

Minerva Central School



Student- Parent Handbook 2024-2025

Mission Statement

To prepare students to succeed as responsible citizens in an ever-changing world.

Minerva Central School, in participation with the community, will provide an individualized, well rounded education in order to build a strong foundation for personal growth and life-long learning.



Minerva Central School

*Proudly stands our Alma Mater
Ever glorious to view
We thy Children love thy honor,
To the green and white are true.
We will ever sing thy praises,
Ever praise her name,
Live to make our lives add luster
To her truths and glorious fame.*

*Let the glad notes wake the echoes
Joyfully we cry
Hail to thee our Alma Mater
Hail, all hail Minerva High.
We will ever live to love her,
Faithful, loyal, and true
We shall think of days we spent here
Alma Mater, dear, with you.*

*Though the coming years shall part us
From thy ever watchful care
We will turn with fondest yearning
To the halls and scenes so fair.
So farewell dear Alma Mater,
May thy name we humbly pray,
Be revered ever after
As it is by us today.*

MINERVA CENTRAL SCHOOL

1466 County Rte 29

P.O. Box 39

Olmstedville, NY 12857

Phone: 518-251-2000

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www.minervasd.org

Board of Education

Nellie Halloran - President

Hayley Killon– Vice President

Nichole Griffen

Ron Sanalidro

Jessica West

Superintendent

Mrs. Candice L. Husson

Guidance

Mrs. Sherry Galkiewicz

Business Manager

Mrs. Courtney McCauliffe

Employee List

2024-2025



Accardi, Peter - Math 7-12
Arnold, Kathleen - Teacher Assistant
Bosan, Ellen - Library Media Specialist
Brannon-Strohmeyer, Theresa - School Nurse/
Attendance Officer
Bromley, Claire - School Social Worker
Brown, Matthew - Teacher Assistant/Grade 4
Camara, Joseph - Head Bus Driver/Mechanic
Christian, Ashley - Teacher Assistant
Corcoran, Edward - Art Teacher
Drake, Raynie - Special Education Teacher
Fabin, Lisa - Grade 4/Reading Specialist
Fink, Christopher - 7-12 Social Studies Teacher
Fuller, Colleen - Grade 1 Teacher
Gaddis, Faith - Grade 3 Teacher
Galkiewicz, Sherry - School Counselor
Galusha, Alison - Teachers Aide
Gosselin, Amy - Grade 5 Teacher
Green, Lynn - Secretary to the Superintendent/
District Clerk/Records Manager
Green, Robin - Cafeteria Manager/Cook
Hodgson, Bruce - 7-12 Math/STEM Teacher
Hodgson, Jill - OT Services
Husson, Candice - Superintendent
Hyatt, Jody - CSE/CPSE Chairperson/
Coordinator of Student Services and
Instructional Support

Johnson, Mikaila - Teachers Aide
Kirker, Robert - 7-12 English Teacher
Knierim, Eric - Speech Language Therapist
LeVeille, Edith - Cleaner
Lucas, Elizabeth - Special Education 6-1-1
McCauliffe, Cortney - Business Manager/Treasurer
Monthony, AJ - Food Service Assistant/Cleaner
Monthony, Kim - Administrative Aide
Morano, Carly - Physical Education
Mulligan, Amber - Food Service Assistant
Natalie, Bethanie - 7-12 Science Teacher
Ordway, Ashley - Pre-K and Kindergarten Teacher
Ordway, Lizbeth - Grade 6 Teacher
Putney, Denise - PT Services
Rascoe, Molly - Special Education 12-1-1
Riley, Kathleen - Technology Teacher
Scott, Amy - Grade 2 Teacher
Secor, Joliene - Teacher Assistant
Smith, Katherine - Music Teacher
Smith, Kenneth - Head Custodian/Bus Driver
Stockman, Kevin - Spanish Teacher
Stone, Sharon - Data Specialist
Sullivan, Kayla - Cleaner
Taylor, Deborah - Business Teacher
Taylor, Peter - Bus Driver / Custodian
Vanderwalker, Ruth - Teacher Aide / Bus Aide
Wilk, Steve - Psychologist
Williams, April - Teacher Aide
Wood, Joanna - Custodian / Bus Driver

Italics denote part-time employees



MINERVA CENTRAL SCHOOL

2024 - 2025 SCHOOL CALENDAR

HOME OF THE
FIGHTING IRISH

JULY 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July	4	Independence Day Observed
September	2	Labor Day
September	3	Supt. Conference Days
September	4	Classes Begin
October	4	Supt. Conference Day
October	14	Columbus Day
November	8	Emergency Release Day
November	11	Veterans' Day
November	27-29	Thanksgiving Recess
December	23	Holiday Recess Begins
January	6	Classes Resume
January	20	Martin Luther King, Jr. Day
January	21-24	Regents Testing Days
January	29	Asian Lunar New Year
February	3	Parent Teacher Conferences
February	17-21	Mid-Winter Recess
March	21	Supt. Conference Day
April	14-18	Spring Recess
April	29-30	NYS Grades 3-8 ELA Tests
May	6	NYS Grades 3-8 Math Tests
May	26	Memorial Day
June	4	Regents
June	17-27	Regents Testing Days
June	19	Juneteenth
June	26-27	Regents Rating Day
June	26	Kindergarten Graduation
June	27	Senior Graduation

AUGUST 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

SEPTEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

[] Classes Not in Session

- - - - - Regents Testing Days

○ Supt. Conference Day

OCTOBER 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER 2024						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September	19
October	21
November	17
December	15
January	18
February	14
March	20
April	17
May	21
June	19

Total Number of Pupil Days 181

Supt. Conference Days 4

TOTAL DAYS **185**

DECEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Marking Period 1	Sept. - Nov.
Marking Period 2	Nov. - Jan.
Marking Period 3	Feb. - Apr.
Marking Period 4	Apr. - Jun.

DISCLAIMER

The Minerva Central school District does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, family status, national origin, race or sex in the educational programs and activities which it operates. This policy is in compliance with the Title IX of the Educational Amendments of 1972, and all applicable Federal and State Laws and Regulations.

Inquiries concerning this policy may be referred to the Minerva Central School District,
c /o Affirmation Action Officer, P.O. Box 39, Olmstedville, N.Y. 12857

Then Minerva Central School District is an equal opportunity educator and employer.

Contents

Academic Ineligibility.....	1
Accelerated Courses.....	2
Activity Period.....	2
Attendance... (Student Attendance Policy...(Appendix A).....	3-4
Behavior.....	4
Breakfast/Lunch Program.....	5
Bullying/Cyberbullying.....	5
Bus Safety Rules.....	6-7
Chromebook User and Procedure Guide...(Appendix B).....	7
Course Drop/Add Procedures.....	8
Detention.....	8
Dignity for all students.....	9
Directory information and release of student photos.....	9
Driving and Parking on School Grounds.....	9-10
Drug Policy.....	10
Electronics/mobile phones.....	10
Emergency School Closing.....	10-11
Extra-Curricular Programs.....	11-14
Field Trips and Co-Curricular Activities.....	14-15
Food and Drink in the Classroom.....	15
Forms.....	15
Fund Raising/Senior Trip Activities.....	16
Grade Reporting	16
Graduation Requirements ...(Appendix C).....	17
Guidance Services.....	17

Contents

Health Services.....	17-18
Homework.....	18-19
Homework Hall.....	20
Lockers.....	20
Lost and Found.....	20
MCS 1:1 Initiative student/parent agreement (Appendix B-1).....	21
Parent Drop-off and Pick-up of Student.....	22
Parent-Teacher Conferences.....	22
Passes From Class.....	22
Respect.....	23
School Day.....	23
Sexual Harassment.....	23
State Testing (See NYS Assessment Schedule).....	24
Student Dress ... (Summary Code of Conduct Appendix D).....	24
Student Recognition.....	24
Technology/Computers...(Acceptable Use Policy Appendix E).....	25
Wellness Policy.....	25
Working Papers.....	25
Elementary and Intermediate level Testing Schedule.....	26-27
Regents Examination Schedule.....	27
Attendance Policy (Appendix A)	
Chromebook User and Procedure Guide (Appendix B)	
Graduation Requirements and Course Description (Appendix C)	
Summary Code of Conduct (Appendix D)	
Student Acceptable Use Policy (Appendix E)	

Minerva Central School Ineligibility Policy

The ineligibility list is generated every 2 weeks within each marking period. Ineligibility dates will be distributed at the beginning of the school year.

Teachers submit failing students' names, with the numerical grade, every two weeks (purple sheets) to the guidance office.

Any student failing more than one class is ineligible and parents/guardians will be notified by the classroom teacher when a student is failing their class.

Students can participate in practice/rehearsals while ineligible.

Students cannot participate in games, extra-curricular events, or be granted special privileges while ineligible.

Ineligible students are restricted to their study halls (no passes) and are not eligible for activity period privileges.

A student can be eligible as soon as he/she is failing less than 2 classes.

- If a student brings his/her class average to passing, the student may retrieve a purple sheet from Mrs. Galkiewicz for their teacher to sign off that they are now passing. After Mrs. Galkiewicz receives the purple sheet back, she will make the student eligible.
- The teacher will input the grade into the eschool gradebook.
- The student will be taken off the ineligibility List when he/she is failing less than 2 classes. Mrs. Galkiewicz will remove the student from the ineligibility list.

A parent, student, or teacher may request a meeting regarding students grades through the guidance office or directly with the teacher.

Students are encouraged to independently seek out their teachers for extra help during and/after school.

Under certain circumstances, when student academic performance is continuously poor, the administration may require alternative eligibility standards.

Activity Period

All students in grades 7-12, who are not scheduled for a class during period 9, will be scheduled into a study assistance.

If eligible, students will have the option to leave their assigned student assistance and report to one of the activity period options. Activity period currently includes two types of activities, extra curricular activities and open activities, each having specific eligibility requirements.

Extracurricular Activities are the traditional organized activities and school clubs such as: Academic Bowl, Youth in Government, Yearbook, Ember, Student Council, National Honor Society, Odyssey of the Mind, Class Fund-Raising Meetings, etc. Meetings for these activities will be scheduled during period 9 in addition to some after school time.

In order to be eligible for participation in Extracurricular Activities, scheduled during period 9, students must be:

- In attendance for the entire school day (the same as is required when the activity is scheduled outside of the school day).

Note: To participate in Extracurricular Activities and clubs scheduled outside of the regular school day, standard ineligibility standards apply. Students must be in attendance for the entire school day. Students who are on the ineligibility list are allowed to attend practices/meetings but are not eligible for events/competitions/etc.

Open Activities include the gym/athletic field, open library, and some scheduled structured activities.

In order to be eligible for Open Activities, students must be:

- In attendance for the entire school day
- In good academic standing (as outlined in the attendance policy)
- In good overall academic standing (be eligible to participate in extracurricular activities and not on the ineligibility list)
- Up to-date with all homework assignments

For the faculty Handbook.

Procedure for Activity Eligibility:

- All homework assignments will be removed from activity eligibility when:
 - It has not been completed after two weeks unless approved by Admin
 - At the conclusion of each marking period all work owed will be removed from the activity list since students are unable to make up work for previous marking periods.
 - Students failing 2 or more classes at the end of a marking period remain ineligible and will not be permitted to participate in games or extracurricular activities. This will be in effect for the first 2 weeks of the new marking period. If after that time students are no longer failing one or more classes, students will become eligible again.
- To get off of the ineligibility list, students must request a purple ineligibility sheet from Mrs. Galkiewicz and have the classes they are passing signed off by the classroom teacher in order to become eligible again prior to a grading period.

Students may turn in their purple sheet to Mrs. Galkiewicz to become eligible for games or extracurricular activities however, students must turn them in at least 2 days prior to the event they want to be eligible for. **No purple sheets will be accepted the day of the event unless approved by administration.**

Revised 7-19-2023

ACCELERATED COURSES

Students in grade 8 will be able to earn high school credit in Spanish and math. To qualify for admission into Integrated Algebra as an 8th grader, students must meet the following criteria:

1. Average of 90 or higher in 7th grade math
2. A score of 4 on the NYS Math 7 assessment
3. Teacher approval

ACTIVITY PERIOD

All students in grades 7-12, who are not scheduled for a class during period 9, will be scheduled into a study assistance.

If eligible, students will have the option to leave their assigned study assistance and report to one of the Activity Period options. Activity Period currently includes two types of activities, extracurricular activities and open activities, each having specific eligibility requirements.

Extracurricular Activities are the traditional organized activities and school clubs such as: Academic Bowl, Youth in Government, Yearbook, Ember, Student Council, National Honor Society, Odyssey of the Mind, Class Fund-Raising Meetings, etc. Meetings for these activities have traditionally been scheduled after school. Starting this year, these meetings will involve some scheduled time during period 9 and some after school time.

In order to be eligible for participation in Extracurricular Activities, scheduled during period 9, students must be:

- In attendance for the entire school day (the same as is required when the activity is scheduled outside of the school day)

NOTE: To participate in Extracurricular Activities and clubs scheduled outside of the regular school day, standard ineligibility standards apply. Students must be in attendance for the entire school day. Students who are on the ineligibility list are allowed to attend practices/meetings but are not eligible for events/competitions/etc.

Open Activities are a new option and currently include: open gym/athletic field, open computer room and open library.

In order to be eligible for Open Activities, students must be:

- In attendance for the entire school day
- In good attendance standing (as outlined in the attendance policy).
- In good overall academic standing (be eligible to participate in extracurricular activities and not on the ineligibility list)
- Up-to-date with all homework

ATTENDANCE (STUDENT ATTENDANCE POLICY—APPENDIX A)

In order to maximize learning and take full advantage of the school's resources, it is imperative that all students fully participate in the educational program. Frequent absences result in a disruption of the student's learning process.

A. DAILY ATTENDANCE

Each student is required to attend school each day except for the following reasons as stipulated by the New York State Education Department:

Personal illness

Illness or death in the family

Impassable roads

Religious observance

Quarantine

Court appearance

Health clinics and remedial treatment *(Please try to make appointments after school or during vacations.)*

Approved educational trips or military obligations

Students who enter school grounds are **NOT** permitted to leave without proper permission and notification to the main office.

B. UNEXCUSED ABSENCE

Unexcused absences are those for which the student has no valid school-approved excuse. Such unexcused absences include shopping trips, hair appointments, driving test appointments, family vacation, oversleeping, skipping class.

