should be exposed to other cultures.

Individuals are whole persons whose intellectual, physical and emotional wellness must be nurtured.

Individuals have the ability to learn.

Individuals have a right to a comprehensive education.

Individuals must be challenged to develop their critical thinking and problem solving skills.

Individuals must strive to be independent, reflective thinkers.

Individuals must learn to develop their own unique interests and talents.

Individuals should learn how to best utilize technology.

Individuals *must* strive for excellence.

MOTTO

Working Together - Winning Together

STAFF DIRECTORY

To reach any of the following individuals during school business hours (7:30a.m.-3:30p.m.) dial 607-498-4126 and then, at the prompt, the extension desired.

Important telephone numbers:

Roscoe Central School (607) 498-4126

Superintendent:	John Evans	ext. 6105
Building Principal:	Janice Phillips	ext. 6105
Assistant Principal:	Robin Francisco	ext. 6236
District Clerk/Administrative Assistant to Administration:	Marlyn Peters	ext. 6105
School Receptionist:	Patti Lambrigger	ext. 6302

Contact Extensions:

Athletics: Frederick Ahart	ext. 6213
Attendance: Patti Casey	ext. 6107
Bus Schedule: Marlyn Peters	ext. 6105
Business Administrator: Tim Maguire	ext. 6306
Building Use: Patti Lambrigger	ext. 6302
Cafeteria/Meal Information: Joe Papp	ext. 6157
Committee on Special Education: Robin Francisco	ext. 6236
Facilities: Thomas Lavinski	ext. 6133
Guidance: Kelly Hendrickson	ext. 6202
Health Concerns: Patti Casey	ext. 6107
Lockers: Jackie France	ext. 6236
Lost and Found: Patti Casey	ext. 6107
Social Worker: Gabrielle Westfall	ext. 6215
Treasurer: Lori Hendrickson	ext. 6119

Please note that teachers cannot be reached directly during the school day. If you wish to leave a message for a teacher, please call extension 6302.

SCHOOL COMMUNICATION

SCHOOL WEBSITE

Students and parents can obtain school information by visiting the Roscoe Central School website at www.roscoe.k12.ny.us. The website includes information on upcoming activities, class schedules, sports schedules, school news, academic achievements, policy information and a school calendar. RCS currently has a Facebook page that includes photos and highlights of student activities. You can access the Facebook page using the Icon on the Roscoe Central School website.

SCHOOL NEWSLETTER

A newsletter is published monthly during the school year. Students in grades PK-6 will bring the newsletter home as part of their classroom mail (one per family). Additionally, there are copies available for pick-up at the reception desk and on the Roscoe website. If you would like to be added to the mailing list to have the newsletter mailed to your home, please contact Patti Lambrigger at extension 6302.

SCHOOL MESSENGER

The Roscoe Central School District utilizes School Messenger to communicate with parents and guardians to keep families up to date on Roscoe events and activities and ensure proper notification in the event of an early dismissal. This program, called School Messenger will alert families of important events that occur here at the school. Some of these uses include, but may not be limited to:

- Reminders and updates regarding concerts and programs.
- “Snow Day” and “Two Hour Delay” notifications.
- Early dismissal reminders for conference days.
- Early dismissal notifications for **emergency** closures.
- Reminders for board meetings and voting.

To ensure that you receive the information you need, please supply the school with at least one phone number so that we can enter you into this notification program. You may supply the district with up to three numbers. However, please note the specific notifications below.

- In a “non-emergency” event, only the “primary number” will be called.
- In the event of an emergency dismissal, the School Messenger system will be the **ONLY** phone call that you receive, but the system will call all three numbers that you provide. Remember to please contact your child-care provider to ensure that they know to expect your child after you receive the School Messenger notification.

Important Note

If your phone number or any other part of your child’s demographic information should change, please immediately contact the Guidance Secretary at extension 6236.

SCHOOL FOOD SERVICES AND CAFETERIA

SCHOOL FOOD SERVICES

The Roscoe Central School will be implementing the Community Eligibility Provision of the National School Lunch and School Breakfast Programs. All students enrolled in the Roscoe Central School are eligible to receive a healthy breakfast and lunch at no charge to the household each day.

The school breakfast program provides students with a health morning meal. Each breakfast includes milk, fruit or fruit juice, bread, cereal or muffins.

Students will receive a monthly menu indicating the “hot lunch” of the day. Sandwiches and salads are also offered daily.

CAFETERIA: PAYMENT PROCEDURES

- 1) Roscoe Central School has adopted a computerized Point of Sale payment system for all school meals purchased in the district’s cafeteria. Every student will have their own personal lunchroom account based on his/her current student ID number. Students will access their accounts on the PIN pads located at the register. This ID number will stay with the student until he/she graduates. There is no need to worry about someone else using your child’s account. The cashier will see the student’s name and/or photo on the screen as soon as their number is entered in the PIN pad, thereby allowing proper identification. If your child enters the wrong ID or forgets their ID, the cashier can access their account by typing in their name.

Parents can and are encouraged to prepay for extra items – ala carte chips, ice cream, etc. Ala-carte items are not a chargeable item . You can either send the payment in with your child or you can mail a check to the school cafeteria. Also payment can be made online using the “MySchoolBucks” link on the school website. You may prepay for more than one child at the same time, just indicate to us how much money should be credited to each child’s account. The amount can be any dollar amount. Parents can control what their child can purchase with the money on the account. The system allows for notes on each child. This feature is especially nice if your child has any food allergies or is sensitive to a particular item. Just let us know, at the beginning of the school year, the information will be entered on your child’s account and when they type in their ID, a warning will be displayed on the screen so the cashier can make sure your child didn’t inadvertently pick up an item you don’t want them to have. Any money left in the account will carry over to the next year.

Balances – Surplus balances will be rolled over for the benefit of the following year. Refunds for withdrawn and/or graduating students must be requested in written form. Surplus funds of a graduating senior may be transferred to a sibling’s account with written request. Refunds must be requested within one year. Unclaimed funds will then become the property of the Roscoe Central School Food Service Program

This system tracks all of your child’s purchases from the cafeteria. You can request a printout at any time detailing those purchases.

- 2) Charging Additional Meals or Ala Carte Items The cafeteria understands that sometimes situations occur where a student may need to charge. The following guidelines regarding charges shall apply:
- a) Ala carte items will not be chargeable; students can charge only the additional full meals.
 - b) A student will be allowed to charge meals after the balance reaches zero. The charged meals offered to student will be reimbursable meals that are available to all students
 - c) Parents/Guardians are responsible for meal payment. Notice of low or deficient balances will be sent to parents/guardians at regular intervals during the school year.
 - d) If a student is without meal money on a consistent basis, the administration will investigate the situation more closely and take further action as needed.
- 3) Annual Notification – The school district will provide notice to all parents on an annual basis prior to the opening day of school, outlining the requirements of this policy. This policy shall also be placed in an appropriate school based publication. The Superintendent and his/her staff will develop rules and regulations concerning meal charges.

VISITORS TO THE SCHOOL, CONDUCT ON SCHOOL PROPERTY
and PUBLIC COMPLAINTS

VISITORS TO SCHOOL

All visitors to the school must report to the main lobby desk, sign the visitor's register and obtain a visitor's pass which must be displayed at all times. The visitor's pass must be returned to the main lobby desk and the visitor must sign out at the conclusion of the visit.

Unless they have a specific reason and prior approval from the Building Principal, student visitors from other schools are not permitted to enter school buildings.

CONDUCT ON SCHOOL PROPERTY

The School District expects a high standard of conduct from its students, faculty and support staff, as well as visitors to the schools. The school will enforce a code of conduct which governs the conduct of all persons, whether or not their presence is authorized, upon any premises or property under the control of the district and used in its teaching, administrative, cultural, recreational, athletic, and other programs and activities.

No person, either alone or with others, shall:

1. willfully injure any other person or threaten to do so;
2. willfully damage or remove district property;
3. disrupt the orderly conduct of classes, school programs or other school activities;
4. distribute or wear materials on school grounds which appear obscene, which advocate illegal action, discriminate against the protected classes, appear libelous, disruptive to the school program or obstruct the rights of others;
5. intimidate, harass, or discriminate against any person on the basis of race, color, weight, national origin, ethnic group, religion, religious practice, sexual orientation, gender (identity or expression), sex or disability;
6. enter upon any portion of the school premises without authorization or remain in any building or facility after it is normally closed;
7. obstruct the free movement of any person in any place to which these rules apply;
8. violate traffic laws, parking regulations or other restrictions on vehicles;
9. possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at any school-related function;
10. The consumption, sharing and/or selling, use and/or possession of alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs, E-cigarettes, juuls, vape pens and all other electronic inhalation devices and chemicals associated with their use is prohibited at any school- sponsored function, on school grounds and on school buses at all times. The inappropriate use of prescription and over-the-counter drugs shall also be disallowed;
11. possess or use firearms and/or other weapons, including air guns, pistols, rifles, shotguns, ammunition, explosives, box cutters, knives, gas canisters, pepper spray or other noxious spray in or on school property (except in the case of law enforcement officers or except as specifically authorized by the school district);
12. loiter on or about school buildings or grounds;
13. gamble on school premises;
14. refuse to comply with any lawful order of an identifiable school district official acting in the performance of his or her duties;
15. willfully incite others to commit any of the acts herein prohibited; and/or

16. violate any federal or state statute, local ordinance, or Board policy.

**** Penalties: Anyone who violates any of the provisions of these rules is subject to appropriate penalties, up to and including reprimand, suspension, ejection, arrest, and/or prosecution.

PUBLIC COMPLAINTS

Most often, parental complaints and concerns can be addressed simply through a telephone call or a conference with the teacher. If the matter is not settled satisfactorily, the complaint should be directed to the Building Principal and, if necessary, to the Superintendent.

FIRE DRILLS AND EMERGENCY DRILLS

FIRE DRILLS AND EMERGENCY DRILLS

The Building Principal is responsible for conducting fire drills and emergency drills in order to instruct students and staff in exiting the school building in an emergency in the shortest time possible without confusion and panic, and to prepare students and staff to be able to respond appropriately in the event of a sudden emergency. Fire drills and emergency drills shall include instruction on fire drill exits, staging areas, fire alarm boxes, as well as fire drill and emergency drill procedures.

All students are expected to cooperate with staff members during any and all drills, and to report to the appropriate staging area in a quiet and orderly manner. The exit route and emergency procedures are posted in each room. Students must stay with their teacher. Distracting behavior will be subject to either teacher or administrative discipline, and may merit a consequence.

ACCIDENT PREVENTION, SAFETY, FIRST AID and AUTOMATED EXTERNAL DEFIBRILLATORS

ACCIDENT PREVENTION AND SAFETY PROCEDURES

These rules are to ensure the safety of students and employees of the district while on district property.

All students and members of the school community must:

1. Immediately report any conditions involving equipment or buildings which may be dangerous to student or employee health or welfare;
2. Immediately report any unsafe practices by anyone in the building or on the grounds; and
3. Observe the 15 mile per hour speed limit on school grounds.

Eye Safety Devices

Eye safety devices are provided for all students, instructors and visitors who are engaged in or observing the use of materials or equipment which may potentially damage eyesight.

FIRST AID

In emergencies, the school nurse will follow established first aid procedures. These procedures include the following requirements:

1. No medical treatment except first aid is permitted in school.
2. A master first aid kit shall be kept and properly maintained in the school and on each school bus.

3. No drugs shall be administered by school personnel unless authorized by a physician.
4. In all cases where the nature of an illness or an injury appears serious, the parent will be contacted if possible. In extreme emergencies, arrangements may be made for the child's immediate hospitalization whether or not the parent can be reached.

AUTOMATED EXTERNAL DEFIBRILLATORS

The School District maintains on site, in each instructional school facility, at least one functional automated external defibrillator (AED) for use during emergencies. Whenever public school facilities are used for school-sponsored or school-approved curricular or extracurricular events or activities or a school-sponsored athletic contest is held at any location, school administrators shall ensure the presence of at least one staff person who is trained in the operation and use of an AED. Where a school-sponsored competitive athletic event is held at a site other than a public school facility, the public school officials must assure that AED equipment is provided on-site. **Our AED is located to the left of the auditorium doors.**

STUDENT SCHEDULING AND COURSE LOADS

Course scheduling is designed to enhance student learning, improve student achievement, accommodate diverse teaching methodologies and effectively utilize instructional materials and District technology. All scheduling shall comply with New York State requirements.

Students in grades 7-12 generally decide upon their yearly schedule with the help of their school counselor. A typical daily student schedule includes the following courses:

Mathematics
English
Social Studies
Science
Foreign Language
P.E./Health
Art/Music

Once student schedules are finalized, students may change their schedule, subject to the approval of the teacher, school counselor, and administrator, but only for one of the following reasons:

1. Failure of a graduation requirement which must be made up.
2. Success or failure of a summer school course not factored into the schedule.
3. Elimination of a scheduled course by the school.
4. Forced change in the schedule by an outside agency.
5. Student placement in a class inappropriate to his/her ability level.
6. Student placement in a class that is counterproductive to the education of the student.
7. Addition of a course to replace a scheduled study hall.

Dropping and adding of courses will only be allowed during the first two weeks of the school year, or course start date.

MARKING PERIODS and PROGRESS REPORTS

There are two semesters in the school year. Each semester is divided into two marking periods of 10 weeks each. Progress reports (PR's) are issued at the middle of each marking period. Report cards are issued at the end of each marking period (MP).

Five Week Progress Report Period Ends

1st PR 10/11/2019
2nd PR 12/13/2019
3rd PR 03/06/2020
4th PR 05/22/2020

Ten Week Marking Period Ends

MP 1 11/08/2019
MP 2 01/24/2020
MP 3 04/17/2020
MP 4 06/26/2020

PR Mailing Dates

1st PR 10/16/2019
2nd PR 12/18/2019
3rd PR 03/11/2020
4th PR 05/27/2020

RC Mailing Dates

MP 1 11/13/2019
MP 2 01/29/2020
MP 3 04/22/2020
MP 4 06/26/2020

There will be one ½ day parent conference day on the school calendar. However, a parent may request a parent-teacher conference at any time by contacting the classroom teacher.

PROGRAMS FOR STUDENTS WITH DISABILITIES, ACADEMIC INTERVENTION SERVICES, AND RESPONSE TO INTERVENTION

PROGRAMS FOR STUDENTS WITH DISABILITIES

Students with disabilities are entitled to receive, at public expense, special education, related services and/or supplementary aids and services as necessary to ensure a free appropriate public education in the least restrictive environment, appropriate to meet their individual needs.

Each student identified as having a disability will have access, as appropriate, to the full range of programs and services of this school district, including extracurricular programs and activities, which are available to all other students enrolled in the public schools of the district.

Parents/students who desire further information on these programs and services should contact the Building Principal at (607) 498-4126, Ext 6105.

ACADEMIC INTERVENTION SERVICES and RESPONSE TO INTERVENTION

The district shall provide academic intervention services to students who have been identified as being at risk of falling below the state learning standards in English language arts, mathematics, social studies, and/or science. Such services may include additional instruction services and/or student support services such as guidance, counseling, and study skills.

A student's eligibility for academic intervention services will be determined based on his or her performance on state assessment examinations, NWEA and/or in accordance with district assessment procedures. Student progress will be reviewed regularly by grade level data teams in order to check for growth and implement appropriate levels of service.

When it has been determined that a student needs academic intervention services, the parents will be notified, in writing, by the Building Principal or Title One Coordinator. The notice will outline the reason the student needs such services, the type of services to be provided and the consequences

of not achieving the performance standards. In addition, the district will provide the parents with opportunities to consult with teachers and other professional staff, regular reports on the student's progress and information on ways to monitor and work with teachers to improve the student's performance.

HOMEBOUND INSTRUCTION and SUMMER SCHOOL

HOMEBOUND INSTRUCTION

A student who is temporarily unable to attend school for at least two weeks due to physical, mental or emotional illness or injury may be eligible to be instructed at home or in the hospital by an appropriately certified teacher.

The parent must notify the principal or school counselor if a student will be on an extended school absence. If the inability to attend is due to a medical reason, the parent should obtain from the child's physician a written medical request for homebound instruction.

Where advanced notice is not possible, the parent should make every effort to obtain homework assignments until such a time as home/hospital instruction may begin.

As soon as possible after receiving notice of a prolonged absence, the district will arrange for home instruction for the time periods prescribed by law. A parent or another adult is expected to be present during all teaching sessions. Tutoring may be delivered at home or an alternative site, depending upon the availability of an adult.

SUMMER SCHOOL

A high school student who fails a course may be eligible to attend summer school to earn credit or retake a Regents exam. A student can take up to three academic courses during the six-week summer school program. Roscoe Central School utilizes the summer school programming provided the Sullivan County BOCES.

REGENTS EXAM RE-TAKES

Students will have the opportunity to retake Regents exams by notifying the Guidance Office. All summer Regents exam retake costs are at parent expense unless the exam is necessary for graduation and a passing grade has not yet been achieved.

GRADING, HOMEWORK and FINAL EXAMS

GRADING

Grades are used to indicate achievement and development in each class or subject area in which a student is enrolled. Grading will be based, in part, upon student improvement, achievement, and participation in classroom discussions and activities. Classroom participation, and thus student attendance, is an important factor.

Classroom teachers will evaluate students and assign grades. All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit.

Grading will not be used for disciplinary purposes, i.e., giving lower grades for bad behavior, unless the student's misconduct is directly related to his or her academic performance (plagiarism, for example).

HIGH SCHOOL GRADING SCALE

<i>Letter Grade</i>	<i>Numeric Equivalent</i>	<i>Grade Point Equivalent</i>
A+	100	4.4
A	95	4.0
A-	90	3.7
B+	87	3.4
B	85	3.0
B-	80	2.7
C+	77	2.4
C	75	2.0
C-	70	1.7
D+	67	1.4
D	65	1.0
F	below 65	0

5-8 GRADING SCALE – SPECIALS

E – EXCELLENT
G – GOOD
S – SATISFACTORY
N – NEEDS IMPROVEMENT

PK-4 GRADING SCALE

4 – Demonstrates with mastery (exceeds)
3 – Demonstrates independently (meets)
2 – Demonstrates with support (progressing)
1 – Not demonstrating at this time (area of concern)
NA – Not assessed at this time

HOMEWORK

Homework provides opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

Parents and the school share the responsibility for student learning. Parents can assist their children with homework by:

- providing a study area free of distractions and with good lighting;
- asking questions about the content of student homework;

- giving requested assistance, but letting the student do his or her own work;
- avoiding undue pressure; and
- helping create a “homework habit” at the same time each night.

The School District believes that parental involvement in students’ homework is essential to making homework an integral part of the educational program. Parents should encourage and monitor homework assignments.

At the discretion of the teacher, students may be assigned homework each night. If a student feels that he/she has an excessive amount of or too little homework per week, a conference with the classroom teacher is suggested.

The amount of homework will vary with each course and grade level and will be age appropriate.

If a student knows that he or she will be absent for several days, it is possible for homework assignments to be sent home. Arrangements for assignments can be made through the guidance office (ext. 6236) at least one day in advance.

FINAL EXAMS

Final Exams will be given to students in grades 7-12 during the examination period that follows the course completion date (for example: January for ½ year courses and June for full year courses). In grades 9-12, the final examination score will be factored in as 1/5th of the students’ final class average. In grades 7-8 , the final examination score will be factored as 10% of the students’ final class average.

Final exams will be created using a fair and varied level of information learned throughout the entire course. Regents’ exams may be used as a final exam score in place of local final exams at the teacher’s discretion.

HONOR ROLLS, HONOR SOCIETY, CLASS RANK and COLLEGE CREDIT FOR HIGH SCHOOL COURSES

HONOR ROLLS

Four times each year, after report cards are issued, an honor roll will be released based upon grades received during the quarter. Students are eligible for honor roll listings if they have passed all courses and are enrolled on a full-time basis.

Superintendent’s Honors will be given to those students with an average of 95 or above. Principal’s Honors will be awarded to students who have achieved an average between 89.5 and 94.4. Honors will be awarded to students with an average between 84.5 and 89.4.

*******Students enrolled in a dual-enrollment program will not be given honor roll status at the high school level as they are decorated with honors at the college level. If a student in dual enrollment wishes for these college honors to be announced at award ceremonies for regular high school students, that dual enrollment student must submit the awards to the school counselor one week prior to the award event.**

HONOR SOCIETY

Honor Society is based on **Scholarship**: students meeting the established criteria may be eligible. **Service**: to school or community through volunteer contributions. **Leadership**: those who are resourceful, good problem solvers, promoters of activities, exemplify positive attitudes about life. **Character**: uphold principles of morality and ethics, are cooperative and demonstrate high standards of honesty, reliability, and show respect for others.

Junior & Senior Honor Society Induction Information (as per the approved by-laws):

Inductions will take place in the Fall.

SECTION 1

At the beginning of the school year, the Guidance Office will compute cumulative averages for students to determine academic eligibility of candidates.