C. EXCUSES

In case of absence, only a parent/guardian's written explanation for the absence and the date(s) involved will be accepted. This written statement should be submitted to the student's classroom teacher, or the main office immediately upon the student's return to school. This written notice will be submitted to the attendance office where it will be recorded and filed by the school nurse.

D. EARLY DISMISSAL

Early dismissal from a student's scheduled program is granted only with written notification from the parent or guardian. Unless otherwise indicated in the note, the parent/guardian must come into the main office to pick up the child. All requests to leave school grounds while school is in session must be cleared through the main office.

Parents should keep in mind that frequent absences and early dismissals place an additional burden on teachers in their efforts to provide a successful educational program, as well as on the child, for make-up work is rarely as effective as being in class.

E. MAKE-UP WORK AFTER ABSENCE

Students who are absent for **any** reason, are responsible to make up missed work. If the absence is of a legal nature, students will be given approximately the same amount of time that was missed in class to make up assignments, and teachers will make every effort to assist them. Excessive absence from school and failure to make up assigned work can result in lower grades and possible failure. Students who have unexcused absences may have the privilege of teacher/school assistance for make-up work at the discretion of the administration. Failure to obtain make-up assignments will not be accepted as an excuse for missed work.

F. TARDINESS TO SCHOOL

Each student must be present in his/her assigned classroom by the 8:00 AM bell. If a student arrives to school after 8:00 AM, he/she must report to the main office to be admitted to class. A student's tardiness to school/class disrupts the teacher's daily objectives, and also interferes with the educational program of all students in the class. These guidelines regarding school tardiness have been developed to encourage students to fully participate in the school program and to discourage poor attendance patterns.

ADDITIONAL GUIDELINES FOR GRADES 7-12

- Students who are tardy to school (and 1st period) three (3) times will be assigned to a scheduled detention period.
- Students required to stay for detention due to tardiness will not be dismissed early for activities, games, or practices.
- Persistent tardiness may result in extended detention, assigned office lunch, and/or loss of eligibility to participate in extra-curricular activities.

G. TARDINESS TO CLASS

Students are expected to be present in each class prior to the sound of the bell. A student who is not present at this time will be considered tardy to class. Students must realize that tardiness to class affects their learning, as well as the learning of others. Classroom attendance will be recorded by all teachers for all classes. Any student who is tardy to class three (3) times in any semester will be assigned to a scheduled detention period.

BEHAVIOR

Proper school behavior cannot be over emphasized. The orderly and safe operation of any school is based on its governing guidelines ensuring the proper educational atmosphere for its students, teachers, and staff. **The Summary Code of Conduct and penalty matrix (Appendix D)** summarizes the types of disciplinary actions that will be taken for each problem area. In each instance a range of consequences, including a minimum and a maximum, are identified. Students will be dealt with on an individual basis by teachers and the administrators. Students always have the right to have disciplinary actions explained.

BREAKFAST AND LUNCH PROGRAM

Minerva Central School now offers breakfast and lunch **at no charge to all students** based on our recent approval in the federally sponsored Community Eligibility Provision meal program. A very brief survey must be completed by each family. If additional information is needed, you will be contacted directly by the school. Ala carte items will continue to be available for purchase. Ms. Smith the cafeteria manager, works hard to plan a varied menu that is both nutritious and delicious. Parents may opt to send a packed lunch with their children at any time. Packed lunches are for the students who bring them and are not to be shared. As per state guidelines and MCS wellness policy, student lunches must not contain soda or candy. Parents are urged to avoid packing snack items and opt for healthier items such as fruit and vegetables. Lunches for field trips will also be made available at no cost.

All food and beverages should be consumed in the cafeteria. Students should report to the cafeteria during their assigned meal times, and will not be permitted to remain in classrooms. Order and respectful behavior is expected, as are appropriate table manners.

The cafeteria and custodial staff, in addition to fellow students, appreciate student cooperation in:

- Disposing of gum prior to entering the cafeteria.
- Placement of all litter in the wastebasket.
- Return of all trays and utensils to the dish washing area.
- Leaving the table and floor around tables in clean condition.

BULLYING AND CYBERBULLYING

(SEE SUMMARY CODE OF CONDUCT– APPENDIX D)

Bullying or Cyberbullying of a student by another student is strictly prohibited. Bullying among children is defined as a variety of negative acts carried out repeatedly over time. It involves a real or perceived imbalance of power, with a more powerful child or group attacking those who are less powerful.

Cyberbullying is an attempt to display power and control over someone perceived as weaker and may occur on campus and off school grounds. It may involve student use of the district internet system or student use of personal digital devices.

Incidents of suspected bullying should be reported to Ms. Hyatt for investigation. Retaliation for reporting bullying is prohibited as well.

BUS SAFETY RULES

The bus driver is responsible for the bus, and for appropriate behavior of students while waiting for, boarding, and/or riding on the bus. Students are expected to follow the bus safety rules at all times. This means that students will comply with all instructions from the bus driver. Incidents of misbehavior will be reported to the administration and can result in loss of bus riding privileges.

The following rules and regulations are in place for all bus riders:

A. WAITING FOR THE BUS

- > Be on time! Plan to be ready to board as the bus arrives.
- > Wait off of the road area.
- > Always watch the bus as it comes to a stop.

B. ARRIVAL OF THE BUS

- > Stand still until the bus has completely stopped.
- > Board the bus safely, quickly, and quietly.
- > Sit in an assigned seat, or where the bus driver tells you.
- > Be seated comfortably and quickly.
- > Buckle and adjust your seat belt.
- > Please do not act in any manner that will cause the bus driver to take his/her eyes from the roadway or mirrors.

C. WHILE THE BUS IS MOVING

- > Remain seated with your seat belt securely fastened.
- > Do nothing that will disturb or distract the driver, or bring harm to others.

This includes:

- Swearing, abusive, or vulgar language.
- Hitting, touching, or harassing riders.
- Fighting
- Inappropriate gestures or shouting out of bus windows.

Students should remember to:

Keep arms and head inside windows at all times, and only open window after getting approval from the driver.

Hold all books or belongings or place them securely under the seat.

D. ARRIVAL AT PLANNED DESTINATION

- > Remain seated until the bus is completely stopped. If seated, unbuckle your seat belt and exit quickly, carefully and in orderly fashion.
- > **DO NOT** jump from the first step of the bus.
- > Remember, you must walk 10 feet in front of the bus if you must cross the road. Wait for the driver to signal clearance for you to cross.
- > Walk and look both ways as you are crossing.
- > Elementary students will not be dropped off unless the bus driver sees that a parent or guardian is home to supervise the child.

CHROMEBOOK USER AND PROCEDURE GUIDE

(See Appendix B)

COLLEGE AND ADVANCED CLASSES

Juniors and seniors may enroll in college courses taught by Minerva Central School teachers for credit offered through North Country Community College. Students must meet the following criteria for acceptance into this program:

- Teacher approval
- **And at least one of the following**
- Minimum 85 average in prerequisite courses
- Level 3 score on any preceding Regents exams

Juniors and seniors may take college courses online for credit through SUNY Adirondack. Students will be assigned to the computer lab for one period per day to complete coursework. College letter grades will be converted to numeric grades through an established conversion chart and calculated into the student's Minerva GPA. Students must meet the following criteria for acceptance into this program:

- Administrative approval
- Minimum 85 average in prerequisite courses

Seniors may enroll as full or part-time students at SUNY Adirondack. All courses must be approved by the administration prior to enrollment and students must meet state course requirements through their college coursework. College letter grades will be converted to numeric grades through an established conversion chart and calculated into the student's Minerva GPA. Students must meet the following criteria for acceptance into this program:

- Administrative Approval
- Minimum GPA of 85
- Acceptance in the early admission program for high school students at SUNY Adirondack

COURSE DROP/ADD PROCEDURES

No student will be admitted to, or excused from a course without the proper permission and paperwork. Forms may be obtained from Mrs. Galkiewicz in the Guidance Office. The Guidance Office will initiate the procedure upon **teacher or parental request within the first three weeks of the course**. The last day for the add drop period will be Friday, September 22.

DETENTION

The purpose of detention is to help students recognize that inappropriate behavior is counter-productive to the learning environment. Detentions will be held Monday - Thursday between 2:40 and 3:20 PM, or in certain circumstances, from 2:40 to 4:00 PM. Following regularly scheduled detentions, students will be transported home on the late bus, which will leave school between 3:20 and 3:25PM.

1. **TEACHER DETENTIONS** may be assigned to a child as a means of correcting relatively minor classroom violations. A student assigned to a teacher detention will be required to stay with that teacher from 2:40 to 3:20 PM on the day assigned. Teachers will make a reasonable attempt to notify parents that their child will be staying until 3:20 PM. Transportation will be provided on Monday - Thursday.
2. **ADMINISTRATIVE DETENTION** may be assigned to a child as a means of modifying various inappropriate behaviors as outlined in disciplinary action section of this handbook. Administrative detentions will be held Monday - Thursday from 2:40 to 3:20 PM. Students required to stay for administrative detention will not be dismissed early for activities, games, or practices. Special administrative detention will be assigned, if necessary, from 2:40 to 4:00 PM. Written notification of the behavior(s) that led to the assignment of detentions will be sent to parents/guardians. The school will make a reasonable attempt to notify parents that their child will be staying after school.
3. **ATTENDANCE DETENTION** will be assigned when students are tardy three times or more to school or class during any one semester. On the day of the third infraction and each subsequent infraction, students will be required to report to detention at 2:40.

DIGNITY FOR ALL STUDENTS

As of July 1, 2012, NYS Education Law requires all schools to implement The Dignity for All Student Act which states that “No student shall be subjected to harassment, discrimination or bullying by employees or students,” and to appoint a dignity coordinator to investigate claims of such harassment. The goal of this act is to create a positive school climate free from harassment and discrimination based on color, race, sex, gender identity, weight, religion, religious practice, sexual orientation, sexual identity, disability, national origin.

Reportable incidents are those where a student is subjected to discrimination and or harassment by a student and or employee on school property or at a school function that creates a hostile environment through conduct (with or without physical contact) and or verbal threats, intimidation or abuse of such a severe or pervasive nature that:

1. has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities, or benefits or mental, emotional and or physical well-being, or
2. reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety.

To report an incident, contact Dignity Coordinator Ms. Hyatt.

DIRECTORY INFORMATION AND RELEASE OF STUDENT PHOTOGRAPHS

Occasionally photographs of students are published in the Irish Times, on the school website, or in the local newspaper. Additionally the school may provide directory information for such purposes as college recruitment, scholarship opportunities, community organization memberships, etc. This information includes student names, mailing address, and phone numbers. Permission will be granted for your child’s photograph to be published in school related articles and for the dissemination of directory information through your signature on the student emergency release form. Please note that this information will only be shared for reputable purposes.

DRIVING AND PARKING ON SCHOOL GROUNDS

Students may be permitted to drive to school, but must obtain permission from the main office. Normally students should use the provided transportation. Vehicles illegally parked on school grounds may be towed away at the owner’s expense. Student drivers with permits must park adjacent to the bus garage.

Students may return to school with private transportation for after school events. All school and traffic regulations must still be followed at these times. Students should **NEVER** park or stop in fire lanes or areas that inhibit the use of the school facilities or create a hazardous situation. Driving on lawns or athletic fields will be dealt with in a severe manner.

DRUG POLICY

Minerva Central School is an *Alcohol and Drug Free School*. Therefore, students are not allowed to wear any clothing or jewelry that promotes or advertises alcohol, smoking, or drugs. Students entering school wearing such apparel will be asked to change the inappropriate clothing and remove jewelry.

The use or possession of any illegal substance, tobacco, or alcohol products will be referred immediately to parents AND appropriate law enforcement agencies, and will result in school suspension. Policies and information specifically addressing Minerva Central School's substance abuse programs is available in the main office.

ELECTRONICS / MOBILE PHONES

Students will be permitted to use personal electronic devices including mobile phones during lunch or in class as permitted by the teacher in charge. Such devices will not be used for communication purposes. Inappropriate use of these devices will result in confiscation by school personnel, and returned at parent request.

EMERGENCY SCHOOL CLOSING

In case of severe weather conditions, it may become necessary to close school for the day. Every effort will be made to notify parents, students, staff, and the public at the earliest possible hour using our ***One Call Now*** telephone notification system.

Please note that if your answering machine has an unusually long greeting, the system may hang up before delivering the message.

School closings will be also be announced on the school website, www.minervasd.org, and over the following radio and television stations:

WCKM 98.5 FM	WCQL 95.9 FM	WWSC 1450 AM
WOKO 98.9 FM	WKOL 105.1 FM	WJOY 1230 AM
WZRT Z97 FM	WSYB 1380 AM	
CHANNEL 10 TV	CHANNEL 13 TV	CHANNEL 5 TV
Public Broadcasting		

Parent Square telephone notification system

Please do not call the school unless absolutely necessary for closing information. In such emergencies, the telephone lines are very busy and important to everyone's safety.

EXTRACURRICULAR PROGRAMS

A. ACTIVITIES AND CLUBS

Minerva Central offers many extracurricular programs for our students which include modified & varsity soccer, basketball, baseball/softball, tennis, Nordic skiing, track and field. We also offer music festivals for band and chorus members, Drama Club, Student Council, National Honor Society, Odyssey of the Mind, Yearbook, Academic Bowl, Youth and Government, Outing Club, *Ember*, a student literary magazine, and Community Service. Students must be academically eligible to participate.

b. ATHLETICS - SCHEDULE

Season 1 Basketball / Skiing - November 18, 2024

Season 2 Cross Country / Soccer - August 26, 2024

Season 3 Baseball / Softball / Tennis - March 17, 2025

C. ATHLETIC PRACTICES

Athletic practices are held in Minerva and Johnsburg on a rotating schedule. This schedule is developed weekly by the athletic director and posted on the school website.

- **Early Practice:** A supervised study hall is provided by MCS staff in room 202, or in teacher supervised homework hall. The school day ends at 2:36. Students are expected to either go home at dismissal and return for practice (3:00) or report to the supervised study hall.

- Late Practice: (generally 4:30 in Minerva and 4:40 in Johnsburg) All students **MUST** go home and return at the designated time.
- Games: The same guidelines apply for students awaiting the start of home games or transportation to away games.