For the Jr Honor Society, the minimum standard for scholarship shall be a cumulative scholastic average of 88.0. No rounding will occur. Jr. Honor Society calculations will be a cumulative average, finalized after the completion of the 7th grade year to include final exams. (Note: Final exams are a portion of a student's final course average and will count in the cumulative average.) For the Sr Honor Society, the minimum standard for scholarship shall be a cumulative scholastic, weighted average of 90.0. No rounding will occur. Senior Honor Society calculations will be a weighted cumulative average, finalized after the completion of the 9th grade year (or subsequent high school year) to include final exams. (Note: Final exams are a portion of a student's final course average, and will count in the weighted cumulative average.)

SECTION 2

After meeting the eligibility requirements outlined in Section 1 above, candidate names will be given to Principal for discipline clearance. Multiple office referrals and/or detentions, or any suspensions for behavior are not acceptable for RCS Chapter candidates. Candidates who fall into these categories will be removed from the list.

SECTION 3

Candidates who are eligible based on the criteria met in sections 1 and 2 above will be notified and required to complete an application provided by the advisor(s). A strict due date for completed application will be adhered to. Students who fail to turn in applications by the due date will not be included in the rest of the selection process.

SECTION 4

All RCS faculty members will be asked to review in writing, all candidates on the basis of leadership, character, and service. Student files of candidates who receive negative comments may be reviewed by the Faculty Council.

SECTION 5

After the applications and faculty reviews are received, all information on the candidates will be reviewed and discussed by the Faculty Council.

SECTION 6

The selection of members to the RCS chapters will be by a 3/5 majority vote of the Faculty Council.

SECTION 7

Students who have been nominated for induction into the RCS Chapters of the National Honor Society are contacted in writing regarding the decision of the Faculty Council. A copy of the letter will also be sent to the parent/guardian.

SECTION 8

Students selected for membership into the RCS Chapters of the National Honor Society must attend the Induction Ceremony in order to be inducted. A student who fails to attend the induction will not be admitted unless they have a valid excuse and have informed the Advisor(s) or Principal at least one week in advance.

SECTION 9

A description of the selection procedure shall be posted on the school website so that it is widely available in a timely fashion to all students and parents of the school. The selection procedure shall be determined by the Faculty Council and shall be consistent with the rules and regulations of the NHS.

More detailed information regarding RCS Honor Society can be found in the RCS Junior & Senior Honor Society By-Laws complete document, available upon request or on the school website.

CLASS RANKING

Class rank will be based on a weighted grading system. All courses with a numeric grade will be included. Class rank will be computed every semester. The following factors will be used in determining weighted class rank:

1. Grades in Regents courses will be multiplied by 1.03;
2. Grades in local academic courses will be multiplied by 1.01;
3. Grades in courses beyond Regents level (i.e. Spanish 4, Pre-Calculus) will be multiplied by 1.04;
4. Grades in Advanced Placement/college courses will be multiplied by 1.06; and
5. Grades in vocational/occupational courses will be multiplied by 1.00.

******* Students enrolled in college courses must submit scores from the college/university before February 1st in order to be eligible for class ranking, as the school is not permitted to request student grades from the college/university.**

*******Students transferring into the district during 11th or 12th grade will not be included in the class ranking.**

Weighted grades will be added and divided by the number of credits taken. All computations will be carried to three decimal places. The valedictorian and salutatorian will be identified at the end of the first semester of the senior year through a weighted class rank system. The weighted class average will be used for scholarship reports. Actual grades will be recorded on report cards.

HIGH SCHOOL CREDIT FOR COLLEGE COURSES

High school credit will be awarded to students who enroll in and complete approved courses offered by accredited colleges and universities, as follows:

1. A student who wishes to participate in college courses must meet specific academic, grade level and course-work requirements as set forth by the Superintendent of Schools.
2. A student must get approval from the high school principal prior to enrolling in a course he or she wishes to submit for high school credit. The course content, equivalency of

instruction, and time requirements must be approved in advance by the Principal and the Superintendent.

3. One half high school credit will be awarded for a three- or four-credit college course.
4. Students must receive a passing grade in the college course in order to receive high school credit.

****** Specific guidelines have been set forth and delineated in the school policy manual regarding students enrolled in college courses for high school credit.**

PROMOTION AND RETENTION OF STUDENTS

The School District will make every effort to place each student in the most appropriate learning level for a successful educational experience. The following guidelines govern promotion and retention:

PROMOTION

At the elementary level, students who pass all subjects will be promoted. Students who do not make satisfactory progress in one or more basic subjects — reading, English language arts, mathematics, spelling, social studies and science — shall have their cases considered on an individual basis and may be retained.

At the middle school level (grades 5-8), promotion is based on successfully passing 3 of the 4 core classes, which are defined as: Math, Science, ELA and Social Studies.

At the high school level, promotion from one class to the next shall be contingent upon passing all required subjects and the accumulation of 6 units of credit at each level.

RETENTION

Early retention warning is given to the Principal by the end of the second marking period. A parent/teacher/administrator meeting will be held to discuss possible retention. A case conference, as described below, will be held. A final decision will be made by the Principal in cooperation with the classroom teacher prior to June 1st.

In all cases, NWEA scores will be reviewed. If a child is not making progress toward proficiency, the retention committee will meet with the parent, as stated below, to discuss retention.

A decision to retain shall be made by the Principal after a case conference involving the teacher, Building Principal, School Counselor, and parent/guardian. Factors to be considered include teacher recommendation; classroom achievement and attitude; standardized test scores; social, emotional and physical development; family conference; and, for identified students, recommendations by the committee on special education (CSE).

Early Identification/Intervention

Classroom teachers are expected to make every effort to identify early those students at risk of failing. The Building Principal and the parents/guardian must be notified promptly if retention is anticipated, and a special support program shall be designed for each child identified as in danger of failing.

GRADUATION REQUIREMENTS and INFORMATION

Graduation Requirements

The Board of Education will award diplomas to students who meet the requirements set forth by the State Education Department: **A copy of the requirements is available at the following link or may be requested from the Guidance Office:**

<http://www.nysed.gov/common/nysed/files/currentdiplomarequirements2.pdf>

Early Graduation

For students who wish to graduate in less than four years, the Board of Education in certain instances may grant students permission to complete graduation requirements on an alternative schedule. The Building Principal will determine whether to allow a student the opportunity for early graduation after consulting with the student's school counselor and his/her parents. The Principal will consider the student's grades, performance in school, future plans, and the benefits of early graduation.

*******Student(s) who choose to graduate early will not be subject to consideration for awards and scholarships awarded to full year students.**

COURSE-SPECIFIC INFORMATION AND GUIDELINES

Course placements will be determined by multiple factors including: teacher recommendation and past academic performance.

SECONDARY ENGLISH

The NYS standards for college and career readiness state that students must score a minimum of a 75 on the English Regents examination to be considered college and career ready. Be advised that although still "passing," scores between 65 and 75 do not show that a student is ready for college and/or a successful career.

SECONDARY MATHEMATICS

The NYS standards for college and career readiness state that students must score a minimum of an 80 on mathematics examinations to be considered college and career ready. Be advised that although still "passing," scores between 65 and 80 do not show that a student is ready for college and/or a successful career.

PHYSICAL EDUCATION

Every student who attends school must take part in a physical education program. Students in grades 9-12 must successfully complete the physical education course during each year they attend school in order to qualify for graduation.

If a student requires a special or alternative physical education program, he/she should notify the nurse, school counselor and P.E. teacher as soon as possible. A note from the student's physician will also be required.

If a student must be excused from P.E. classes for less than a week either due to minor injuries or upon returning to school following an illness, the student must deliver a note from the parent to the nurse. The nurse will notify the P.E. teacher.

If a student must be excused from P.E. for more than a week, that student must deliver a note from his/her physician to the school nurse who will then notify the P.E. teacher. Unless the physician states a return date to P.E. class, an additional note will be necessary from the doctor with a date stating the student may return to P.E. and sports. If a student is excused from P.E. they will also be ineligible to participate in other components of the school day that encompasses physical activity.

In the event that a student has an extended absence from P.E. class due to illness or injury, class time may be made up by completing a research paper/written assignment regarding physical education, by completing “make-up” classes, when the student is given clearance to resume normal activity so long as there is ample time for make-up classes in the grading period, or by other approved arrangement between the Principal, PE teacher and student.

Proper Attire for Physical Education Class

Students are expected to dress appropriately in order to participate in physical education classes. All students are required to wear sneakers for safety and performance reasons.

CAREER AND TECHNOLOGY EDUCATION (CTE)

Students’ attendance during 9th/10th grade will be taken into consideration when deciding enrollment on a CTE program for 11th and 12th grade.

GUIDANCE PROGRAMS and STUDENT EMPLOYMENT

GUIDANCE ASSISTANCE

Guidance programs are available for all students PK-12 to ensure effective participation in their current and future educational programs. The PK-6 guidance program has the following goals:

1. Addressing any attendance, academic, behavioral or adjustment problems.
2. Educating students concerning the avoidance of child sexual abuse and other forms of child abuse.

In grades 7-12, the guidance program provides the following services:

1. An annual review of each student’s educational progress and career plans.
2. Instruction to help students learn about curriculum options and careers.
3. Individual and/or group counseling assistance to help students develop and implement postsecondary education and career plans.
4. Individual or group counseling assistance to help students who exhibit any attendance, academic, behavioral or adjustment problems.

EMPLOYMENT OF STUDENTS

Students who are interested in obtaining working papers may pick up applications in the Main Office. The Guidance Office can sometimes offer assistance in finding summer employment, since school counselors often keep in touch with community employers.

STUDENT VOLUNTEERING, CHARACTER EDUCATION AND SCHOLARSHIPS

STUDENT VOLUNTEERING

Volunteer services allow students the opportunity to give back to this community. Students who volunteer are routinely considered for accolades, scholarships and rewards in their high school years and after graduation.

Students may volunteer to tutor elementary school students, work at the public library, or act as a P.E. “intern” and assist physical education classes. The students may also have the opportunity to assist with the local food pantry and school landscaping. At times, the school counselor can place students in beneficial environments and oversee their activities. Students should ask their school counselor for more information. Additionally, students are reminded to volunteer often when specific opportunities are made available by community organizations.

CHARACTER EDUCATION

The Roscoe School District works in partnership with parents to maintain a learning and working environment that supports positive student attitudes and the character development of its students. Character development will reflect and reinforce character and civic values such as honesty, integrity, responsibility, hard work, and respect for others.