Behavior: If behavior problems are reported, parents will be called to pick up their child and students forfeit the opportunity to participate in athletics that day. Persistent after school behavior problems will result in suspension from the team.

C. ATHLETIC RULES

Outdoor Events:

1. During baseball, softball, tennis and soccer events, chaperones will be responsible for all students and spectators in attendance during home events, including those not affiliated with Minerva Central School, and all Minerva and Johnsburg students during away events. Chaperones are also responsible to safeguard all school property. During Minerva/Johnsburg athletic events, Brannon Field and the Donnelly Beach Tennis Courts are considered as part of the school district.
2. School property and building security is of the utmost importance; however, all spectators will be treated as guests and assisting them is the number one priority.
3. During all contests at MCS, entrance into the main building will be prohibited. The locker rooms, bathrooms adjacent to the PE office, lobby and hallways are the only facilities that will be in use. See #6 below.
4. During all action, spectators are to be seated in the bleachers or standing in authorized areas. Students may not ride bikes or motorized vehicles where spectators are located. Spectators **MAY NEVER** enter the fields of play.
5. As always, there is absolutely **NO SMOKING** in the building or on school property.
6. All spectators requiring use of the facilities, should access the building through the rear doors adjacent to the “mud room”. All other doors are for emergency use only. The doors are open to allow our guests use of the bathrooms, water fountains and public telephone in the gym lobby.
7. Food and drinks may be consumed outdoors during these events. Please encourage the use of trash baskets that are provided. Under

NO circumstances should refreshments be allowed into the school building.

8. Other directions pertaining to specific events will be given by the administrator (or designee) on duty prior to, or at the event.

Indoor Winter Events:

1. During basketball season, chaperones will be responsible for all students and spectators in attendance during home events, including those not affiliated with Minerva Central School, and all Minerva and Johnsburg students during away events. Chaperones are also responsible to safeguard all school property.
2. School property and the building security are of the utmost importance; however, all spectators will be treated as guests and assisting them is the number one priority.
3. During all contests at MCS, entrance into the main building will be prohibited. The locker rooms, bathrooms adjacent to the PE office, lobby hallways and cafeteria are the only facilities that will be in use.
4. During all action, spectators are to be seated in the bleachers. We **DO NOT** allow standees in the doorways or other areas of egress. This includes the gym floor areas adjacent to the end and base lines. Public may congregate in the lobby; however, once again doors must not be blocked.
As always, there is absolutely **NO SMOKING** in the building or on school property. Students **MAY NOT** leave the building and/or re-enter events at any time.
5. All spectators should enter and exit through the front lobby atrium doors. All other doors are for emergency use only. Access is **NOT** allowed through the two gym exterior doors or the exterior door at the top of the ramp adjacent to the music room.
6. All food and drinks must be consumed in the cafeteria. Under **NO** circumstances should refreshments be allowed into the gymnasium.
7. Other event specific directions will be given by the administrator (or designee) on duty prior to or at the event.

D. DANCES

Any MCS student who is in grades 7-12 may attend dances. Each student may bring **one** guest who is enrolled in grade 7-12 in another school. Under **NO** circumstance may a student under grade 7 attend. Students from other area schools in grades 7-12, not guests of an MCS student, may attend MCS dances if a sign up sheet is received from their school office prior to the day of the dance. When students from another school attend our dance they must also sign in when they purchase entry indicating their name and home school. They, however, may not bring guests as MCS students may. Guest schools that provide bus transportation and chaperones for their students are exempt from the above.

Dances are provided as experiences that we hope will foster positive social skills and provide opportunities for students to interact within a broader peer group. Appropriate school behavior is a must. Anyone exhibiting behavior that is in any way rude, inappropriate, harmful to others or disruptive will be subject to the following:

1. Chaperones will remove the student from the activity.
2. Administrators will contact parents.
3. Parents will pick up their child and bring him/her home from the dance. (If a parent is not available the student will be detained in the office.)
4. MCS students may not be allowed to attend any other extra-curricular activity (including athletic events, concerts, plays, etc.) for the remainder of the school year.

A dance is a school activity; therefore all school rules and regulations pertaining to the school day and events are in effect. Any tobacco product use will lead to school suspension upon reports to the administration. Drug/alcohol use or possession will never be tolerated. Suspicious activity or reports of findings will be directed to the administration, and the chaperone in charge will **call 911, requesting assistance**. All substance use situations will lead to school suspension, parental involvement, and police action. The same will apply if any fighting occurs.

No student is to leave the dance and re-enter. There can be NO exceptions to this rule. In addition, if a student leaves on his/her own accord before the advertised end of the dance, the school is not responsible.

FIELD TRIPS AND CO-CURRICULAR ACTIVITIES

Minerva Central School fully recognizes the importance of educational activities that occur away from the regular classroom. All field trips and co-

curricular activities are created for the enjoyment and educational enrichment of our students. It is expected that even though students are away from MCS school property, they will comply with regulations and expectations of behavior. Students are expected to be courteous to others whether or not they are members of our school community. At all times, MCS students represent not only themselves, but also our school, its personnel, and the community. Please remember that bus rules on field trips still apply. Travel away from MCS, especially during the winter months can be dangerous and total cooperation is expected of all students.

FOOD AND DRINK IN THE CLASSROOM:

Students are not permitted to have food or beverages in the classroom except when allowed by the teacher for special occasions. Students may bring *water* to class provided it does not interfere with class activities. Flavored or vitamin water is **not** allowed.

FORMS

Each year Minerva Central School requests that parents provide us with important information.

A. FREE AND REDUCED LUNCH (*mailed home prior to the start of school; due September 15*)

Minerva Central School now offers breakfast and lunch **at no charge to all students** based on our recent approval in the federally sponsored Community Eligibility Provision meal program. A very brief survey must be completed by each family.

B. EMERGENCY CONTACT INFORMATION (*mailed home prior to the start of school; due September 15*) It is absolutely necessary for us to have emergency contact information on file. This includes your phone number and address, as well as information on where your child can be sent should emergency dismissal be necessary.

C. HEALTH CONDITIONS AND ALLERGY UPDATE (*mailed home prior to the start of school; due September 15*)

D. ACCEPTABLE USE AGREEMENTS (*mailed home prior to the start of school; due prior to activation of student internet account*)

Please take the time to review this information carefully with your child. Your signatures (yours and your child's) are a commitment to abide by the terms of this policy as it pertains to use of school technology equipment and internet access. This must be returned before your child's internet account is activated.

E. 1:1 INITIATIVE STUDENT / PARENT AGREEMENT Please take the time to review this information carefully with your child. Your signatures (yours and your child's) are a commitment to abide by the terms of this policy as it pertains to use of school technology equipment and internet access. Devices will be issued to students at the beginning of the school year and will be stored in a Chromebook cart at school.

FUND RAISING / SENIOR TRIP ACTIVITIES

Mission Statement

The mission of the Minerva Central School senior trip program is to provide educational opportunities for students through exposure to communities and cultures beyond their own, thus enhancing traditional academic programs. Working to achieve this goal allows students to engage in activities which foster cooperative team building as well as develop and demonstrate, through fund raising and other activities, a positive work ethic.

Students in grades 9, 10 and 11 shall be permitted to raise money under the existing policy, and to take a trip during the senior year as regulated by the policy. Copies of the current senior trip policy are available in the main office.

GRADE REPORTING

Formal reports of student progress will be distributed on the following dates:

	<u>5 Week Reports</u>	<u>Report Cards</u>
1st Quarter	October 11, 2024	November 15, 2024
2nd Quarter	December 20, 2024	February 3, 2025
3rd Quarter	March 14, 2025	April 25, 2025
4th Quarter	May 9, 2025	July 1, 2025 (K-12)

GRADUATION HONORS

Valedictorian: awarded to the senior with the highest average
Minimum enrollment: 7 semesters at MCS
Minimum GPA: 87

Salutatorian: awarded to the senior with the second highest average
Minimum enrollment: 7 semesters at MCS
Minimum GPA: 85

GRADUATION REQUIREMENTS

(See Appendix C)

GUIDANCE SERVICES

Students and parents are encouraged to contact Mrs. Galkiewicz, Guidance Counselor, in the guidance office located in Room 104. Whether your concerns are related to school work, career, personal or social situations, please feel free to make an appointment as the need arises. Students should schedule appointments before school starts, during their lunch period or after school. If a situation warrants immediate attention, a teacher may issue a student a written pass to visit the guidance office.

HEALTH SERVICES

A. MEDICATION: The health office is required to handle ANY medication needs for students. If a student is in need of medication during the school day, the parent must provide the medication to the Health Office in its original container along with a note from both the physician and the parent.

Please be aware that NYS requires a physician's note along with parental permission for a school to give Tylenol/Advil or any other over-the-counter medicines. Please see The school nurse for a permission form which will cover the school year.

B. PHYSICAL EXAMINATIONS: ALL students are required to be examined by either their family doctor or the school physician on a regular basis. The state required physicals occur in the following grades: Pre-K, First, Third, Fifth, Seventh, and Tenth. These physicals are performed in the fall.

In addition, physical exams are necessary for students to participate in athletics. These more detailed exams are offered each spring, and **MUST** be completed annually prior to a student's participation.

C. HEARING AND VISION SCREENINGS: These screenings are required of all students, and are usually done in conjunction with regular physicals or with a sports exam. Students can be screened at any time throughout the year at parent or teacher request.

D. BODY MASS INDEX (BMI): NYS requires that BMI be calculated as part of each student's school health examination. BMI is determined by comparing a student's height and weight and is used to determine a student's weight status. The BMI helps the doctor or nurse determine if the student's weight is in a healthy range, or is too high or too low.

E. IMMUNIZATIONS: Pending availability and funding, Essex County Public Health offers various immunizations such as Hepatitis B, Tetanus, and MMR at no charge through the MCS Health Office. Parents will be notified if immunizations are to be offered.

F. INSURANCE: MCS has accident insurance through Pupil Benefits Plan, Inc. This insurance is secondary, which means it **covers a claim after the student's primary insurance covers the claim.** All student insurance issues (claims, questions, or concerns) must be handled through the school nurse.

G. PHYSICAL EDUCATION EXCUSES: Students who must be excused from participation in Physical Education classes may do so only when a valid medical excuse, signed by a physician, is brought to the school nurse and validated by her. Medically excused or not, every student must meet requirements set forth by the PE department in order to earn credit. If necessary, alternative instruction will be arranged by the teacher for those medically excused from participating. Should the excuse be for an indefinite period of time, it is the student's responsibility to obtain a doctor's note in order to resume participation. This note must be given to the school nurse.

HOMEWORK

Homework is the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly acquired skills and knowledge, and to learn necessary skills of independent study. In other words, it is an integral part of the total school program. Homework that is not completed provides no benefit to the learner. Generally formative in nature, it should not significantly impact a student's grade; however this does not negate its importance.

The decision to assign homework is up to individual classroom teachers, depending on their own curricular needs and objectives. Teachers will also determine their own grading policies keeping in mind their knowledge and understanding of researched based grading practices and the parameters and guidelines below:

Parameters

- Homework, class participation, effort and other non summative data may not count for more than a total of 20% of a student's grade.
- Zeroes may not be given for homework.

Guidelines for Teachers

- Homework should be tied to instruction and its purpose made clear to the student.
- Homework should be instructive, not punitive.
Clearly state expectations, due dates and grading policies to the students.
- An assignment important enough to be done must be considered worthy of teacher evaluation. Teachers should give substantive, constructive feedback in a timely manner on all homework assignments.
- It is important that the teacher determine reasons for non-completion or unacceptable completion of homework and offer support for the learner.
- If homework is formative, expect it to be completed with effort; however, students should not be penalized for incorrectness.
- Communicate regularly with parents regarding student progress on homework.

Guidelines for Students

- Write down assignments
- Make sure you have all necessary materials and keep them organized.
- Be sure all assignments are clear—ask questions so you are sure you know what to do.
- If you are having trouble at home, ask your parents or older brothers and sisters for help, or phone a friend.
- Let your teacher know if you are having problems.
- Take advantage of after school homework help.
- Set aside a regular time for studying.
- Find a quiet, well-lit place to study.

Guidelines for Parents

- Set clear expectations for completion of homework.
- Talk about homework with your child and monitor his or her progress.
- Encourage your child to have an organized approach to homework by providing him/her with a quiet workplace with minimal distractions and necessary supplies.
- Help your child work to find the answer, rather than finding it for them.
- Be supportive and give assistance when your child becomes frustrated or discouraged.
- Encourage your child to read. The school library is available for students to borrow materials and access resources.
- Communicate regularly with teachers to clear up any misunderstandings, troubleshoot problems and be better informed about student progress.

Students who do not complete assignments regularly may be required to stay after school to complete assignments. A parent conference may also be requested.

HOMEWORK HALL – 10TH PERIOD

The Minerva Central School District recognizes the fact that some students, for one reason or another, may need extra time to complete homework and/or other class assignments. With this in mind, there will be an additional period added to the day to provide students with extra time for school work in a quiet and orderly environment supervised by MCS teaching staff. Students in grades 7-12 may take advantage of this time only if they meet the following criteria:

- They are working on school related tasks.
- They are quiet, respectful, and always follow the directions of supervisory personnel.

Students who do not exhibit this behavior will be removed and denied access to the 10th period until the beginning of the next student progress reporting period.

Tenth period will be made available to students Monday through Thursday from 2:36-3:20. Students will be transported home on the bus at 3:25.

LOCKERS - PERSONAL BELONGINGS

Lockers and locks are assigned to each student in grades 5-12. Students who have trouble opening lockers should report it to the main office. They must not try to force it open. Students are financially responsible for any damage to their locks or lockers. It is expected that students will not share lockers or give lock combinations to other students. Students should **not** leave money or valuables in their lockers. Lockers are not safes and the school is not responsible for lost or stolen articles. Be advised that school administrators are legally permitted to enter any school locker at any time with sufficient reason. **Remember, the lockers belong to the school and are subject to inspection at any time (see Code of Conduct-- Appendix D).** Lockers should be cleaned at the end of each marking period, or as needed. Food, soda, milk, and other beverage containers are not permitted in lockers. Proper disposal containers are available throughout the building. At the end of the school year, lockers should be emptied and all locks should be left on the assigned locker

LOST AND FOUND

Lost articles should be turned in to the Health Office, where they can be claimed by the owners.

“MCS” 1:1 INITIATIVE STUDENT / PARENT AGREEMENT

Program Mission:

The mission of the “MCS” 1:1 initiative (one electronic device for each student) is to ensure that Minerva Central School District students in grades 3 - 12 have regular, equitable access to the digital tools and resources that allow them to be successful 21st century learners. To reach this goal, the district will provide students with digital devices that can expand their learning opportunities beyond the walls of Minerva Central School.

Description:

- * Minerva Central School has adopted a 1:1 program, which will provide an electronic device (i.e., Chromebook) to each student for his/her use during the day. These devices will be issued to students at the beginning of the school year and will be stored in a Chromebook cart at school.

Important Resources:

- * Link to Districts 1:1 Website:
- * Link to Chromebook User and Procedure Guide:
- * Link to Acceptable Use Policy: <http://www.minervasd.org/Page/392>

Costs:

- * There is no cost to receive the device.
- * An incident fee will be charged every time a hardware repair is required from intentional damage.
 - \$30 for first incident; \$50 for second incident; \$75 for third incident; \$100 for fourth incident and beyond. Damage to a device that is beyond repair will result in responsibility for a full replacement of the device.
- * Lost, stolen or questionable damage will be reviewed by the administration on a case-by-case basis to determine fees.
- * Students will be charged for missing items (or for items damaged beyond repair): Power cord = \$35, Device = \$250

Be Responsible:

- * No stickers or writing allowed on device.
- * Students must take measures to protect the device from damage or theft.
- * At no time shall the device be used for unlawful or inappropriate activities.
- * Students are not allowed to let others use their assigned device.

Be respectful:

- * Students must follow the Minerva Central School Acceptable Use and Internet Safety Procedures at all times while using district-issued devices.
- * Violators of the Acceptable Use Policy or items stated in this document will be addressed by the school administration to determine the proper course of action.
- * No right of privacy exists in the use of devices provided by the school.
(for agreement see Appendix B-1)

STUDENT DROP-OFF AND PICK-UP

Parents who transport their child(ren) to/from school during normal school arrival and dismissal times will need to drop them off and/or pick them up outside the school at the end of the handicap ramp leading to the bus entrance door. **Parents will no longer be permitted to walk their child(ren) into the school building and/or classroom during regular school arrival and dismissal times.**

If special circumstances exist, parents are to make a written request to the child's classroom teacher who will review with the superintendent for consideration.

Parents dropping their child off after 8:00 AM must report to the main office to sign their child in and provide a reason for late arrival. Parents picking their child up prior to school dismissal must report to the office to sign their child out and provide a reason for early dismissal.

Parents of prekindergarten students may walk their students into the building at the start of their school day (12:00 PM) for the first two weeks of school, or by other arrangements with the classroom teacher. Prekindergarten students will be dismissed to their parents at the pick-up area

Please note: The bus loop is reserved for **bus traffic only** between the hours of 7:30 AM – 8:15 AM and 2:15 PM - 3:00 PM.

PARENT-TEACHER CONFERENCES

Parent-teacher conferences will be held **February 3, 2025 from 12-7 pm.** They are scheduled at the conclusion of the second marking period in order to give both parents and teachers an opportunity to discuss each child's progress through the first twenty weeks of the school year. Parents will be sent a letter prior to the date of the conference to schedule a specific time to meet with teachers. Please note that report cards are given to parents at the parent-teacher conference, and will not be given directly to students.

Teachers will closely monitor student progress through the first ten weeks of the school year and arrange individual parent conferences as needed when concerns arise. At any time, a parent may request to meet with a teacher to discuss student progress.

PASSES FROM CLASS

A student must obtain a pass from the teacher **BEFORE** leaving any class. If a teacher wishes for a student to be excused from an assigned class, or if the teacher directs the student to some other instructional location such as the computer lab or library, the teacher must provide the student with a signed pass ahead of time. If students are excused to visit their locker or the bathroom, a hall/bathroom pass should be provided by the teacher.

RESPECT

It is expected that every Minerva Central School student and employee will show respect not only to themselves, but to others in the school. We all deserve to be treated equally with dignity and worth. Everyone has something to offer and we can all assist in keeping the facility a happy and inviting place to learn.

SCHOOL DAY

The regular school day begins at 8:00 AM and ends at 2:36 PM. Breakfast will begin at 7:45 AM. Detention and Homework Hall are held from 2:40 - 3:20 PM on Monday through Thursday. The late bus runs Monday through Thursday and leaves school at 3:25PM.

SEXUAL HARASSMENT

Sexual harassment is a precisely defined illegal and forbidden form of differential treatment based on gender.

Legally, it is defined as: Unwelcome sexual favors and other verbal or physical conduct of a sexual nature whether made explicitly or implicitly.

Also such conduct has the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

The following are examples of verbal sexual harassment including and not limited to:

Unwanted or unwelcome comments about someone's body or body parts.

For example: Sexual suggestions, threats or noises, i.e.: whistling

- * Spreading sexual rumors or threats
- * Insulting comments about sexual orientation
- * Sexual jokes

The following are examples of visual sexual harassment including and not limited to:

- * Unwanted or unwelcome staring or pointing at a person's body.
- * Displaying obscene sexual material - for example placing it in someone's locker or on someone's computer.
- * Writing sexual remarks, suggestions, or drawing along with a person's name in view of the public.
- * Making obscene gestures.

The following are examples of physical sexual harassment including and not limited to:

- * Unwanted or unwelcome grabbing or touching in a sexual way
- * Tearing or pulling at a person's clothing
- * Purposely bumping or brushing against someone
- * Kissing or holding a person against his or her will
- * Preventing someone from moving freely

Any student who believes that he/she has been subjected to sexual harassment shall report all incidents of such conduct to the District's designated complaint officers, the school nurse or Ms. Hyatt, through informal and/or formal complaint procedures. Any issue brought to the attention of a complaint officer will remain confidential. In the event that the complaint officer is the offender, the complainant shall report his/her complaint to the next level of supervisory authority (Superintendent/Principal).

STATE TESTING

New York State requires that all students in grade 3-8 be assessed in their progress towards meeting the Common Core Standards. These assessments are administered in April, May and June. Student performance is reported via our school report card and individual student reports are sent home early in the school year. Regents tests for high school students are administered in January and June. Please refer to the testing schedule on P. 25 and the Regents schedules that follow. It is necessary for students to be in attendance for these tests; therefore, we ask that you avoid scheduling appointments and vacations during these times.

STUDENT DRESS

(See Summary Code of Conduct Appendix D)

STUDENT RECOGNITION

A. EMERALD-HONOR-MERITS LIST

Emerald List Eligibility: A student must achieve an overall grade point average between 95% and 100 % with no failing marks in the marking period.

Honor Roll Eligibility: A student must achieve an overall grade point average between 90% and 94.9% with no failing marks in the marking period.

Merit List Eligibility: A student must achieve an overall grade point average between 85% and 89.9% with no failing marks in the marking period.

B. STUDENT OF THE QUARTER

Each marking period, teachers of grades 7,8,9 and grades 10,11,12 nominate and select one student of the quarter at each of the two levels. Characteristics such as effort, cooperation, respect, team work, empathy, kindness and willingness to work with others are considered.

C. TWO POINT-FOUR POINT CLUB

Students who raise their GPA between two and four points, with no failing grades, are recognized at the quarterly honors assembly.

D. HONORS ASSEMBLY

An honors assembly and breakfast is held for parents and students at the end of marking periods 1, 2, and 3 to recognize student achievement.

TECHNOLOGY/ COMPUTERS

Minerva Central School offers local area network access and internet access to its students. Access to these resources is a privilege, not a right. This access is designed for educational purposes, and students are expected to follow the rules set forth in the MCS Code of Conduct, as well as the district's Acceptable Use Policy (**See Appendix E**). At the beginning of each school year, parents and students will be required to read this document and sign forms agreeing to abide by the rules therein.

WELLNESS POLICY

Health regulations and the MCS Wellness Policy require MCS to closely monitor food and beverages available to students, especially those beverages that contain sugar or sugar substitutes. Such beverages and food products are not allowed in the cafeteria until the last lunch period has concluded.

WORKING PAPERS

Forms for working papers are available from Mrs. Green in the Main Office.

GRADE REPORTING CALENDAR

2024-2025

	DAYS	BEGINS	ENDS	PROGRESS	GRADES	DISTRIBUTION
MARKING				REPORTS	DUE	OF
PERIOD				DUE 8:00 AM	8:00 AM	REPORT CARDS
1	47	9/04/2024	11/8/2024	10/07/2024	11/13/2024	11/15/2024
2	40	11/12/2024	1/24/2025	12/16/2024	1/30/2025	2/03/2025
3	49	1/27/2025	4/11/2025	3/10/2025	4/23/2025	4/25/2025
4	48	4/21/2025	6/27/25	5/27/2025	6/18/25	7/01/2025



ASSISTANT COMMISSIONER, OFFICE OF STATE ASSESSMENT
89 Washington Avenue, Room 775 EBA
Albany, New York 12234

June 2024

TO: District Superintendents
Superintendents of Schools
Charter School Leaders
Religious and Independent School Principals

FROM: Zachary Warner *Z Warner*

SUBJECT: Final Dates for the January 2025, June 2025, and August 2025 Regents Examination Periods

The Regents Examination periods are determined with the following factors taken into consideration: The January examination period is four days and is scheduled close to the end of the month. The June examination period is ten days, including two rating days. It is scheduled close to the end of the month but allowing at least one weekday in June after the examination period ends. The August examination period is two days and is scheduled to allow adequate time for a summer school session.

Final dates for the January 2025 Regents Examination period

Tuesday, January 21 through Friday, January 24.

Final dates for the June 2025 Regents Examination period

Tuesday, June 10* (the first administration of the new Regents Examinations in Life Science: Biology, and Earth and Space Sciences)

Wednesday, June 11* (the first administration of the new Regents Examination in Geometry)

Tuesday, June 17 through Friday, June 27.

No State examinations will be administered on Thursday, June 19 in observance of the Juneteenth holiday. Thursday, June 26 and Friday, June 27 will be Rating Days; no State examinations will be administered on these dates.

Final dates for the August 2025 Regents Examination period

Tuesday, August 19 and Wednesday, August 20.

*Administration of this examination takes place early in the month to allow time for score collection and standard setting in order to be able to post the conversion chart by June 26.

COMPREHENSIVE STUDENT ATTENDANCE POLICY (Appendix A)

The Minerva Board of Education recognizes that student attendance is an important component of student success. Student interaction with teachers and other students in class helps to enhance the academic learning experience and provides a basis by which students can demonstrate mastery of subject matter.

Therefore, the Board, in pursuant to Section 104.1 of the Regulations of the Commissioner of Education, adopts this comprehensive attendance policy. State Education Law requires that each minor regularly attend school full-time from the first day of session in September of the school year in which such minor becomes six years of age through the last day of the school year in which such minor has completed a four-year high school course of study. He/she may attend a school other than a public school or receive home instruction, provided the instruction is equivalent to that given in the public school.

Objectives

Through implementation of this policy the Board expects:

- a) To increase student attendance;
- b) To accurately track the attendance, absence, tardiness and early releases of students to and from school;
- c) To encourage regular attendance of classes so that pupils may achieve the State mandated education standards;
- d) To track student location for safety reasons and to account to parents regarding the location of children during school hours;
- e) To provide consistent procedures for dealing with attendance problems.

Attendance Officer

The Board shall designate a person as the Attendance Officer. The Attendance Officer shall be responsible for maintaining the register of attendance. The Attendance Officer is responsible for reviewing pupil attendance records and initiating appropriate action to address unexcused pupil absence, tardiness and early departure consistent with the Comprehensive Attendance Policy. The Attendance Officer will report absences, tardiness concerns directly to the Principal.

The Attendance Officer will also be responsible for documenting absences and tardiness in eSchoolData on a daily basis.

Principal

The Principal will be charged with reviewing pupil attendance records periodically for the purpose of initiating appropriate action in conjunction with the attendance officer and in accordance with the Comprehensive Attendance Policy.

Attendance Review Team

An Attendance Review Team will be formed. The Principal will head the team. If available, a parent of a school student will be included on the Review Team. This parent may not be an employee of the Minerva Central School District. The main function of the team will be to discuss appropriate intervention strategies and review cases of either excessive unexcused absences or excused absences where class work was not completed.

Register of Attendance

Minerva Central School is required to take attendance and record each pupil's presence, absence, tardiness or early departure and whether such absence is excused or unexcused in the following manner:

- a) In non-departmentalized grades, attendance must be taken once a day;
- b) In all other cases attendance must be taken each period and reported to the Attendance Officer within five (5) minutes of the start of class;
- c) Additionally, after attendance is taken, an individual student's late arrival or early departure must be recorded.

Definitions

Whenever used within the Comprehensive Attendance Policy, the following terms shall mean:

- a) **Scheduled Instruction:** Every period that a pupil is scheduled to attend instructional or supervised study activities during the course of a school day during the school year or mandatory summer school classes.
- b) **Absent:** The pupil is not present for the entire period of the pupil's scheduled instruction.
- c) **Tardy:** The pupil arrives later than the starting time of the pupil's scheduled instruction.
- d) **Early Release:** The pupil leaves prior to the end of the pupil's scheduled instruction.
- e) **Excused:** Any absence, tardiness, or early departure for which the pupil has a valid approved excuse. Parents must provide written notification prior to or immediately after the absence. Such excused absences shall include: personal illness, illness or death in family, religious observance, quarantine, required court appearances, attendance at health clinics or other medical visits, approved college visits, military obligations, absences approved in advance by the Superintendent and or Principal (ex. college visits) and other reasons as may be approved by the Commissioner of Education.
- f) **Unexcused:** Any absence, tardiness or early departure for which the pupil has no valid school approved excuse. Such Unexcused absences shall include shopping trips, haircuts or appointments, driving test appointments, family vacation, oversleeping, skipping class and any other absences that are not excused.