Parents, students, and the school community will work together to teach, promote, and model ethical behavior. The Roscoe School District will reflect and reinforce positive character traits that embody community values and promote principles of fairness and justice. The District will employ the use of the PATHS (Promoting Alternative Thinking Strategies), DARE (Drug Abuse Resistance Education) and Olewus programs to assist students in their learning and acquisition of positive character traits.

STUDENT AWARDS AND SCHOLARSHIPS

Each year a number of students receive formal recognition for excellence in academic, community service and extra-curricular activities. Outstanding achievement and improvement is recognized by honors conferred at the end of the school year.

All students regardless of race, color, weight, national origin, ethnic group, religion, religious practice, sexual orientation, gender (identity or expression), sex or disability; shall be eligible for all awards and scholarships given or disseminated by the School District.

Eligible candidates for academic, other achievement awards or graduation scholarships will be selected on the basis of academic achievement, school citizenship, and/or co-curricular performance, as well as other factors applicable to the type of award being given. Recipients of academic awards will be selected by the Scholarship Committee from a list of eligible candidates prepared in consultation with appropriate school staff.

HONOR DAY ACTIVITIES

To be eligible to participate in Junior Honor Day, students in grades 5-8 must have a cumulative average of 85 or above, without rounding, and have no incidence of in-school or out of school suspension.

To be eligible to participate in Senior Honor Day, students in grades 9-12 must have a cumulative average of 85 or above, without rounding, and have no incidence of in-school or out of school suspension.

Additionally, all students eligible for both Junior and Senior Honor Day must be successfully passing all courses at the time of the trip and may not have more than 18 unexcused absences.

*Absences due to documented medical issues will be reviewed.

COMPREHENSIVE STUDENT ATTENDANCE POLICY & TRUANCY PREVENTION PROGRAM

Introduction

In accordance with state law and regulations, it is the policy of the Board of Education (BOE) of the Roscoe Central School District to ensure that there is adequate maintenance of attendance records. The records will first verify the attendance of all children at instruction. Secondly, it will create the means to examine attendance patterns so as to develop effective intervention strategies to improve student attendance. The remaining sections of this document outline the essential components of the district's policy. The Roscoe Central School Board of Education recognizes that regular school attendance is a major component of academic success. At such time as a student's lack of attendance is identified as a problem, every effort shall be made to address the problem, utilizing the resources of the school and involving both the student and the parent/guardian. When district resources have been exhausted and attendance patterns have not improved, other outside agencies, which include the Department of Children and Family Services, may be necessary to correct the problem. Through implementation of this policy, the Board expects to reduce the current level of Absences, Tardiness, and Early Departures (referred to in this policy as "ATEDs"), encourage full attendance by all students, and maintain adequate attendance.

Notice

To be successful in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, as well as the procedures and the consequences of non-compliance. To ensure that students, parents, teachers and administrators are notified of and understand this policy the following procedures shall be implemented:

- The attendance policy will be included in the student handbook and will be reviewed with students and faculty at the start of the school year.
- School newsletters, publications and the school district website (www.roscoe.k12.ny.us) will include periodic reminders of the components of this policy.
- The district will provide a copy of the student handbook, which includes the attendance policy and any amendments thereto, to faculty and staff. New staff will receive a copy upon their employment.
- Copies of this policy will also be made available to any community member, upon request.

Truancy Prevention Program (Absences, Tardiness, & Early Departures)

Since a good pattern of school attendance is directly related to a successful school experience, it is absolutely necessary that truancy in Roscoe School be eliminated. This program seeks to strengthen diligence and awareness to addressing truancy with parents/guardians, students, and faculty. The program will operate within the official policy of the Roscoe Central School District.

The intervention will seek to foster better family relationships by working with families of excessively truant students to diminish truancy. The program, to be run in the Roscoe Central School District via the administration, support services (child study teams, social workers and guidance department) and available resources from outside agencies, will help parents to set appropriate limits for their children when needed. Throughout the course of the intervention, the family may be requested to sign contracts, agreeing that parents/guardians will cooperate with their children to solve truancy problems.

The District will design and implement systems to acknowledge a student's efforts to maintain or improve school attendance. A Child Study Team (made up of the School Social Worker, Pre-K – 12 Principal, Assistant Principal, School counselor and School Nurse) will be in place to review building wide ATEDs, assess general trends, identify students who are frequently absent, tardy, or

leave class or school early, and to make recommendations for interventions. This group will meet weekly, and the School Nurse/Attendance Officer shall report attendance issues to the group. The Child Study Team will also be available to meet on an as needed basis. Additionally, the Child Study Team shall annually review building-level student attendance records and, if such records show a decline in student attendance, the Attendance Review Board shall revisit this comprehensive attendance policy and make any changes to the plan it deems necessary to improve student attendance.

Unexcused and/or excessive ATEDs (absences, tardiness, & early departures) may result in disciplinary action consistent with the Roscoe Central School District Code of Conduct.

Absences from School:

All attendance will be kept by the classroom teacher and will be reported to the School Nurse/Attendance Officer period by period using the School Tool program. Each marking period the following protocols will be used:

- 3 Unexcused Absences: Verbal warning from school nurse and a parent/guardian contact by School Nurse/Attendance Officer
- 5 Unexcused Absences: Parent/Guardian contact by Principal. A referral will be issued.
- 10 Absences: Stage 1 Letter from Principal
- 15 Absences: Stage 2 Letter from Principal, referral to School Social Worker to set up a meeting with parent/guardian and student (as appropriate) to create a written attendance contract
- 18 Absences: Stage 3 Letter from Principal, meeting with administration, appropriate school staff, parent/guardian, and student (as appropriate) to re-evaluate attendance contract and discuss referrals to outside agencies

Late/Tardy to School:

Students are considered to be late to school/at the designated time of start. Students who enter Homeroom period after 7:50 AM (9:40 AM on a 2 hour delay, 10:40 AM on 3 hour delay) are considered late to school. If a student is late to school, a pass must be obtained from the School Nurse before reporting to class. If a student is late to school 5 times or accumulates 5 unexcused absences within a marking period, the School Nurse/Attendance Officer will submit a referral to the Principal and consequences may be assigned. For every subsequent 5 infractions, an additional referral will be submitted and consequences may progress in severity.

Participation in the day's extra-and co-curricular activities will be based upon a 9:30 AM school arrival time. The administration may make an exception for special circumstances when official documentation for a deviation is provided.

Leaving School/Leaving School Early:

Students are not permitted to leave the school building at any time during the school day without permission from an appropriate office. If they must leave because of an emergency, they are to report to the School Nurse or Principal immediately. Students are encouraged to schedule appointments for medical or dental care or personal business after school hours. If they must leave school for an appointment, they are to bring an excuse to the School Nurse/Attendance Officer before 1st period on the day they are to be excused. This excuse, signed by the parent or guardian, should include the time the student is to be excused and the nature of the absence.

If a student returns to school after an appointment, the student must report to the School Nurse/Attendance Office with appropriate documentation to receive a pass to return to class.

Leaving a Scheduled Class:

Students assigned to a class or study hall are not permitted in the halls without a hall pass unless accompanied by a teacher. Students may leave classrooms with teacher permission accompanied with a pass, or if they have a pass from the office prior to going to class. Students may leave study halls to go to other teachers' rooms only if they have obtained a pre-signed pass from the teacher before the study hall period begins.

Late to Class and/or "Cutting" Class:

Students who are more than 10 minutes late to class will be considered absent from class. Students will lose credit for class participation for that day in the class (es) they miss. This student will be required to remain in the classroom for the remainder of the period. If a student is late to class 5 times within a marking period, the classroom teacher will submit a referral to the Principal and consequences may be assigned. For every subsequent 5 infractions, an additional referral will be submitted and consequences may progress in severity. If a student fails to show up for a class/"cuts" class, the classroom teacher will immediately notify the administration and submit a referral to the Principal. In addition to other disciplinary consequences, students who cut a class on any given day may be subject to dismissal from extra-curricular events/co-curricular events for that day and potentially beyond, depending on the level of the infraction.

Course Attendance/Grade Policy:

The Roscoe Central School Board of Education recognizes an important relationship between class attendance and student performance. Consequently, attendance patterns may have a direct bearing on student achievement relative to attaining course credit based on findings by the Attendance Review Board. Students are expected to attend all scheduled classes.

All absences, excused and unexcused, count towards the student's course attendance record and the minimum attendance policy.

Missed work from any absence is the responsibility of the student to complete. Make up opportunities must be completed by a date specified by the student's teacher(s) for the class (es) in question, but should be minimally the number of days out if appropriate.

Minimum Attendance Requirements:

In order to derive the most from their education, students are expected to attend classes regularly. Failure to attend any class for at least 80% of the days when the course is in session will result in a loss of credit for the course, if the student is failing the course when they reach the maximum number of absences, or if they fail at any point thereafter. The student will be enrolled in another course as opposed to a study hall whenever possible. The administration may grant exception to the 80% minimum attendance requirement for those students on long term absences with appropriate documentation for extenuating circumstances (ex: medical treatments) and who have completed coursework in an alternative format (ex: tutoring). The following sequence of actions will be taken:

If a student's absences and academic standing (student is failing course or is in jeopardy of failing course) in a course begin to approach the minimum attendance requirement described above, the following sequence of stages will generally be followed:

Stage 1: Informational discussion with student initiated by the classroom teacher and an informational contact to parent/guardian initiated by the classroom teacher

Stage 2: Classroom teacher will refer matter to the Principal; Principal will send a letter to parent/guardian and meet with the student

Stage 3: Letter from Principal, formal meeting with administration, appropriate school staff, parent/guardian, and student (as appropriate)

General Attendance Procedures/Data Collection:

Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations, legitimate Department of Motor Vehicle appointments or such other reasons as may be approved by the administration **with appropriate documentation**.

All other ATEDs are considered unexcused absences.

A trip with or without parents/guardians for recreational purposes, is considered an unexcused absence. Because vacation periods are provided within the school calendar, trips taken at other times during the school year will be unexcused absences.

All ATEDs must be accounted for and will be coded by type and reason in the student’s attendance record. It is the parent’s responsibility to notify the school office within at least 3 days of the ATED and to provide justification for the ATED **in writing**. In the case of illness beyond 3 consecutive days, a physician’s note is requested.

Attendance will be taken during each class period.

Where additional information is received that requires corrections to be made to student’s attendance records, such correction will be made immediately. Notice of such a change will be sent to appropriate school personnel as appropriate.

NYS defines chronic absenteeism as missing 10% or more of the enrolled school days in a year for any reason, excused or unexcused.