Coding System

The following coding system shall be used to indicate the nature and reason for a pupil's missing all or part of scheduled instruction:

E	Excused	U	Unexcused
R	Return	DIF	Death in Family
D	Early Departure	F	Family
SUS	External Suspension	S	Sick
ISS	Internal Suspension	O	Illegal
FT	Field Trip	M	Medical
P	Personal	TU	Tardy Unexcused
TE	Tardy Excused	AT	Absent Tardy

In order to encourage better attendance the District will take the following steps:

- a) Parents will be notified every time their child is not in school.
- b) For every five absences, tardiness, early departure, or any combination thereof, the pupil's parent/guardian shall receive a written notice from the Attendance Officer.
- c) Teachers will provide make-up work upon request to students who have excused absences to allow them the opportunity to earn credit for the course.
- d) Students who are ill for a prolonged period of time and cannot attend school will be tutored at home or at appropriate medical facilities according to State regulations.
- e) At teacher or administrator request, when attendance becomes a concern, a letter will be sent home informing the parent of the number of absences and a conference will be required with the Attendance Review Team. Appropriate intervention strategies will be discussed.

For Students in grades 7-12 the following attendance guidelines will be followed:

- a) A student shall not be counted as present for a class if the student misses more than 10 minutes of class, whether through tardiness or early departure. (Note: This does not apply to music lessons or educational excused class trips.)
- b) Students of compulsory attendance age suspended from school instruction may not be marked as absent unless they fail to attend scheduled alternative education on that day.
- c) If, a student with excessive excused absences has not completed assigned make-up work, the Principal shall be responsible for determining make-up opportunities with teachers. The Principal will also determine deadlines and consequences which may result if the work is not completed within the deadline.

Notices of Absences

The student's parent(s)/guardian shall be notified of pupil's absences, tardiness or early departure according to the following:

- a) Where a pupil has not been marked as present for the first period of scheduled instruction and the school has not been previously notified of the absence, the Attendance Officer shall attempt to contact the student's parent(s)/guardian to learn the nature of the pupil's absence and notify them that the student has not arrived at school.
- b) When a student is absent, tardy, or leaves early from class or school without excuse, the Attendance Officer will notify the student's parent(s)/guardian by phone of the specific absence, and remind them of the attendance policy and review the intervention procedures with them.

Attendance Standards

Students who meet the following attendance / tardiness / early departure standards will be eligible for incentives. Students who exceed the attendance / tardiness / early departure standards will not be eligible for incentives. Once exceeded, students may opt to earn back time by staying after school for homework hall in order to become eligible for incentives.

1 homework hall = 1 tardy or early departure of 40 minutes or less.

6 homework halls = 1 absence

Week	Attendance (max)	Tardy / Early Departure (max)		Week	Attendance (max)	Tardy / Early Departure (max)
4	4	2		22	9	5
6	4	2		24	9	5
8	4	2		26	10	5
10	4	2		28	10	5
12	6	3		30	11	6
14	6	3		32	11	6
16	7	4		34	12	6
18	8	4		36	12	6
20	8	4		38	14	7
				40	14	7

Incentives

The District will implement systems to acknowledge a student's efforts to maintain or improve school attendance. Such incentives can be:

- a) An awards assembly to honor students who have high attendance rates.
- b) Award certificates for perfect attendance at the end of the school year ceremony.
- c) Classroom teachers will be encouraged to create their own incentives to encourage attendance.
- d) Positive contact with parents: (Either by phone or written.)
- e) Prekindergarten – Grade 6: Students who have met the Attendance Requirements will be invited to attend a once per quarter Irish Pride Event, Ice Cream Party, or Open Gym event
- f) Grades 7-12: Students who have met the Attendance Requirements will be eligible to:
 - Eat Lunch Outside
 - Access free choice time during Activity Period
 - Participate in a Field Trip – Once a Quarter
 - Enter Raffle
- g) Grades 9-10: Hot Chocolate/Coffee in Health Office
- h) Grades 11-12: Senior Lounge during lunch and/or Activity Period

Consequences

The District will implement consequences for those not meeting attendance guidelines in an effort to maintain or improve school attendance. Such consequences shall include:

- a) Loss of Incentives
- b) Parent Letter
- c) Parent Phone Call
- d) Parent Meeting, including development of Attendance Success Plan
- e) Home Visit and/or Meeting with Social Worker
- f) Home Visit and/or Meeting with SRO

In addition, for students missing 50% or more above the established attendance standard, such consequences may include:

- g) In-School Suspension
- h) Loss of field trips
- i) Student PINS (Person in Need of Supervision) Petition filed with Essex County
- j) Parent referral to Essex County Child Protective Services for educational neglect
- k) Successful completion of required make-up seat time or face denial of course credit

Appeal Process

A parent/guardian may request review of his/her child's attendance record. Students' attendance records will be reviewed on a case by case basis.

Intervention Strategy Development

The Principal shall meet each marking period with the Attendance Officer and/or any teacher the Principal determines necessary to review student records, to address identified patterns of unexcused pupil absence, tardiness and early departure and review the current intervention methods.

If it is determined that the existing invention policies or practices are insufficient, the Superintendent shall notify the Board of Education prior to its annual review of the building's attendance records of both insufficient practices and any proposed changes needing Board approval to implement.

TO BE SUCCESSFUL in this endeavor, it is imperative that all members of the school community are aware of this policy, its purpose, 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:

- a) The attendance policy will be included in student handbooks and will be reviewed with students at the start of the school year.
- b) Parents will receive a plain language summary of this policy by mail at the start of the school year.
- c) School newsletters will include periodic reminders of the components of the policy.
- d) The District will provide a copy of the attendance policy and any amendments to the faculty and staff. New staff will receive a copy upon their employment.
- e) All faculty and staff will meet at the beginning of each school year to review the attendance policy to clarify individual roles in its implementation.
- f) Copies of this policy will also be made available to any community member, upon request.

Annual Review

The Superintendent will review with the Board of Education student attendance percentages. If such records show a decline in student attendance, the Board shall have the right to revise this comprehensive attendance policy and make any revisions to the plan it deems necessary to improve student attendance.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211 and 3213

8 NYCRR Sections 104.1, 109.2 and 175.6

Adopted: 8/8/19

Minerva Central School

Chromebook User and Procedure Guide

(Appendix B)

Program Mission

The mission of the MCS 1:1 Chromebook initiative (one electronic device for each student) is to ensure that Minerva Central School District students in grades 3 - 12 have regular, equitable access to the digital tools and resources that allow them to be successful 21st century learners. To reach this goal, the district will provide students with digital devices that can expand their learning opportunities beyond the walls of Minerva Central School.

We believe that giving every student a Chromebook will deepen the connection between the high-quality instruction our teachers deliver and the vast collection of resources, tools, and communities that exist in our children's digital worlds. This connection will allow students to become creators, inventors, innovators, risk takers, and problem solvers at a level not previously attainable without the use of technology. Our teachers are already skilled at integrating technology into their classrooms and now will have even greater opportunities to facilitate their student's learning beyond the traditional school day.

Purpose of this document

The purpose of this guide is to provide parents and students with a thorough explanation of how the district will manage our 1:1 initiative. The success of this initiative will be strongly tied to the responsibility, ownership, and pride that our students have when they receive their Chromebook. While the district believes that technology use is critical to student success and needs to be part of the daily learning process, the ability to have a device at all times is considered a privilege that our students should not take lightly.

PROCEDURE GUIDE CONTENTS

1. 1. CHROMEBOOK DISTRIBUTION
2. TAKING CARE OF YOUR CHROMEBOOK
3. USING YOUR CHROMEBOOK
4. MANAGING YOUR FILES AND SAVING YOUR DIGITAL WORK
5. SUPPORTING YOUR CHROMEBOOK
6. PROTECTING & STORING YOUR CHROMEBOOK
7. REPAIRING/REPLACING YOUR CHROMEBOOK
8. CHROMEBOOK TECHNICAL SUPPORT
9. EXPECTATION OF PRIVACY
10. RESPONSIBLE DIGITAL USE AND AWARENESS

1.	CHROMEBOOK DISTRIBUTION
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Chromebooks will be assigned within the first two weeks of each school year. Parents/Guardians and students MUST sign and return the MCS 1:1 Chrome Book Initiative Student/Parent Agreement document before the Chromebook can be issued to their child.

Students will pick up Chrome Books each morning and return them during homeroom at the end of each day.

All students in grades 3-12 are expected to use a school-issued Chromebook during the school day.

This Chromebook Policy Handbook outlines the procedures and policies for families to protect the Chromebook investment for the Minerva Central School District.

2.	TAKING CARE OF YOUR CHROMEBOOK
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Students are responsible for the general care of the Chrome Book they have been issued by the school. Chromebooks that are broken, or fail to work properly, must be taken to their teacher or BOCES support staff Amber Houghton as soon as possible so that they can be taken care of properly.

2a. General Precautions

- Take care to protect your password. Do not share your password.
- No food or drink is allowed next to your Chromebook while it is in use.
- Students should never carry their Chromebooks while the screen is open.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Never transport your Chromebook with the power cord plugged in. Never store your Chromebook in your carry case or backpack while plugged in.
- Chromebooks must remain free of any writing, drawing, or stickers that are not the property of Minerva CSD
- Heavy objects should never be placed on top of your Chromebook.
- Chromebooks must have a Minerva and/or WSWHE BOCES asset tag on them at all times and this tag must not be removed or altered in any way. If tag is removed disciplinary action will result.
- Chromebooks should never be left in an unlocked locker or any unsupervised area.
- If your device is in need of repair, please bring it to your teacher or BOCES support staff Amber Houghton as soon as possible.

2b. Carrying Chromebooks

The guidelines below should always be followed when moving your Chromebook:

- Transport Chromebooks with care.
- Never move a Chromebook by lifting from the screen. Always transport a Chromebook from its bottom with lid closed.
- Chromebook lids should always be closed and tightly secured when moving.
- When carrying the Chromebook in another case/backpack, take caution when placing other items (notebooks, books, lunch box, etc.) to avoid putting too much pressure and weight on the Chromebook screen. The screen is delicate and can crack easily.
- Use caution when placing Chromebooks into bags, to ensure that writing utensils, earbuds, etc. do not slip between the screen and keyboard.

2c. Screen Care

The Chromebook screen can easily be damaged! The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean or put pressure on the top of the Chromebook when it is closed.
- Do not store the Chromebook with the screen in the open position.
- Do not place anything on the Chromebook that could put pressure on the screen.
- Do not place anything in a carrying case or backpack that will press against the cover.
- Do not poke the screen with anything that will mark or scratch the screen surface.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Clean the screen with a soft dry microfiber cloth or anti-static cloth (i.e. <http://amzn.com/B008FPTID2>)

3.	USING YOUR CHROMEBOOK
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- Chromebooks are intended for use at school each day.
- In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules may be accessed using the Chromebook.
- Students must be responsible to bring their Chromebook to all classes, unless specifically advised not to do so by their teacher.
- Chromebooks should be locked in lockers when not in use.
- If needed during the school day, Chromebooks may be charged at your homeroom.

3a. Backgrounds

- Inappropriate media may not be used as a screensaver or background.

- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug gang related symbols or pictures will result in disciplinary actions.

3b. Sound, Music, Games

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Headphones may be used at the discretion of the teacher.

3c. Printing

- Digital sharing of documents is encouraged; printing documents is strongly discouraged.
- Students may use the network printers **with teacher's permission** during class or breaks.

4.	MANAGING YOUR FILES AND SAVING YOUR DIGITAL WORK
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- The majority of students work will be stored in internet/cloud based applications and can be accessed from any computer with an internet connection and most mobile internet devices.
- Some files may be stored on the Chromebook's hard drive.
- Students should always remember to save frequently when working on digital media if working outside of Google Drive.
- The district will not be responsible for the loss of any student work.
- Files should only be stored in your Google Drive and not in the downloads file folder of the Chromebook.

5.	SUPPORTING YOUR CHROMEBOOK
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Proper care and maintenance of your Chromebook will help keep a device in good working condition over the four years it is in use.

5a. Updating your Chromebook

- When a Chromebook starts up, it updates itself automatically, so it has the most recent version of the Chrome operating system without you having to do a thing. No need for time-consuming installs, updates, or re-imaging.

5b. Procedures for Restoring your Chromebook

- If your Chromebook needs technical support for the operating system, all support will be provided by the school.

- The school does not accept responsibility for the loss of any software or documents deleted due to reformatting and reimaging due to technical issues or issue resulting from inappropriate use.

5c. Apps and Extensions

- Searching for and applying most apps/extensions from Chrome Web Store has been disabled for all students. Some mandatory apps/extension will be automatically added.
- Students may request educational/instructional applications through an online request form. The IT staff and administration will determine educational value before allowing access.
- Some web apps will be available to use when the Chromebook is not connected to the internet, including Google Drive apps (Docs, Sheet, Slides, etc.)

6.	PROTECTING & STORING YOUR CHORMEBOOK
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6a. Chromebook Identification

- Student Chromebooks will be labeled in the manner specified by the school. Chromebooks can be identified in several ways:
 - * Record of district asset tag
 - * Serial number
- Chromebooks are the responsibility of the student. In most cases, you will be assigned this same device for multiple years. Take good care of it.

6b. Account Security

- Students are required to use their minervasd.org domain user ID and password to protect their accounts and are required to keep that password confidential.

6c. Storing your Chromebook

- When students are not using their Chromebook, they should store them in their locked locker.
- Nothing should be placed on top of the Chromebook when stored in the locker.

6d. Chromebooks Left in Unsupervised Areas

- Under no circumstances should Chromebooks be left in an unsupervised area.
- Unsupervised areas include the school grounds, the cafeteria, computer labs, gymnasiums, locker rooms, media center, unlocked classrooms and hallways.
- Any Chromebook left in these areas is in danger of being damaged or stolen.
- If an unsupervised Chromebook is found, notify a staff member immediately.

- Unsupervised Chromebooks will be confiscated by staff. Disciplinary action may be taken for leaving your Chromebook in an unsupervised location.

7.	REPAIRING/REPLACING YOUR CHROMEBOOK
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7a. Vendor Warranty:

- The equipment vendor has a one year hardware warranty on new Chromebooks.
- The vendor warrants the Chromebooks from defects in materials and workmanship.
- This limited warranty covers normal use, mechanical breakdown or faulty construction and will provide normal replacement parts necessary to repair the Chromebook or Chromebook replacement.
- The vendor warranty does not warrant against damage caused by misuse, abuse, accidents or Chromebook viruses.
- Please report all Chromebook problems to your teacher or BOCES support staff Amber Houghton.

7b. Chromebook Repair Costs

- There will be an “Incident Fee” charged for every accidental hardware repair needed. This fee is issued to not only encourage proper use, but also to help offset repair costs.
- If the Chromebook is damaged, lost, or stolen, the costs and procedures are outlined as below:
 - *Software issues = No cost
- One of the reasons we chose Chromebooks is because there is minimal software issues that will affect them.
- An incident fee will be charged every time a hardware repair is required from intentional damage or irresponsible use/care of device:
 - *Minimum of \$30 for first incident; \$50 for second incident; \$75 for third incident; \$100 for fourth incident and beyond.
- For example, water spills, missing keys, screen damage, or cracked cases.
 - * If damage to device is beyond repair, student may be responsible for the replacement value as described below in section 7c.

7c. Lost or stolen Chromebook and/or Accessories

- Chromebooks that are lost or stolen are the responsibility of the student.
- Lost or stolen Chromebooks must be reported to your teacher or BOCES support staff Amber Houghton within 24 hours of the incident.
- Student must pay the associated charges to replace the lost or stolen Chromebook and accessories.
 - * Chromebook: \$250
 - * Power cord: \$25

8.	CHROMEBOOK TECHNICAL SUPPORT
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Technical support will be available through your teacher, or BOCES support staff Amber Houghton. Services provided include the following:

- Distribution of loaner Chromebooks
- User account support
- Hardware maintenance and repairs
- Coordination and completion of warranty repairs
- ALL REPAIRS must be completed by SCHOOL STAFF
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9.	EXPECTATION OF PRIVACY
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No right of privacy exists in the use of technological resources provided by the school. School system administrators or individuals designated by the Superintendent may review files, internet history logs, monitor communications/content activities, and intercept email messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School system personnel shall monitor online activities of individuals who access the internet via school owned computers.

10.	RESPONSIBLE DIGITAL USE AND AWARENESS
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School-issued Chromebooks and other devices connected to district owned Wi-Fi and internet should be used for educational purposes and students are to adhere to the District's Acceptable Use Policy and Student Internet Safety and all of its corresponding administrative procedures at all times as responsible digital citizens.

Minerva Central School

Kyle H. McFarland – Superintendent



(Appendix B-1) “MCS” 1:1 Initiative Student/Parent Agreement

Please review the Chromebook User and Procedure Guide prior to reading and signing this agreement.

Program Mission:

The mission of the “MCS” 1:1 initiative (one electronic device for each student) is to ensure that Minerva Central School District students in grades 3 - 12 have regular, equitable access to the digital tools and resources that allow them to be successful 21st century learners. To reach this goal, the district will provide students with digital devices that can expand their learning opportunities beyond the walls of Minerva Central School.

Description:

- Minerva Central School has adopted a 1:1 program, which will provide an electronic device (i.e., Chromebook) to each student for his/her use during the day. These devices will be issued to students at the beginning of the school year and will be stored in a Chromebook cart at school.

Important Resources:

- Link to Districts 1:1 Website:
- Link to Chromebook User and Procedure Guide:
- Link to Acceptable Use Policy: <http://www.minervasd.org/Page/392>

Costs:

- There is no cost to receive the device.
- An incident fee will be charged every time a hardware repair is required from intentional damage.
- \$30 for first incident; \$50 for second incident; \$75 for third incident; \$100 for fourth incident and beyond. Damage to a device that is beyond repair will result in responsibility for a full replacement of the device.
- Lost, stolen or questionable damage will be reviewed by the administration on a case-by-case basis to determine fees.
- Students will be charged for missing items (or for items damaged beyond repair): Power cord = \$35, Device = \$250

Be Responsible:

- No stickers or writing allowed on device.
- Students must take measures to protect the device from damage or theft.
- At no time shall the device be used for unlawful or inappropriate activities.
- Students are not allowed to let others use their assigned device.

Be respectful:

Students must follow the Minerva Central School Acceptable Use and Internet Safety Procedures at all times while using district-issued devices.

Violators of the Acceptable Use Policy or items stated in this document will be addressed by the school administration to determine the proper course of action.

No right of privacy exists in the use of devices provided by the school.

Please **initial beside each statement** acknowledging that you agree to the statements below. **All statements must be agreed upon before a device will be loaned to the user.**

Student	Parent	
		I understand that I am completely responsible for the device and its accessories while it is checked out to me and I am not permitted to loan the device or accessories to anyone else.
		I understand that if my Chromebook is damaged, I must bring it to My Teacher or Ms. Hyatt for repair as soon as possible.
		I have read and understand the Chromebook User and Procedure Guide _____ and Minerva Central School Acceptable Use and Internet Safety Policy http://www.minervasd.org/Page/392
		I understand that inappropriate and irresponsible use and conduct while using the device and/or other technology resources and/or school network shall result in disciplinary action. I agree to be a responsible digital citizen and user, and will conduct myself appropriately while online.
		I agree to pick up my device daily prior to the start of first period
		I agree to return my device by 2:38

As a student/parent/legal guardian, I understand these rules and agree to fully comply with them.

Student Name (print name) _____ Grade in 2024-2025 _____

Student Signature _____

Parent Signature _____

Minerva Central School

Parent-Student Guide

Graduation Requirements and Course Descriptions

2024-2025



7TH-12TH GRADE EDITION

Diploma/Credential Requirements

Revised January 2018



The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All Student Populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</p> <p>Assessment: 5 required Regents exams⁽¹⁾ with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment⁽²⁾; or</p> <p>4 required Regents exams⁽¹⁾ with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#regents diploma</p>
Regents (through appeal)	All Student Populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</p> <p>Assessment: 4 required Regents exams⁽¹⁾ with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 Pathway Assessment⁽²⁾; or</p> <p>3 required Regents exams⁽¹⁾ with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal Process http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</p>

<p>Regents with Honors</p>	<p>All Student Populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives</p> <p>Assessment: 5 required Regents exams⁽¹⁾ with a computed average score of 90 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment⁽²⁾ or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average)</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
<p>Regents with Advanced Designation</p>	<p>All Student Populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p>Assessment: Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing <u>any one</u> of the following combinations of Regents examinations and/or Department approved alternatives if applicable:</p> <p>A. Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>B. Pathway⁽²⁾ Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), <u>and</u> either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential</p> <p>= 7 or 8 Assessments</p> <p>C. STEM (Mathematics) Pathway⁽²⁾ Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>D. STEM (Science) Pathway⁽²⁾ Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments</p> <p>In addition, a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE.</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
	<p>All Student Populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits.</p> <p>Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics</p> <p>See 100.5(b)(7)(x)</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>

<p>Regents with Advanced Designation with an annotation that denotes Mastery in Science</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in science See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
<p>Regents with Advanced Designation with Honors</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) <p>Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average.. http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
<p>Local Diploma (through Appeal)</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. <p>Assessment:</p> <p>3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment; or</p> <p>2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements for the CDOS Commencement Credential</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process. http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf</p>

<p>Local(3)</p>	<p>Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. • Assessment: <ul style="list-style-type: none"> A. Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA <u>and</u> either 1 Pathway Assessment(2), or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assessment; or B. Low Pass Safety Net and Appeal: <ol style="list-style-type: none"> 1. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment(2) ;or 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <ul style="list-style-type: none"> C. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm; or D. Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html
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<p>Local Diploma (through Superintendent's Determination) Revised Jan, 2018</p>	<p>Students with disabilities with an IEP</p> <p>Does NOT INCLUDE students with a Section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)* 2 physical education, 3 ½ electives. • Assessment: <ul style="list-style-type: none"> ○ A superintendent's determination made upon a parent's written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation. <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> 1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services. 2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option. 3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents examination areas (English Language Arts (ELA), mathematics, social studies and science). 4. The student must have taken and received a minimum score of 55 on both the ELA and Mathematics Regents examinations or a successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the English and/or Mathematics Regents examinations may be considered an eligible student for the Superintendent Determination option, provided that the student has completed the requirements for the New York State (NYS) Career Development and Occupational Studies (CDOS) Commencement Credential. 5. There must be evidence that the student participated in all Regents examinations required for graduation but has not passed one or more of these examinations. 6. In a subject area where the student was not able to demonstrate his/her proficiency of the State's learning standards through the Regents examinations required for graduation (including ELA and/or mathematics if using the CDOS Commencement Credential to meet the eligibility condition(s) in #4), there must be evidence that the student has otherwise demonstrated graduation level proficiency in the subject area(s).
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Local Diploma	English Language Learners Only	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. • Assessment: <ul style="list-style-type: none"> ◇ 4 required Regents exams⁽¹⁾ with a score of 65 or better and the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7); or <ul style="list-style-type: none"> ◇ 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 60-64, and the ELA Regents exam with a score of 55-59. For both the 60- 64 and the 55-59 scores, an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and either 1 Pathway Assessment⁽²⁾ or meet the requirements of the CDOS Commencement Credential <p>Note: Students who choose the CDOS pathway may still appeal an ELA score of 55-59 and on other Regents exam score of 60-64</p> <p>http://www.regents.nysed.gov/meetings/2015Meetings/February/215_p12a1.pdf</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process</p>
Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement	All Student Populations	<ul style="list-style-type: none"> • Credit: Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program. • Assessment: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed. <p>http://www.p12.nysed.gov/part100/pages/1005.html#carteched</p>

Non-diploma High School Exiting Credentials		
Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the area of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; OR
		<ul style="list-style-type: none"> Student meets criteria for a national work readiness credential
		<p>Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten. http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm</p>
Skills and Achievement Commencement Credential	Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p>http://www.p12.nysed.gov/specialed/publications/SACCmemo.htm http://www.p12.nysed.gov/part100/pages/1006.html</p>

Footnotes:

Students with a disability may be excused from the LOTE requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.

** Students with a disability who are excused from the LOTE requirement per their IEP need not complete a 5-unit sequence in the Arts or CTE in order to meet the requirements for the Regents Diploma with Advanced Designation.

¹ In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

²**Pathway Assessment Options:** All students must pass the following 4 required Regents exams or the corresponding Department approved alternative examination found at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>: 1 math Regents exam, 1 science Regents exam, 1 social studies Regents exam, and the English language arts Regents exam. In **addition** all students must choose 1 of the following options:

- Complete all the requirements for the CDOS Commencement Credential found here <http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm> ; or
- Pass an additional math Regents exam in a different course or Department Approved Alternative; or
- Pass an additional science Regents exam in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents exam in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass an approved CTE Assessment after successfully completing an approved CTE program
- Pass a Department approved pathway assessment in the Arts⁽⁴⁾
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

The Department is working to identify Pathway assessments in LOTE. When those examinations are identified they will be posted at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

³The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

2024-2025 MCS Course Selection Sheet

Core Classes

English	Math	Science	Social Studies
English 9	Algebra A	Life Science	Global 1
English 10	Algebra B ®	Environmental Science	Global 2 ®
English 11 ®	Algebra ®	Biology ®	US History & Govern-
English 12	Applied Geometry ®	Chemistry ®	Government ½
	Algebra 2 ®	STEM	

® Regents Course

Electives

World Lan- guage	Music	Art	Business	Work Based Learning	Technology
Spanish 1	Sr. Chorus	Studio Art	Business Com- munications	Career Explo- ration	Home Eco- nomics ½
Spanish 2	Sr. Band	Advanced Stu- dio Art	Consumer Math	Career Devel- opment	International Foods 1/2
Spanish 3		Creative Sculp- ture ½	Accounting (NCCC optional)		Wildlife Mgt. ½
Intro to French ½ Hispanic His- tory ½		Screen Printing ½			Garden Agri- culture ½

Additional Graduation Requirements

Health ½	Physical Education 9-12
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Core Course Credits

English 9	1 credit
English 10	1 credit
English 11	1 credit
English 12	1 credit
Algebra	1 credit
Geometry	1 credit
Earth Science	1 credit
Living Environment	1 credit
Global Studies 9	1 credit
Global Studies 10	1 credit
US History	1 credit
Part. In Government	½ credit
Economics	½ credit
Physical Education	½ credit

*Seniors with an Average of 85 or higher may take electives through ACC.
Selected Courses are offered for college credit through NCCC.*

GUIDELINES FOR ENROLLING STUDENTS IN ADVANCED AND COLLEGE LEVEL COURSES

COLLEGE COURSES

- Minimum 80 average in prerequisite courses
- Level 4 score on any preceding Regents exams
- Teacher approval

Students must have teacher approval and meet at least one other of the stated criteria to enroll in college level courses through NCCC or SUNY Adirondack.

COURSE DESCRIPTIONS

ART

8th Grade Art

In 8th grade art, the process of looking at art is presented as an enjoyable and integral part of learning about art. Students will learn to perceive and describe the subject matter, visual elements and moods in their own art and the artwork of others. An emphasis is placed on understanding the Elements of Art and Principles of Design in order to improve one's own expressive intentions. Students can expect to engage in artwork using a variety of materials and Art History is explored through visual imagery, books, slides, and films. Engagement in group critiques and self-reflection will foster a personal understanding of the creative process.

9th Grade Studio Art

Studio Art is designed to give students the opportunity to further develop critical and thoughtful engagement with our world, its art and the act of art making. The knowledge gained from this course will provide a strong studio foundation of exploratory experiences in art. There will be a strong emphasis on visual problem solving using the Elements of Art and the Principles of Design. Exposure to numerous reproductions of past and present artists will promote the appreciation and importance of the visual image throughout time. Students can expect to engage in artworks using a variety of materials (drawing materials, paints, clay, wood, wire, and mixed media). Students will also be involved in group critiques and self-reflection that will aid in a personal understanding of the creative process.

Drawing and Painting

Drawing and Painting is an advanced course of study for students who have completed Studio Art. It is intended for students who wish to explore areas of higher learning in the arts. Drawing and Painting are skills that can be mastered through practice, repetition and the willingness to accept the unexpected. Each drawing/painting will be approached as an exploration of what is seen and students will be guided to look at subjects .

The experiences and knowledge gained from this course will provide a strong foundation, enabling the student to continue on a creative and self-fulfilling path.

Advanced Art

Advanced Art is an advanced course of study for students who have completed Studio Art and Drawing and Painting. It is intended for students who wish to explore areas of higher learning in the arts. This course is designed to encourage a personal approach to art making. The first section of the course provides students with a strong foundation of exploratory experiences. Students then choose a particular area of concentration and student portfolios will be further developed to illustrate a personal style. Students will be exposed to higher learning in the arts and artwork will progress because the students' visual vocabulary and thinking processes will broaden.