STUDENT PHYSICALS, STUDENT HEALTH SERVICES and IMMUNIZATIONS

STUDENT HEALTH SERVICES

The school nurse monitors the health of all students in the school and is the liaison between the school and various health agencies. Parents/Guardians should advise the Health Office of any changes in the health/medical status of a student. The school nurse will provide emergency care for students involved in accidents or unexpected medical situations.

Administration of Medicine in School

If a student needs to take medication during the school day, he or she must follow these rules:

- Bring a note from his or her parent which gives the nurse permission to store the medication for the student’s use, releasing the Board and its employees of liability for the administration of medication.
- Give the nurse a doctor’s note with specific instructions about the medication, dosage, times given, indications for use, etc.
- Bring a copy of the prescription.
- An adult must bring the medication to school **in the original container**.

STUDENT PHYSICALS

In accordance with the state Education Law, each student shall have a physical exam given by the school doctor or family physician within 30 days upon entrance into school and/or prior to entry in grades Pre-K, K, 2, 4, 7 and 10. Physical forms are available from the school nurse for the family physician to fill out. If a form is not returned to the school nurse by Oct. 1 of the school year, the school physician will complete a student's physical. Students wishing to participate in an interscholastic athletic program may also need to have a physical examination. Please see, Interscholastic Athletics, for further information.

In accordance with law, the school will provide vision, hearing, and scoliosis screening.

IMMUNIZATIONS

Students must receive proper immunizations as required by New York State Health Law. Parents will be notified of the required immunizations needed for entry, certificates of proof, and available resources for obtaining appropriate certificates.

For more information on health issues, contact the school nurse at (607)498-4126, ext. 6107.

DIGNITY FOR ALL STUDENTS ACT- (DASA)

In accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of bullying, discrimination and/or harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the Districts' educational mission. Since cyberbullying is a form of bullying, the term "bullying" as used in this policy will implicitly include cyberbullying even if it is not explicitly stated.

The District condemns and prohibits all forms of bullying, discrimination and/or harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (identify or expression), or sex by school employees or students on school property and at school-sponsored activities and events that take place at locations off school property. In addition, any act of bullying, discrimination and/or harassment, outside of school sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.

The Dignity Act Coordinator is Dawn Dorcas ext. 6115. The full DASA policy is available on the district website.

Reports and Investigations of Bullying, Discrimination and/or Harassment

The District will investigate all complaints of bullying, discrimination and/or harassment, either formal or informal, and take prompt corrective measures, as necessary. School employees who witness or receive a report (oral or written) of harassment, bullying and/or discrimination must orally notify the Superintendent, Principal or their designee no later than one (1) school day after witnessing or receiving a report of such incident. The employee must then file a written report within two (2) school days after making the oral report. If, after an appropriate investigation, the District finds that this policy has been violated, corrective action will be taken in accordance with District policies and regulations, the Code of Conduct and all appropriate federal or state laws. The Superintendent, Principal or their designee shall notify the appropriate law enforcement agency when it is believed that any harassment, bullying and/or discrimination constitute criminal conduct.

Prohibition of Retaliatory Behavior

Any person who has reasonable cause to suspect that a student has been subjected to bullying, discrimination and/or harassment by an employee or student, on school grounds or at a school function, who acts reasonably and in good faith and reports such information to school officials or law enforcement authorities, shall have immunity from any civil liability that may arise from making such report. The Board prohibits any retaliatory behavior directed at complainants, victims, witnesses and/or any other individuals who participated in the investigation of a complaint of bullying, discrimination and/or harassment.

CHILD ABUSE IN AN EDUCATIONAL SETTING

Students have the right to an educational setting that does not threaten their physical and emotional health and development. Child abuse by school personnel and school volunteers violates this right and therefore is strictly prohibited. Parents who believe that their child has been abused by employees or volunteers of the district should immediately notify the Building Principal of their child's school. The appropriate law enforcement authorities will be notified if there is reasonable suspicion that an act of child abuse has occurred. The parent of the alleged child victim will be promptly notified when someone other than the parent submits a report of alleged child abuse in an educational setting.

CODE OF CONDUCT

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

Definitions:

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

Disruptive Student: any student under the age of 21 who is substantially disrupting the educational process or substantially interferes with the teacher's authority over the classroom.

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

Removal: the act of a teacher in discontinuing the presence of the student in his/her classroom.

School Property: in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public school, or in or on a school bus as defined in #142 of the New York State Vehicle and Traffic Law.

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

Suspension: the act of the Building Principal, Superintendent of Schools, District Superintendent or Board of Education in discontinuing the presence of a student from his/her regular classes and/or extra-curricular activities.

Violent Student: a student under the age of 21 whom:

- Commits an act of violence upon a school employee, or attempts to do so.
- Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
- Possesses, while on school property or at a school function, a weapon.
- Display, while on school property or at a school function, what appears to be a weapon.
- Threatens, while on school property or at a school function, to use a weapon.

- Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- Knowingly and intentionally damages or destroys school district property.

Weapon: A weapon is defined as “a device, instrument, material or substance, animate or inanimate that is used for, or is readily capable of, causing death or serious bodily injury.” In cases with associated criminal charges, the definition will be extended to include the parameters specified in New York Penal Code.

Student Expression:

Students shall be allowed the opportunity for the free expression of ideas consistent with rights established by the federal and state constitutions. However, a student’s freedom is subject to limitation in that the constitutional protections will not extend to libelous, slanderous, vulgar, lewd, indecent or obscene words or images or to words or images which by their very use incite others to damage property or physically injure persons. Furthermore, speech that materially and substantially disrupts the work and discipline of the school may be subject to limitation.

Student Activities:

The privilege of participating in such activities shall be conditioned upon appropriate conduct as established by the student code of conduct and any rules promulgated specifically for participation in extra and/or co-curricular activities.

Pregnant Students:

During pregnancy and the period of pregnancy related disability which follows childbirth, a student shall be entitled to an appropriate education. Pregnant students who desire to attend their regularly scheduled classes prior to the time of childbirth may do so to the extent that their physician approves of such attendance.

Expectations for Parents

- 1) Recognize that the education of their children is a joint responsibility of the parents or guardians and school community.
- 2) Send their children to school ready to participate and learn as required by New York State Education Law and in accordance with the District's Comprehensive Student Attendance Policy (#7110). Ensure that children attend school regularly and on time. Ensure absences are excused.
- 3) Insist their children be dressed and groomed in a manner consistent with the student dress code.
- 4) Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
- 5) Know school rules and help their children understand them to maintain a safe, orderly environment in accordance with the District *Code of Conduct*.
- 6) Convey to their children a supportive attitude towards education and the District.
- 7) Build good relationships with teachers, other parents and their children's friends.
- 8) Work with our schools to maintain open and respectful communication.
- 9) Help their children deal effectively with peer pressure.
- 10) Inform school officials of changes in the home situation that may affect student conduct or performance.
- 11) Provide a place for study and ensure homework assignments are completed.
- 12) Teach their children respect and dignity for themselves, and other students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, which will strengthen the child's confidence and promote learning in accordance with the Dignity for All Students Act.

Expectations for Teachers

- 1) Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 2) Be prepared to teach.
- 3) Demonstrate interest in teaching and concern for student achievement.
- 4) Know school policies and rules, and enforce them in a fair and consistent manner.
- 5) Communicate to students and parents:
 - a. Course objectives and requirements.
 - b. Marking/grading procedures.
 - c. Assignment deadlines.
 - d. Expectations for students.
 - e. Classroom discipline plan.
- 6) Communicate regularly with students, parents and other teachers concerning growth and achievement.
- 7) Confront issues of discrimination and harassment in any situation that threatens the emotional or physical health or safety of any students, school employee or any person who is lawfully on school property or at a school function.
- 8) Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
- 9) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a teacher's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for School Counselors

- 1) Assist students in coping with peer pressure and emerging personal, social and emotional problems.
- 2) Initiate and appropriately document teacher/student/counselor conferences and parent/ teacher/student/counselor conferences, as necessary, as a way to resolve problems.
- 3) Regularly review with the students their educational progress, career plans and graduation requirements.
- 4) Provide information to assist students with career planning.
- 5) Encourage students to benefit from the curriculum and extracurricular programs.
- 6) Coordinate Intervention Support Services, as needed, with student, parent, Building Principal and teachers.
- 7) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 8) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the counselor's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Student Support Service Personnel

- 1) Support educational and academic goals.
- 2) Know school rules, abide by them and enforce them in a fair and consistent manner.
- 3) Assist students in coping with peer pressure and emerging personal, social and emotional problems.

- 4) Set a good example for students and colleagues by demonstrating dependability, integrity and other standards of ethical conduct.
- 5) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 6) Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary or requested, as a way to resolve problems and communicate as necessary in any other manner with parents and other staff regarding student progress and needs.
- 7) Regularly review with students their educational progress and career plan.
- 8) Provide information to assist students with career planning.
- 9) Encourage students to benefit from the curriculum and extra-curricular programs.
- 10) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 11) Report incidents of discrimination and harassment that are witnessed or otherwise brought to the staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Other School Staff

- 1) Follow the Code of Conduct; know, abide by and enforce school rules in a fair and consistent manner.
- 2) Set a good example for students and other staff by demonstrating dependability, integrity and other standards of ethical conduct.
- 3) Assist in promoting a safe, orderly and stimulating school environment.
- 4) Maintain confidentiality about all personal information and educational records concerning students and their families.
- 5) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a school setting, which will strengthen students' self-image and promote confidence to learn.
- 6) Report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention to the building administrator and/or Dignity Act Coordinator (DAC) in a timely manner.

Expectations for Principals

- 1) Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
- 2) Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
- 3) Evaluate on a regular basis the effective safety, behavioral and school management issues related to all instructional programs.
- 4) Support the development of and student participation in appropriate extracurricular activities.
- 5) Be responsible for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly and, when necessary, appropriately documenting actions.
- 6) Maintain and encourage a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, or sex, with an understanding of appropriate appearance, language, and behavior in a

school setting, which will strengthen students' self-image and promote confidence to learn.

- 7) Follow up on any incidents of discrimination and harassment that are witnessed or otherwise brought to the Principal's attention in a timely manner in collaboration with the Dignity Act Coordinator (DAC).

Expectations for the Superintendent

- 1) Promote a safe, orderly, respectful and stimulating school environment, free from intimidation, discrimination and harassment, supporting active teaching and learning.
- 2) Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- 3) Inform the School Board about educational trends, including student discipline.
- 4) Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
- 5) Work with District administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
- 6) Address all areas of school-related safety concerns.