Introduction to Pottery

Introduction to Pottery is an advanced course that will acquaint students with the qualities and limitless design possibilities of clay. Through the exploration of various hand building techniques, students will learn traditional and contemporary approaches to creating in clay. This will include pinch pots, coil pots, slab building, wheel-thrown and drape methods. The history of clay throughout world cultures will be an essential part of the course. Students will also be full participators in the studio by learning to maintain equipment and tools, loading the kiln for firing and mixing glazes and slips for decorating.

BUSINESS EDUCATION

Career and Financial Management

This course is required for all students seeking a sequence in Business, Technology, or Vo-Tec courses at BOCES. At MCS all 9th grade students take IO/BCA. The course introduces students to the realities of the working world. Each topic focuses upon a specific area of information and personal development that help the individual integrate his/her role within the workplace and the home. In addition, this course is organized into three topics dealing with interrelationships among resources and needs, wants, goals and lifestyles and on the managerial aspects of assessing, enriching and using personal and financial resources to ensure responsible, participatory, and personal and work life.

Accounting 1 & 2

Students can take up to two years of accounting beginning in their junior year. During the first year students are provided with a basic understanding of double-entry accounting. The course covers the introduction of the accounting cycle for both a service and a merchandising business. The second year continues with greater detail and is encouraged for students interested in a career in accounting. It is also well suited for students who anticipate continued study of Business Administration and Business Management.

IT Essentials

Through hands-on experience students will use the computer as a tool to develop an understanding and appreciation of how well developed reports can affect business activities and transactions. Students will be able to create academic projects and reports, which will prepare them for future educational requirements and/or business activities.

Software Applications

Software applications will instruct students to become proficient in a variety of different software programs. Topics will include

- operating systems,
- word processing,
- spreadsheets
- Web site development with a concentration on how to manipulate graphics, generate sound and video files
- creating web and multimedia publications
- Web page design emphasizing features such as tables, frames, and forms.

Programs used will be Adobe Photoshop, Expression Web or Dreamweaver, Flash cs4, and Microsoft Movie Maker, Microsoft Office

Hospitality Management

Emphasis on managing people and places in all phases of hospitality management: resorts, hotels, motels, inns, and restaurants. Special attention is paid to the problems faced by proprietors operating in a seasonal resort area.

Small Business Accounting

A practical approach to the principles of accounting pertaining to sole proprietorships, emphasizing the accounting cycle, special journals and the preparation of financial statements

ENGLISH LANGUAGE ARTS

Grade 7 and 8 English Language Arts Program

The goal of the middle school ELA program is to guide students to meet the New York State Common Core Standards. These standards require all students to:

1. Read a wide range of complex literary and informational text in order to demonstrate skills and understandings in the following areas:
 - A. Key ideas and Details
 - B. Craft and Structure
 - C. Integration of Knowledge and Ideas
2. Write routinely over varied time frames for a range of tasks, purposes and audiences in order to demonstrate skills and understandings in the following areas:
 - A. Text Types and Purposes
 - B. Production and Distribution of Writing
 - C. Research to Build and Present Knowledge
3. Demonstrate Speaking and Listening skills and understandings in the following areas:
 - A. Comprehension and Collaboration
 - B. Presentation of Knowledge and Ideas
4. Demonstrate Language skills and understandings in the following areas:
 - A. Conventions of Standard English
 - B. Knowledge of Language
 - C. Vocabulary Acquisition and Use

The above standards are addressed through age-appropriate materials. Whenever possible, an interdisciplinary approach is taken.

AIS

Students who are deemed at risk, by state test results and/or classroom performance, for not meeting the above standards at their grade level are offered Academic Intervention Services (AIS). Intervention is targeted to build the specific skills that an individual student lacks or needs to improve in order to be successful at his/her grade level.

World Literature 1 - Grade 9

This ninth grade course parallels the Global Studies curriculum while developing students' understanding of universal themes in literature. Students study various genres through cultural lessons beginning with the study of myth. Greek, Roman, Hebrew, Chinese, Japanese literary traditions are highlighted in this course while a performance based study of Romeo and Juliet allows students to explore these same universal themes across genres and cultures.

World Literature 2 - Grade 10

This tenth grade course parallels the Global Studies 2 course and invites students to explore world literature, both classic and contemporary, with a focus on the themes of power, human rights, and social issues. In depth comparisons between works of literature are emphasized as students compare works across genres and cultures.

American Literature - Grade 11

This eleventh grade course provides students with an overview of American literary tradition from the discovery and settlement of the New World to the present. Students use a variety of fiction, non-fiction, poetry, and plays to refine their understanding of literary elements and explore common themes in American literature including identity, diversity, individuality, freedom, and the American dream.

English 12

In this course students read and write in a variety of genres in a workshop format. Students read independently, in small groups, and as a whole class. Students write in required areas: letter writing, personal narrative or memoir, research, literary analysis, short story, editorial or news article, and poetry. This course places an emphasis on risk taking, revision, polishing, and publication. The writing process employed in this class is intended to promote independent, confident, and creative language use.

Honors English

Honors English 12 is designed for advanced senior students who wish to participate in a more challenging English program with the intention of going on to college following graduation. This course emphasizes the development of college-level writing skills as well as critical reading skills. These skills will be developed through both oral and written analysis of imaginative and challenging literature. Honors English 12 is essentially a college-level course offered to capable students who, in turn, must be willing to devote the energy and time necessary to complete this course's more rigorous standards. The year will be divided into two courses. In English Composition I (ENG 101), students will use writing to express thoughts logically, clearly and coherently in a variety of rhetorical modes while avoiding mechanical, grammatical and spelling errors. They will demonstrate mastery of the stages of the writing process, including critically revising and editing their own compositions as well as responding critically to peer drafts. Students will critically evaluate and respond to selected essays. The final project will be to compose an argumentative research essay using MLA format. In Modern World Literature (ENG 115), students will engage in an introductory study of literature with an international and multicultural focus. Students will utilize their writing skills from the first half of the year to thoughtfully analyze their readings.

Whenever possible, the course emphasizes literature written by masters of the literary world. An emphasis is also placed on reading literature from a variety of backgrounds (not only selections from the established canon, but writings from minority writers, as well). The teacher will serve as a discussion leader, critic and scholar, encouraging the class to assume much of the responsibility for learning. Additionally, this course will help students develop individual styles of writing through using language skillfully while expressing an appreciation of the literary art. The skills students will gain will be useful for writing in college and beyond.

FOREIGN LANGUAGE

SPANISH - - Grade 7

Spanish 7th grade is a full year course, which meets every day during the 3rd and 4th quarters, and is a continuation of students' 6th grade program. They will continue to practice listening, speaking, reading and writing skills in Spanish through a conversational and; as much as possible, project oriented study of the Spanish language and cultures. They will learn how to communicate in the present tense and compound future tense in order to socialize, request and provide information, and express their feelings about something. This will give the students the foundation they need in order to pass Spanish 1 in 8th grade and receive 1 high school credit for basic graduation requirements.

At the end of the course, students will take a final exam based on materials covered during the year.

Spanish 7th grade requires true and purposeful effort to learn, through understanding and practicing. Language learning is cumulative, which means that language concepts build upon each other, where previously learned material is used to introduce and practice new material, therefore true understanding and long-term memorization of all vocabulary and grammar is an absolute necessity to successfully communicate in Spanish. Consistent participation in classroom activities and daily independent study are key **strategies** to achieve that skill and success!

SPANISH 1

Spanish 1 is a full year course, which is a continuation of students' 7th grade programs. They will continue to practice listening, speaking, reading and writing skills in Spanish through a conversational and; as much as possible, project oriented study of the Spanish language and cultures. They will learn how to communicate in the present tense, compound future tense, and (some) past tense in order to socialize, request and provide information, express their feelings about something, and persuade others in various situations.

At the end of the year, students are required to take a locally produced equivalent Foreign Language Proficiency Exam since New York State is no longer producing the Foreign Language Proficiency Exam itself due to budget cuts.

Students do need to pass Spanish 1, to receive 1 high school credit for basic graduation requirements.

Spanish 1 is one of our two accelerated credit courses here at Minerva, meaning that, while still in Middle School, students receive High School credit for this class. Therefore, this course needs to be intense and fast paced, and requires true and purposeful effort to learn, through understanding and practicing. Language learning is cumulative, which means that language concepts build upon each other, where previously learned material is used to introduce and practice new material, therefore true understanding and long-term memorization of all vocabulary and grammar is an absolute necessity to successfully communicate in Spanish. Consistent participation in classroom activities and daily independent study are key **strategies** to achieve that skill and success!

SPANISH 2

This is a continuation from Spanish 1. Students' existing skills are reviewed and reinforced, then the principles of the language and the cultures are expanded and added to. The students will learn to listen, speak, read, and write in the past tenses and compound tenses as well as increase their thematic vocabulary in order to socialize, request and provide information, express their feelings about something, and persuade others in various situations. At the end of the year there will be a school based, final exam which will follow the same format as the NYS Foreign Language Proficiency and Regents Exams but will be based on students' cumulative knowledge and materials covered during the year.

Since students have completed the basic graduation requirement of Spanish 1, they are in this course to progress toward the Regents at the end of Spanish 3. Therefore, this course needs to be intense and fast paced, and requires true and purposeful effort to learn, through understanding and practicing. Language learning is cumulative, which means that language concepts build upon each other, where previously learned material is used to introduce and practice new material, therefore true understanding and long-term memorization of all vocabulary and grammar is an absolute necessity to successfully communicate in Spanish. Consistent participation in classroom activities and daily independent study are key **strategies** to achieve that skill and success!

SPANISH 3

This is a continuation from Spanish 2. Students' existing skills are reviewed and reinforced, then the principles of the language and the cultures are expanded and added to. The students will learn to listen, speak, read, and write in the simple future and conditional tenses, which are then applied to the compound tenses, and the subjunctive mood, as well as increase their thematic vocabulary in order to socialize, request and provide information, express their feelings about something, and persuade others in various situations. At the end of the year there will be a final exam which will be based on materials covered during this year. Students will also have to take a locally produced equivalent Foreign Language Regents Exam since New York State is no longer producing the Foreign Language Regents Exam itself due to budget cuts. This test is designed to assess students' cumulative knowledge of everything they have learned.

Since students have completed the basic graduation requirement of Spanish 1, they are in this course to progress toward the Regents at the end of Spanish 3. Therefore, this course needs to be intense and fast paced, and requires true and purposeful effort

to learn, through understanding and practicing. Language learning is cumulative, which means that language concepts build upon each other, where previously learned material is used to introduce and practice new material, therefore true understanding and long-term memorization of all vocabulary and grammar is an absolute necessity to successfully communicate in Spanish. Consistent participation in classroom activities and daily independent study are key **strategies** to achieve that skill and success!

HEALTH

Health 7

7th grade Health revolves around the New York State Learning standards and the book by HOLT called HEALTH. It is a full time, half year course and is broken up into the six following units: Wellness and Stress Management; Environmental Health; Substance Use and Abuse; Growth and Development, Family Life and Social Health; Diseases and Immunizations; and First Aid and Safety.

Health 10

10th Grade Health revolves around the National and New York State Learning standards and the Prentice Hall book, Health-Skills for Wellness. It is usually offered as a half-year course full time or as a full year course 2 days per week. It is broken up into 6 Units that are described as follows: Mental and Social Health; Parenting and Human Development; Nutrition and Fitness; Substance Use and Abuse; Preventing Disease; and Safety and First Aid.

MATHEMATICS

Math 7

In this course students will apply a variety of reasoning strategies to solve problems. Topics will include: fractions, decimals, integers, arithmetic operations on all types of rational numbers, order of operations, percents, ratios, proportions, unit conversions, scientific notation, measurement, and solving missing number problems. Students will also learn basic geometry and probability concepts.

Algebra 8 — (Pre-Algebra) and Algebra

An accelerated course that covers both the Pre-Algebra (8th Grade) and the NYS Integrated Algebra Curricula. The curriculum for this course has been adapted and customized to meet the New York State Performance Indicators. We have adapted this course to ensure that all of the Indicators are met in time for the 8th Grade State Exam and that the student will be ready to take the Integrated Algebra Regents in June. Specific topics of study will include: fractions, decimals, and arithmetic operations, order of operations, percents, ratios, proportions, unit conversions, scientific notation, and word problems. This is an accelerated course that is going to be covering a lot of material. As a result, there will be a moderate amount of work that will need to be completed on your own. The basic use of graphing calculators is required

Algebra

The Sequential Math Program was designed by the New York State Education Department to integrate the different branches of mathematics. Algebra is the first of three in the Regents Math Sequence. It is a basic introduction to algebra, geometry, logic, probability and statistics. Students will be expected to take the Integrated Algebra Regents Exam upon completion of the course.

Geometry

This is a continuation of the 3-year Regents sequence in math, and would normally be taken following Algebra. Geometric topics, including proofs, are covered in depth, along with quadratic equations, logic, and permutations. The Geometry Regents Exam is given at the end of the course.

Algebra 2 / Trigonometry

New York State Algebra 2 / Trigonometry is the third and final year of a three-year program. Topics include Algebra, Functions, Trigonometry, Geometry, Probability, and Statistics. The major emphasis is on Trigonometry and its application in other aspects of Mathematics. Use of scientific calculators is a requirement. Students are also introduced to the use of graphing calculators to solve mathematical problems. This course prepares students for the algebra 2 / trigonometry Regents Exam.

Pre-Calculus

A Pre-Calculus course that covers all the material needed for the future study of Calculus. This course closely follows where Algebra 2/Trigonometry finished. Major areas topics of study will include: fractions, decimals, and arithmetic operations, order of operations, percent's, ratios, proportions, unit conversions, scientific notation, and word problems. This is an accelerated course that is going to be covering a lot of material. As a result, there will be a moderate amount of work that will need to be completed on your own. The basic use of graphing calculators is required

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Pre-Calculus

A Pre-Calculus course that covers all the material needed for the future study of Calculus. This course closely follows where Algebra 2/Trigonometry finished. Major areas

Music Seven

Music 7 is a half year course at the beginning of the school year. In the first and second grading period, students learn the basics of guitar. They study the guitar tuning, parts, history, fingerboard, and basic chords. Guitar techniques are evaluated through performance and written quizzes. The history of the guitar is also studied, along with famous guitar players. The guitar study unit culminates with a required performance at the Christmas Bazaar. Students also participate in an in-depth research project and presentation about famous music composers.