Expectations for the Board of Education

- 1) Collaborate with students, teachers, administrators and parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
- 2) Approve and review at least annually the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
- 3) Appoint a Dignity Act Coordinator in each school building. The Dignity Act Coordinator will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity, and sex. The Dignity Act Coordinator will be accessible to students and other staff members for consultation and advice as needed on the Dignity Act.
- 4) Lead by example by conducting Board meetings in a professional, respectful and courteous manner.

REPORTING CODE VIOLATIONS

As warranted, various code violations will be reported to the appropriate personnel and/or agencies. The following reporting procedures shall apply. All school employees are required to report disciplinary violations:

To School District Personnel - Students, teachers and other District personnel are encouraged to report any violation of the Code of Conduct to the Building Principal. Teachers and other District personnel shall immediately report violent students to the Building Principal or Superintendent of Schools.

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

To Human Services Agencies - The District will report any violations of the Code of Conduct, which constitute a crime when the actor is under the age of 16 to the appropriate human services

agencies. When necessary, the District will support the filing of a delinquency petition or a person in need of supervision (PINS) petition in Family Court.

EXPECTED BEHAVIORS, DISCIPLINARY MEASURES and INFRACTIONS

The District Board expects all students to conduct themselves in an appropriate and civil manner per the District Code of Conduct, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and for the care of facilities and equipment. These expectations also apply to internships, student work experience and while riding on school provided transportation.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to develop self-discipline.

The Board recognizes the need to be clear and specific in expressing its expectations for student conduct while on District property or engaged in a District function. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others.

Students who will not accept responsibility for their own behavior or who violate these school rules will be required to accept the consequences for their conduct. Students may be subject to disciplinary action, up to and including suspension from school or removal from a program, when they engage in conduct that is disorderly, insubordinate, disruptive, violent, or endangers the safety, morals, health or welfare of others.

A. Engage in Conduct that is Disorderly

Examples of disorderly conduct include, but are not limited to:

- 1) Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- 2) Obstructing vehicular or pedestrian traffic.
- 3) Trespassing. Students are not permitted in any area of the school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
- 4) Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or Internet/intranet account; accessing inappropriate websites; evading the District's content filter; using an outside wireless network; or any other violation of the District Acceptable Use Policy.
- 5) Unauthorized use of personal electronic devices/equipment (i.e., cell phones, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration).
- 6) Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. Engage in Conduct that is Insubordinate

Examples of insubordinate conduct include, but are not limited to:

- 1) Failing to comply with the reasonable directions of teachers, school administrators or other District employees or otherwise demonstrating disrespect.
- 2) Missing or leaving school or class without permission.

C. Engage in Conduct that is Disruptive

Examples of disruptive conduct include, but are not limited to:

- 1) Failing to comply with the reasonable directions of teachers, District administrators or other District employees or otherwise demonstrating disrespect.
- 2) Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.

D. Engage in Conduct that is Violent

Examples of violent conduct include, but are not limited to:

- 1) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon a teacher, administrator or other District employee.
- 2) Committing, threatening or attempting an act of violence (such as hitting, kicking, punching, or scratching) upon another student or any other person lawfully on school property.
- 3) Engaging in harassing conduct, verbal threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical well-being.
- 4) Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on District property or at a District function.
- 5) Displaying what appears to be a weapon.
- 6) Threatening to use any weapon(s).
- 7) Using weapon(s).
- 8) Intentionally damaging or destroying District property, the personal property of a student, teacher, volunteer, contractor, vendor, administrator, other District employee or any person lawfully on District property, or at a District function including but not limited to graffiti or arson.
- 9) Communication by any means, including oral, written or electronic (such as through the Internet, email or texting) off school property, where the content of such communication (a) can reasonably be interpreted as a threat to commit an act of violence on school property; or, (b) results in material or substantial disruption to the educational environment.

E. Engage in Any Conduct that Endangers the Safety, Morals, Health or Welfare of Others

Examples of such conduct include, but are not limited to:

- 1) Lying, deceiving or giving false information to school personnel.
- 2) Stealing District property or the property of other students, school personnel or any other person lawfully on school property or while attending a school function.
- 3) Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them. This can include posting or publishing video, audio recordings or pictures (written material, cell phones, Internet, YouTube, etc.).
- 4) Discrimination, based on a person's actual or perceived race, age, sexual orientation, color, creed, national origin, ethnic group, religion, religious practice, sex, sexual orientation, gender or gender identity, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, or disability as a basis for treating another in a negative manner on school property or at a school function.
- 5) Harassment, the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being based on a person's actual or perceived race, color, weight, national origin, political affiliation, ethnic group, religion, religious practice, marital or veteran status, use of a recognized guide dog, hearing dog or service dog, disability, sexual orientation, gender (identify or expression) or sex.
- 6) Bullying and intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm and/or emotional discomfort; for example, "play" fighting, extortion of money, overt teasing, etc.
- 7) "Internet bullying" (also referred to as "cyber bullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school; or infringes upon the general health, safety and welfare of students or employees. The scope of cyber bullying includes both on and off school property behavior that creates or would foreseeably create a risk of substantial disruption within the school environment and /or could foreseeably create a hostile environment.
- 8) Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending or receiving sexually explicit videos, pictures or auditory recordings and other verbal or physical conduct or communication of a sexual nature.
- 9) Displaying signs of gang affiliation or engaging in gang-related behaviors that are observed to increase the level of conflict or violent behavior.
- 10) Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any District or school sponsored activity, organization, club or team.
- 11) Selling, using, possessing or distributing obscene material, the consumption, sharing and/or selling, use and/or possession of alcoholic beverages, tobacco products, illegal drugs, counterfeit and designer drugs, or paraphernalia for the use of such drugs, E-cigarettes, juuls, vape pens and all other electronic inhalation devices and the chemicals associated with their use is prohibited at any school-sponsored function, on school

grounds and on school buses at all times. The in appropriate use of prescription and over-the-counter drugs shall also be disallowed.

DISCIPLINARY MEASURES

The following shall constitute appropriate progressive consequences authorized by this Student Code of Conduct:

- A) Warnings (oral or written)
- B) Counseling/Mediation
- C) Parent Meeting
- D) Lunch Detention
- E) Administrative Consequence
- F) After School Detention
- G) In-School Suspension
- H) Suspension from school for up to five (5) school days
- I) Suspension from school in excess of five (5) school days
- J) Suspension from school for at least one (1) year for possession of a weapon pursuant to the Gun-Free Schools Act of 1994 (subject to the right of the Superintendent to modify such penalty) or, in the case of a student with a disability whose possession of a weapon is determined not to be related to his/her disability, placement in an interim alternative educational setting for a period of up to forty-five (45) days
- K) Placement in an interim alternative educational setting for a period of up to forty-five (45) days, in the case of a student with a disability whose knowing possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance at a school or a school function is determined not to be related to his/her disability.
- L) Permanent suspension (Expulsion).

*Items involved in disciplinary issues will be confiscated by the Principal and may be returned to the parent/guardian when they come to request such items.

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

Short Term Suspension Process-Prior to a proposed suspension from school for between one and five days by a Building Principal or an acting Principal in the absence of the Building Principal, the student and his/her parent shall be notified, in writing, by personal delivery, express mail or overnight service, and by telephone, if possible, within 24 hours of the decision to propose suspension.

Such written notice shall include a description of the incident(s) resulting in the suspension and shall inform the parent of their right to request an immediate, informal conference with the Principal at which the student and/or his/her parent may present the student's version of the event and ask questions of complaining witnesses. Upon such request, an informal conference with the Principal and other parties involved shall be convened as soon as possible, [at which time the evidence, including the witness(es) relied upon by the Principal in making the suspension

determination, may be questioned by the parent or guardian.] The right to an informal conference with the Principal shall also extend to a student if 18 years of age or older. The notice and informal conference shall be in the dominant language or mode of communication used by the parent. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

Any appeal brought by the parent or student over the age of 18 of a Principal's suspension must be presented to the Board of Education prior to filing any further appeal.

The Long-term Suspension Process: Suspension for More than Five Days - Any suspension from school in excess of five school days shall be considered a long-term suspension. Unless there is an agreement between the person requesting the suspension and the parent, a long-term suspension may be done only after the Superintendent of Schools or the Board of Education has conducted a hearing.

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

Off Campus Misconduct:

A student may be subject to discipline for conduct constituting a crime which is committed off of school premises or at non-school sponsored activities to the extent that the Superintendent of Schools and/or Board of Education believes that the continued attendance in school of the student would constitute an endangerment to the health, safety, welfare or morals of the student and/or others in our school.

STUDENT SEARCHES AND INTERROGATIONS and STUDENT COMPLAINTS AND GRIEVANCES

STUDENT SEARCHES AND INTERROGATIONS

Privacy Rights (Search and Seizure):

Students in attendance in our public school are protected against illegal or unreasonable personal searches or seizures of their property by both the federal and state constitutions. In light of these protections, no student's person or property shall be searched for illegal substances or materials unless the school authorities conducting the search have reasonable suspicion to do so.

School lockers, desks, and other such equipment are not the private property of students but the property of the school district, and as such may be opened and subject to inspection at any time by school officials.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, for example, a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

STUDENT COMPLAINTS AND GRIEVANCES

Students will be given an opportunity to be heard on complaints and grievances they may have. On issues affecting the student body, students should discuss the matter with their student government representatives before appealing to the school administration.

Student Grievances and Complaints:

If a student has a grievance or a complaint about a school-related matter, a school employee or other school official, he/she may submit it, in writing, to the Principal of the school who shall respond within 10 school days with a written answer or proposed resolution. The Principal shall conduct any investigation of facts necessary before rendering a decision. Grievances or complaints may be appealed in writing to the Superintendent of Schools if the Principal's answer or proposed resolution is not deemed satisfactory by the student. The appeal must be made within 10 days of receiving the Principal's response. The Superintendent of Schools shall respond to all grievances and complaints within a reasonable period of time following receipt of the written appeal document.

A student filing a complaint for any manner alleging discrimination or harassment on the basis of a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex should read the following information regarding the resolution of the complaint.

Investigation of a Complaint

Upon receipt of a formal or informal complaint, a prompt, thorough and impartial investigation of the allegations will follow. All witnesses shall be interviewed and complainants will be notified of the outcome of the investigation.

Informal Complaints

The School District encourages the resolution of all student complaints as promptly as possible and at the lowest level possible. Accordingly, students are urged to discuss complaints first with the appropriate teacher, staff member or Building Principal. However, if the complaint concerns sexual harassment, the student and/or parent should notify the Compliance Officer, the Principal. In no event will the student be required to discuss the alleged harassment with the individual alleged to be harassing him or her. Information will be kept confidential.

Upon receipt of an informal complaint the Compliance Officer, designee, or other appropriate staff member will conduct a prompt investigation to determine what occurred and then take appropriate steps to resolve the situation.

Complainants have the right to end the informal process at any time and begin the formal stage of the complaint process.

Formal Complaints

Formal complaints may be submitted either to initially report a complaint or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint.

REMOVAL OF A STUDENT FROM THE CLASSROOM

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

allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students and visitors.

Teachers shall have the authority to remove a student from their classrooms whenever the student substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. At no time will the teacher have the authority to remove a student from a course. It is understood that classroom shall be referred to as "class". "Substantially disruptive" shall mean that the course of instruction has to be discontinued more than momentarily such that it breaks the continuity of the lesson, to address the disruptive conduct of the student. "Substantially interferes" with the teacher's authority over the classroom shall mean that the student has been insubordinate to the teacher in the presence of the class and has failed to obey the teacher's directives to cease and desist (e.g., at least two directives).

A teacher may remove a student for the remainder of the class if a student is disruptive or interferes with instruction. Upon removal, the teacher will notify the main office and the student will report to the Principal's office. The teacher must notify the Principal or designee, in writing, the reasons for removal immediately or no later than the end of the school day. This can be done through SchoolTool or by email.

Once the teacher determines that the student has been substantially disruptive or substantially interferes with the teacher's authority over the classroom, the teacher must inform the student of the reasons for removal within 24 hours.

Students will have an opportunity to discuss the incident with the Principal or designee within 24 hours.

Discipline will be determined and assigned by the Principal or designee based on prior history and school procedures.

Disciplinary action will only be set aside by the Principal or designee if it is determined that there is not substantial evidence to warrant the discipline action.

As always, parent/guardian conferences are available with the teacher and/or Principal.

DRESS POLICY

We recognize that school has the responsibility to maintain a safe and orderly environment conducive to learning. Furthermore, we recognize that part of one's education is learning when, where, how and why appropriate dress is important. All students must be dressed in appropriate clothing and protective equipment as required for the various learning environments. Students and their parents have the primary responsibility for appropriate dress and appearance. The district personnel will exemplify and support students in the understanding of appropriate clothing based on the various learning environments.

A student's dress, grooming and appearance shall be safe, appropriate and not disrupt or interfere with the educational process. This includes the wearing of appropriate and safe footwear. Articles of clothing or jewelry that in any way reference vulgarity, obscenities, stereotyping, discrimination (to race, color, religion, gender or disability) sex, sexual orientation, violence and drug related inferences including alcohol, tobacco, E-cigarettes, juuls, vape pens and all other inhalation devices and the chemicals associated with their use will not be permitted. Additionally,

- Ensure that underwear is completely covered by outer clothing

- Extremely brief garments, such as tube tops, halter tops, plunging necklines, short/pants exposing buttocks, cropped shirts exposing the mid drift and see through garments are not permitted.

Students will be expected to dress respectfully and appropriately when on field trips and all other related events in which they are representing our school. Students are encouraged to wear sports uniforms or school apparel to emphasize school spirit.

If district personnel request that a student change due to a concern of safety or appropriateness, students are expected to respectfully comply with the request; remain compliant for the remainder of the school day and not wear the item again to avoid reoccurrence. Failure or refusal to comply will result in a referral for insubordination.

USE OF ELECTRONIC DEVICES

Student Use of Electronic Communication Devices

Students are prohibited from using or having on or in an operational mode any paging device, mobile telephone, cellular telephone, laser pointer or pen or any other type of telecommunications or imaging device during instructional time, except as expressly permitted in connection with authorized use in classrooms. While students are permitted to possess such devices during the school day, they are prohibited from using them in any manner which invades the privacy of students, employees, volunteers or visitors. Students are not permitted to use any form of information technology, including their own personal electronic devices, to intimidate, harass or threaten others. This type of harassment is generally referred to as cyber bullying. If a student violates this prohibition, then he/she is subject to discipline under this provision and/or any other provision in the District *Code of Conduct* that may be applicable to the circumstances involved.

Areas within the school, school grounds and school sponsored events have been given Green, Yellow and Red Zone designations. Students are permitted to use their cell phones and electronic devices in designated Green Zones (hall, cafeteria). In Yellow Zones (classrooms or office), the student must have permission from the adult supervising that space. A Red Zone (assemblies or presentations) means that the electronic device may not be seen or heard. Any school space may be designated a Red Zone by the supervising adult. In the event of a school emergency such as a building lockdown, fire drill or stay put, the entire school becomes a Red Zone area. Students who do not comply with these designations are subject to disciplinary action.

Each instructional area will have a cell phone caddy. All students **MUST** place cellphones in the caddy upon entering the area. Students may only remove from the caddy with adult permission to complete a specific task. It must then be returned to the caddy. No students are permitted to have cell phones in instructional areas, this includes study halls, without a teacher assigned task. All cell phones must remain in the caddy until the end of the instructional period.

ROSCOE CENTRAL SCHOOL DISTRICT ACCEPTABLE USE POLICY

Anyone who uses electronics or electronic media (network access, thumb drives, etc.) provided by Roscoe Central School must read, agree to abide by, and sign an Acceptable Use Policy (AUP). Copies of the AUP will be kept on record by Roscoe Central School and will be updated on a yearly basis. Once a copy of the AUP is signed that person is bound to the terms of the AUP and any disciplinary action that may result in a violation of the terms of the contract.

Network Use

- 1.) All system use must be in support of education and consistent with the mission of the Roscoe Central School. Roscoe Central School reserves the right to prioritize use and access to the system.

- 2.) Any use of the system must comply with State and Federal law.
- 3.) The system constitutes public facilities and may not be used for personal gain or political agendas.
- 4.) The system shall not be used for malicious activities. Malicious activities include (but are not limited to): disruption of network services, intentional damage or modification to hardware or software, unauthorized installations, and the use of unauthorized equipment.
- 5.) Users are responsible for the appropriateness of materials they transmit over the network. The use of the network for hate mail, harassment, discriminatory remarks, pornographic material, or other undesirable behavior is strictly prohibited.

Security

- 1.) User accounts are intended for use only by the person that they are assigned to. The user may not share their account credentials or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account.
- 2.) Users shall not seek information on, obtain copies of, or modify files or passwords of other users. Any attempt to gain access to a user account that is not your own is strictly prohibited.
- 3.) Passwords will be changed regularly and meet certain complexity guidelines.

Personal Security

- 1.) Students should never reveal personal information without the permission from their teacher and parent or guardian.

Copyright

- 1.) The unauthorized installation, use, storage, or distribution of copyrighted software or materials on district computers is prohibited. All users of Roscoe Central School's network shall abide by current copyright law.

Filtering and Monitoring

- 1.) Roscoe Central School reserves the right to filter and monitor all use of electronics that are provided by the school or use the schools resources.

General Use

- 1.) Users are required to conserve resources when possible. Computers must be turned off at the end of the day or during prolonged periods of inactivity. Old and unused files and e-mail should be deleted when possible.
- 2.) Nothing in this document is intended to prevent the use of Roscoe Central School's equipment while under the direct supervision of teachers or staff.

LOCKERS

Hall & Gym Locker Procedure

Students in the Roscoe Central School District shall be assigned hallway lockers, grades 5-12 and gym lockers, grades 7-12. Access to such lockers shall be made available between periods as well as prior to the commencement of the school day, and at the conclusion of the school day, provided

that the school is open to students. Access to gym lockers is available before and after school, as well as immediately before and after a student's assigned PE class.

- ❖ Lockers will be assigned at the beginning of the school year.
- ❖ The combination is given only to the person issued the lock/locker.
- ❖ Personal locks placed on the lockers will be removed and the locker contents will be placed in the Principal's office or the Athletic Director's office.
- ❖ Students are not to share their lockers or combinations.
- ❖ Locks, which are issued, are issued for the sole purpose of providing privacy between students.
- ❖ No valuables should be kept in the locker; those should remain at home.
- ❖ The Roscoe Central School District cannot be responsible for lost or stolen money or possessions.
- ❖ Stolen articles should be reported to administrators or teachers.
- ❖ When leaving your locker, spin the combination knob twice, and then check that the lock has latched.
- ❖ Lockers must be kept locked at all times.
- ❖ Lost locks must be paid for before a new lock is issued.
- ❖ Students are not to be in the gym locker rooms unless they are authorized to be there by a physical education teacher, coach or the Principal.

Lockers, as well as the locks and combinations and or keys with respect to such lockers are the property of the school district and may be searched at any time by the administration as well as by law enforcement officials designated by the administration and students are hereby advised that they should not expect privacy for anything, which is contained in their lockers. Search of lockers may be conducted with, or without, prior notice to the student body.

*Additionally, the School Board hereby designates the Superintendent as its agent to determine, in his or her discretion, whether a program ought to be implemented whereby trained dogs, under the supervision of their trainers and law enforcement officials, may sniff lockers, desks, or other storage areas. The purpose of such a program is to determine whether violations of the law, school policy or rules, exists. In the event that a trained dog designates a positive alert, students should be aware that such positive alert may constitute reasonable suspicion to allow the search of the contents of such area.

STUDENT AUTOMOBILE USE

Students with a valid driver's license may be eligible to drive to school and park on school grounds. Sections of the school parking lot are allotted to such students.

Misuse of driving privileges or a violation of the code of conduct may lead to revocation of the parking permit.

Students who wish to apply for a parking permit must follow these procedures:

1. Report to the Principal's Office on his/her own time (before or after school or during lunch) and request a "Parking Permit Application."
2. Complete the application and return a copy, **attaching a copy of his/her driver's license plus proof of completion of the Alive @25 course.**
3. If the application is approved, the student will receive the permit. Applications are approved on a "first-come, first-served" basis.
4. If the application is denied, the student will receive a letter specifying the reasons for denying the permit.

5. Parking spaces are limited; no student is guaranteed a parking permit or space simply by virtue of applying for one.

EXTRA-CURRICULAR ACTIVITY STATEMENT and STUDENT ORGANIZATIONS

EXTRACURRICULAR ACTIVITIES

The Roscoe School District offers a variety of co-curricular and extra-curricular activities for students. Participation in such activities provides students with experience in building social relationships, developing interests in an academic area, and gaining an understanding of the responsibilities of good citizenship.

Only full time students enrolled in Regents, Local and Special Education Programs are eligible to participate in extra-curricular activities.

Participation and attendance for all extra-and co-curricular activities will be based upon a 9:30 am school arrival time. Official documentation (legally excused reason) is required for any deviation.

Members of school-sponsored clubs and teams are representatives of the school district. Students who participate in extra-curricular activities are expected to conform to standards that meet or exceed those in the school district code of conduct.

STUDENT ORGANIZATIONS

If a student is interested in joining any of the activities sponsored by the Roscoe Central School District, he/she should ask the advisor for further information. Students are encouraged to participate in the various student governmental bodies and organizations established in our school. It shall be the duty of the student body to establish reasonable standards for qualification and election of candidates to serve in offices of the government. All student governmental bodies shall have a faculty advisor and shall be organized pursuant to a specific written constitution which the students shall participate in formulating. To the extent that the District authorizes meetings of non-curriculum related clubs or organizations, the same shall be subject to the constitution of the student government and shall be conducted in accordance with any applicable federal or state law, as well as Board of Education policy or regulation.

ACADEMIC ELIGIBILITY POLICY

All students must realize that their main purpose for attending school is to receive a solid academic education. Roscoe Central School is committed to supporting the academic success of all students.

Academic eligibility is based on the 5 week grading periods established for progress reporting and quarterly report cards.

If a student is failing 2 or more courses on a progress report or quarterly marking period, the student is ineligible to participate in or attend all extra-curricular activities, sporting competitions, and school sponsored after school/weekend events, however the student may still attend athletic practice or performance based rehearsals.

The student will have the opportunity at the 2 week mark after each grading period to be removed from the ineligibility list for the remainder of the 5 week period if he/she is passing **all** subjects at that time. For the 2019-20 academic year the 2 week eligibility check after each grading period will occur on the following dates:

PR 1	10/25/19
MP 1	11/22/19
PR 2	1/10/20
MP 2	2/7/20
PR 3	3/20/20
MP 3	5/01/20
PR 4	6/05/20

Parents and students are encouraged to utilize the parent portal to stay up to date on academic progress throughout each grading period. Students should seek out extra support from individual teachers and utilize the study halls. Parents may request a teacher conference at any point throughout the school year.

- If a student has significant misconduct that might lead to a safety concern the Administration reserves the right to revoke a student’s eligibility and /or participation in all extra-curricular activities, sporting competitions, and school sponsored after school/weekend events.
- A student or parent may schedule a meeting with administration to discuss specific circumstances or concerns relating to eligibility.
- Administration reserves the right to consider significant factors for participation and/or eligibility.

ATHLETICS

INTERSCHOLASTIC ATHLETICS

Student interscholastic athletics are an integral and desirable part of the district’s secondary school educational program. Student eligibility for participation on interscholastic teams shall include:

1. Authorization by the school physician;
2. Written parent or guardian consent;
3. Endorsement by the Building Principal based on established rules and various league and State Education Department regulations and;

4. Full time enrolled in Regents, Local or Special Education programs.

SPECTATOR SPORTSMANSHIP AT INTERSCHOLASTIC EVENTS

The School District expects the same behavior of all spectators at school-sponsored sports events that it expects of its staff and students during the regular school day. Spectators at sports events who do not abide by the following guidelines will, in the first instance, be reminded of their obligation, and in the second instance, be asked to leave the event and/or refrain from attending future events for a specific period of time.

All spectators at Roscoe Central School District's interscholastic events will be expected to:

- Encourage good sportsmanship for all players, coaches, and officials at every game, practice or other sports event.
- Place the emotional and physical well-being of the students participating first.
- Support the coaches and officials working with the children and encourage a positive and enjoyable experience for all.
- Demand a sports environment for the children that is free from drugs, tobacco, E-cigarettes, juuls, vape pens and all other electronic inhalation devices and the chemicals associated with their use and alcohol pursuant to the district's code of conduct.
- Encourage sportsmanlike behavior from all participants and other spectators.

STUDENT FIELD TRIPS

Roscoe Central School believes field trips are an important part of the educational program. By providing students with hands on experience and exposure to the larger community, field trips can greatly enhance a student's educational experiences.

A signed permission slip from the parent or guardian is required for each child for each field trip and should be returned by the specified due date in order to participate. A child who does not provide a signed permission slip will be prohibited from participating and will be given an alternative assignment on the day of the field trip.

Permission slips will not be needed to visit neighboring schools or to locations in the Roscoe Community if the trip is considered part of the daily instruction.

The classroom teacher will provide parents with specific instructions for lunch, appropriate dress, and arrival and departure times. If the weather is bad on the day of a scheduled field trip, parents should contact the Principal's office to inquire on the status of the trip.

All students are expected to exhibit proper behavior on field trips. While field trips take place outside of school, school rules still apply. Students are expected to abide by the school's student code of conduct while on a field trip. In addition, students who are unable to maintain appropriate behavior in the classroom may jeopardize their opportunity to go on a field trip. Parents will be notified prior to the trip if there are concerns about their child's behavior.

Cancellations

In light of current events, the overall safety of the proposed trip location and of travel conditions will be a key factor in granting approval for field trips. Should conditions change during the time between the approval of a trip and the actual date of departure, it may become necessary to cancel the trip and deposited monies may be forfeited.

Chaperones

Parents are invited and encouraged to chaperone selected school field trips. Any parent interested in chaperoning a field trip should contact their child's teacher.

PARENTS WITH DISABILITIES

Parents with disabilities will be afforded an equal opportunity to participate in the services, programs and activities of the district, particularly those which are designed for parental involvement and are directly related to their child's academic and/or disciplinary progress (e.g., parent/teacher conferences, and/or meetings with other school personnel).

Requests for accommodations should be directed to the Superintendent at least 10 business days prior to the scheduled activity or program. Such requests should include a description of the parent's needs and the specific accommodation they are requesting.

PARENTAL INVOLVEMENT and PARENT CONFERENCES

PARENTAL INVOLVEMENT

The School District believes that children succeed when there is a strong partnership between home and school. This partnership thrives on open communication between parents and the school, parental involvement in their child's education, and parental responsibility for all aspects of their child's education.

Parents can become partners in their child's education by:

- Becoming familiar with their child's school activities and academic program, including special programs offered by the district.
- Discussing with school counselors, teachers and principal the options and opportunities available to their child.
- Monitoring their child's academic progress and contacting teachers when necessary.
- Attending scheduled teacher/school conferences.
- Monitoring their child's attendance at school. Regular school attendance is important if a child is to achieve his/her full potential. Parents are urged to make an extra effort to ensure their child establishes a regular attendance pattern.
- Signing up for and utilizing the Parent Portal, which allows parents of students in grades 5-12 to access their child's course and assignment grades. Contact the Guidance Office for more information.
- Keeping the school informed and updated on changes in address, contacts and medical status. Demographic updates should be provided by completing the form available from the Guidance Office. Medical updates should be communicated with the School Nurse.

Learning does not end when the school day is over. The School District encourages parents to set aside time for reading, informal learning activities, and assisting their child with homework assignments. Parents can also become involved in their child's education on a broader scale by joining the Roscoe Parent Teacher Association. The PTA typically serves as a strong link between home and school. By joining the PTA parents become partners in advancing the educational goals of the school district while enhancing the welfare of their child.

PTA meetings are held regularly throughout the school year. All parents are eligible to become members. If you would like to become a member, please contact the receptionist at ext 6302 for the date and time of the next meeting.

PARENT CONFERENCES

Parent-teacher conferences are an important element in reporting student progress to parents. There is a half-day conference on the school calendar. However, parents should feel free to request a conference with their child's teacher at any time.

Parents may initiate a conference by calling the school office and making an appointment with the teacher, counselor or Building Principal. When a parent requests a conference with a teacher, the teacher will make every effort to arrange a mutually convenient time. Such conferences will be planned around the teacher's schedule so as not to interfere with class time.

If a parent cannot attend a scheduled conference, he/she should notify the school as far in advance as possible so that another conference time may be arranged.

A school-wide Open House will be scheduled at the beginning of the year. This is a time for parents to be informed of specific projects, mini programs, or activities involving their child.

ACCESS TO DISTRICT AND STUDENT RECORDS

ACCESS TO DISTRICT RECORDS

Often, parents, students and other community members may want to have specific information about the school. Interested persons may request to inspect and/or copy school district records at the Office of the Records Access Officer, The Building Principal, located at the school; office hours 8 a.m. to 3 p.m. during regular business hours on any business day on which the Roscoe Central School offices are open.

Requests to inspect or make copies of records must be submitted in writing either in person or by mail, to the Records Access Officer, who will provide information regarding fees and the number of copies available.

ACCESS TO STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age (referred to in the law as “eligible students”) the following rights:

1. The right to inspect and review (your child’s) (your) education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the Building Principal a written request that identifies the records they wish to inspect. The Principal will make arrangements for access and notify you of the time and place where the records may be inspected.
2. The right to request the amendment of (your child’s) (your) education records that you believe are inaccurate or misleading. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading by writing the Principal, clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading. If the district decides not to amend the record as requested, it will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided at this same time.
3. The right to consent to disclosures of personally identifiable information contained in (your child’s) (your) education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The Office that administers FERPA is the Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, D.C. 20202-4605.

TRANSPORTATION

Transportation is provided to certain school students. Questions about the school transportation program should be directed to the main office, at (607) 498-4126 ext. 6105.

STUDENT CONDUCT ON SCHOOL BUSES

In order that the bus ride to and from school may be safe, the following rules must be observed:

1. Keep all noise at a low level.
2. Keep hands, feet and all possessions to yourself.
3. Obey the bus driver.
4. Remain seated until the driver gives permission for you to leave.

Additionally, students are reminded that the Olewus expectations are in place:

1. We will not bully others.
2. We will try to help students that are bullied.
3. We will try to include students who are left out.
4. If we know that someone is being bullied, we will tell an adult at school and an adult at home.

Discipline problems will be referred in writing by the bus driver to the building Principal. The penalty for continued misbehavior may range from suspension from riding the bus to suspension from school. All school rules apply while students are riding the buses. All students riding school buses are expected to maintain good conduct while traveling.

VIDEO CAMERAS ON SCHOOL BUSES

Video cameras may be used to monitor student behavior on school vehicles transporting students to and from school or extracurricular activities. Students found violating bus conduct rules will be subject to disciplinary action in accordance with the district's code of conduct.

EXTRA-CURRICULAR BUSING

STUDENT TRANSPORTATION ON SCHOOL-SPONSORED FIELD TRIPS, EXTRACURRICULAR ACTIVITIES, OR SIMILAR EVENTS

When Roscoe Central School provides transportation to students for a school-sponsored activity or event, it will also provide return transportation unless the parent or legal guardian of a participating student has given the district written notice authorizing an alternative form of return transportation for their student. If intervening circumstances make return transportation impractical, a chaperone or other representative of the school will remain with the student until the student's parent or guardian has been contacted and informed of the intervening circumstances, and the student has been delivered to his/her parent or guardian.