Senior Chorus

Chorus members learn vocal techniques, sight singing, and music reading. They review historical choral literature, and sing a variety of choral styles. The students are graded on the participation and effort in class, tests, and their participation in three major performances a year. CASMA and NYSSMA activities are offered to interested students.

HOME & CAREERS

Home and Careers Skills 7

There are four modules in the Home and Careers skills curriculum. They are process skills, personal development, personal and family resource management, and career planning. The students are graded through quizzes, tests and hands-on projects.

PHYSICAL EDUCATION

Physical Ed. Grade 7 & 8

This class offers the opportunity to achieve and maintain physical fitness through exercise and aerobic activity. At this level individual and team games are stressed with emphases on knowledge, skill work, strategy and sportsmanship. Through fun physical activity the student is working toward individual health and well being.

Physical Ed. Grade 9 & 10

This class offers opportunities to achieve and continue to maintain physical fitness through exercise and aerobic activity. More advanced skill work and strategy development is stressed through individual and team activities. Students also acquire knowledge of a safe healthy environment.

Physical Ed. - Grade 11 & 12

This class offers the opportunity to develop and demonstrate skills necessary to perform a variety of physical activities. Students should show competence in many different forms of physical activity and proficiency in a few forms of physical activities. Students should develop a more mature understanding of the benefits and costs of regular participation in physical activity in their local community.

SCIENCE

Science 7 - Life Science

An introductory scientific course exploring the main ideas of the biological sciences. Units include The Living World, Simple Living Things, Plants, The Animals, The Human Body, and the Biosphere. Laboratory assignments are introduced and used to integrate "hands-on" activities. Homework is extremely important to the success of this class.

Science 8 - Physical Science

An introductory course exploring matter, energy, and forces and their interaction in the known universe. Units include: Diversity of Matter, Patterns in Matter, Interactions of Matter, Motion, Forces, and Energy, Heat Energy, Electricity and Magnetism, Waves, Sound and Light, and Physical Science and Technology. Laboratory assignments are used to help integrate "hands on" activities. Homework is extremely important to the success of the class and projects are an integral part of the curriculum.

Earth Science

A Regents course, for freshmen, which covers the processes of change on earth, the earth model, the energy changes within the earth and its atmosphere, the rock cycle and the history of the earth. Lab is required.

Living Environment

A Regents preparatory course, for sophomores, that provides students with an awareness of the natural world of plants and animals, stimulation of deductive and inductive reasoning, basic scientific concepts and an understanding of the biological processes performed by cells, by the individual organism and by communities of organisms. There are four mandated NYS labs required as part of the laboratory portion of the curriculum.

Chemistry

This Regents course for juniors and seniors is a study of the fundamental principles of chemistry, including atomic structure, chemical bonding, solutions, acids and bases and electrochemistry. Many of these concepts use mathematical relationships and it is strongly recommend that Math Course 2 be successfully completed. Lab is required.

Physics

This Regents course is for juniors and seniors and a lab is required. The importance of experimental evidence is emphasized. The laboratory work supplies the opportunity for first-hand experience with the collecting, use and limitations of physical measurements. Much attention is given to the plotting of graphs based on measurements taken and the interpretation of these graphs. Many of these concepts use mathematical relationships and it is strongly recommended that Math Course 3 be successfully completed or in progress.

Environmental Science

Issues involving the environment and natural resources are becoming increasingly important at the local, state, national, and global levels. As the growth of the human population places an increasing demand on these resources, our society will need to make many educated decisions about the environment. In this course, you will learn about the interactions that keep our environment stable as well as the forces that can cause serious impacts. Secondly, we will discuss environmental issues on both a local and global scale. The intent of this course is not to tell you how you should think about these issues; rather, you will be given information that will help you form your own opinions so that you can make informed decisions in the future.

SOCIAL STUDIES

Grades 7 and 8 Social Studies – United States and New York State History

These two classes focus on a chronologically organized study of United States and New York State history. These classes cover the human experience in the United States from pre-Columbian times to the present, tying political, geographic, economic, and social trends in United States history to parallel trends in New York State history. At the end of Grade 8, students will take the New York State Intermediate Exam in Social Studies.

U.S. History and Government

This class starts with the basic principles and core values expressed in the Declaration of Independence. Building on this, students will then examine the Constitution, including the structure and function of governments, as well as their rights and responsibilities as citizens. From there, the class continues with a chronological study of United States history, highlighting examples of public policy, application of Constitutional principles, and changes to the Constitution. At the end of Grade 11, students will take the New York State Regents Exam in United States History and Government.

Participation in Government/12

In this ½ year course, seniors study our governmental system with an emphasis on civic participation. The class material consists of a variety of topics including the presidency, the legislature, the U.S. court system, principles of government, the history of government in the United States, political parties, and elections. 12th grade government students are required to attend 2 town board meetings and 2 school board meetings over the course of the year. Students also examine specific U.S. Supreme Court cases which impact our lives each day. The text used for this course is *United States Government: Democracy in Action*, published by Glencoe McGraw-Hill.

Economics/12

In this ½ year course, seniors examine economics from a variety of perspectives. The class topics include basic economic concepts like scarcity, supply & demand, opportunity cost, etc. These concepts are then applied to more complex ideas such as different types of economies, the role of business, labor and consumers, and global interdependence and alliances. Students are also exposed the more practical side of economics as we examine things like personal banking, budgeting, and the job market. The text used for this course is *Economics: Choices and Challenges*, published by McDougal Littell.

Global Studies 9 & 10

This is a 2 year survey course that examines history from the beginnings of mankind to the present day. In 9th grade, students begin with pre-history and continue study through the 1750's. In 10th grade, we begin by examining the Enlightenment Period and continue through to modern times. The classes are structured so that students become familiar with history from both thematic and chronological perspectives. There is an emphasis on geography, key people and terms, and the major events which occurred during each time period studied. Students are also instructed in interpreting documents, and essay writing. This 2 year course culminates with a comprehensive New York State Regents exam that students are required to pass in order to graduate. The text used for this course is *A Brief Review in Global History and Geography*, published by Prentice Hall. Students are also provided with a copy of *Barron's Regents Exams and Answers: Global History and Geography* in order to help them better prepare for the regents exam.⁷

TECHNOLOGY

Wildlife Management (For Agriculture .5)

Formerly known as Wildlife Management, Wildlife and Recreation Management courses provide students with the opportunity to understand and appreciate the importance of maintaining the land and ecological systems that enable nondomesticated animals to thrive. These courses emphasize how humans and animals may both take advantage of the same land or how to gain economic benefits from the land while not degrading its natural resources or depleting plant or animal populations. Students may also learn how to manage wildlife and lands for recreational purposes.

Career Exploration (.5).

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career and training options and may also assist them in developing job search and employability skills.

Employability Skills (Career Development .5)

Employability Skills courses help students match their interests and aptitudes to career options with a focus on using employment information effectively, acquiring and improving job-seeking and interview skills, composing job applications and resumes, and learning the skills needed to remain in and advance within the workplace. Course content may also include consumer education and personal money management topics.

Fam & Consume Sci-Comp (Home Economics .5)

Family and Consumer Sciences—Comprehensive courses help students to develop the knowledge and skills that are used to manage one's family and career efficiently and productively. Course topics typically include foods and nutrition; apparel; child care and development; housing, interior design, and maintenance; consumer decisions; personal financial management; interpersonal relationships; and careers available in family and consumer sciences

Food and Nutrition (International Foods Course .5)

Formerly known as Food and Nutrition, Food Preparation and Health Management courses provide students with an understanding of food's role in society, instruction in how to plan and prepare meals, and information about the nutritional and health benefits of minimizing processed and prepared food and prepackaged/prepared meals from one's diet. These courses not only build on the basic skills of food preparation but also address financial considerations and recipe conversion to make foods healthier. Some courses place a heavier emphasis on a balanced diet, while others concentrate on specific types of food preparation (such as low sodium, low fat, or increased whole foods). These courses will also address current issues such as organic foods and vegan cooking.

CTE Middle Level Introduction Technology

CTE Middle Level Introduction to Technology 7-8

Technology education uses concepts of science, mathematics, social science, and language arts in a hands-on, systems-based approach to problem solving that guides students in the understanding, design, and development of systems, devices, and products to serve human needs and wants. Middle level tech courses are designed to build upon math and science knowledge in which students can investigate how their world works around them.

General Horticulture (Gardening Course .5)

Formerly known as General Horticulture, Horticultural Science courses expose students to the art and science of growing plants, shrubs, trees, flowers, fruits, and vegetables. In doing so, they cover a wide variety of topics, including principles of plant science, greenhouse and nursery operations, soils and growing media mixtures, fruit and vegetable production, turf/golf course management, interior and exterior plantscaping, irrigation systems, weed and pest control, and floral design.

Creative Sculptures

Sculpture courses promote creative expression through three-dimensional works. These courses explore real and abstract sculpture through subtractive (carving), additive (modeling), and assemblage techniques in one or more media. These course also provide instruction in the critique process.

Printmaking

Printmaking emphasizes applying the elements of art and principles of design to both printmaking and visual communications design. These courses help students investigate printmaking media, techniques, and processes, in addition to providing instruction about the purposeful arrangement of images, symbols, and text to communicate a message.

Appendix C

SUMMARY CODE OF CONDUCT BILL OF RIGHTS AND RESPONSIBILITIES

Our school system exists for many reasons. Primarily, it provides students with the rights of access to the educational opportunities available in this community. The required courses for graduation are provided to every student and the elective courses are determined by availability, student desire, and ability. In addition, all extracurricular clubs, classes, events, and athletic teams are examples of the community's continuing commitment to provide a varied and enjoyable set of experiences for students.

Pursuant to Section 100.2(1)(i) of the Regulations of the Commissioner of Education a bill of student rights and responsibilities is established.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

With every right comes a responsibility.

*It is the student's **right**: It is the student's **responsibility**:*

- | | | | |
|----|--|---|--|
| 1) | To attend school in the district in which one's parent or legal guardian resides. | → | To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education. |
| 2) | To expect that school will be a safe, orderly and purposeful place for all students to gain an education and to be treated fairly. | → | To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines. |
| 3) | To be respected as an individual. | → | To respect one another and to treat others in the manner that one would want to be treated. |
| 4) | To express one's opinions verbally or in writing. | → | To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict, the rights and privileges of others. |
| 5) | To dress in such a way as to express one's personality. | → | To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting. |
| 6) | To be afforded equal and appropriate educational opportunities. | → | To be aware of available educational programs in order to use and develop one's capabilities to their maximum. |

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|----|---|---|--|
| 7) | To take part in all school activities on an equal basis regardless of race, color creed, religion, religious practice, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability. | → | To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others. |
| 8) | To have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems. | → | To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate. |
| 9) | To be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/ gender identity, sexual orientation, or disability, by employees or students on school property or at a school-sponsored event, function or activity. | → | To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters an environment that is free from intimidation, harassment, or discrimination. To report, and encourage others to report, any incidents of intimidation, harassment or discrimination. |

ESSENTIAL PARTNERS

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.

Student Dress Code

Reference: Board Policy 7312, Student Handbook

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. Teachers and all other district personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

Guidelines regarding student dress:

- A. Student dress must be appropriate for a PreK-12 environment. It must be safe, and not disrupt or interfere with the educational process.
- B. Items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability are not appropriate. This includes suggestive messages with double meanings.

- C. Extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) or see through garments are not appropriate. Also inappropriate are extremely short skirts or short-shorts as determined by the administration.
- D. Underwear must be completely covered by outer clothing.
- E. Footwear must be worn at all times. Footwear that is a safety hazard is not permitted. This includes extremely high heels.
- F. Wearing of hats/head coverings, such as visors/bandanas in the building during regular school hours, except for medical or religious purposes is not permitted.
- G. Dress will not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.
- H. Winter coats and jackets will not be worn in the building unless inside temperatures warrant the wearing of such garments.
- I. To ensure safety and full participation in certain classes such as PE and Technology, teachers may require specific footwear and clothing. Students will comply with all expectations of the teacher in charge.

The principal, or his or her designee, shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replace it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel, and other members of the school community and for the care of school facilities and equipment.

The best discipline is self-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 grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. 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, and who violate these school rules will be required to accept the penalties for their conduct. Students may be subject to disciplinary action ranging from administrative warning to suspension from school when they:

Engage in conduct that is disorderly, disruptive, or not conducive to a learning environment

Engage in conduct that is insubordinate.

Engage in conduct that is violent.

Engage in any conduct that endangers the safety, morals, health, or welfare of others

Engage in misconduct while on a school bus.

Engage in any form of academic misconduct

Reporting Violations

All students are expected to promptly report violations of the Code of Conduct to a teacher, guidance counselor, the building principal, or his or her designee. Any student who observes a student in possession of a weapon, alcohol, or illegal substance on school property or at a school function shall report this information immediately to a teacher, the building principal, the principal's designee, or the superintendent.

All violations of the school's Dignity for all Students policy are expected to be reported to the building principal, the principal's designee, or the superintendent. This includes instances of bullying, cyberbullying, or harassment.

All district staff authorized to impose disciplinary sanctions are expected to do so in a prompt, fair, and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code of Conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Cell phones or other electronic devices that are deemed to be used inappropriately, or in violation of the school's electronic device policy or acceptable use policy, will be confiscated.

Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible. Parents of the student involved will be notified and the appropriate disciplinary sanction imposed, if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that

constitute a crime and substantially affect the order or security of a school as soon as practical, but no later than the close of business the day the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code of Conduct and constituted a crime.

Student Searches and Interrogations

Reference: Board Policy 7330

Student Lockers, Desks and other School Storage Places

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

Police Involvement in Searches and Interrogations of Students

Reference: Board Policy 7330

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

A search or an arrest warrant; or
Probable cause to believe a crime has been committed on
school property or at a school function; or
Been invited by school officials.

Before police officials are permitted to question or search any student, the building principal or his or her designee shall first try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted. The principal or designee will also be

present during any police questioning or search of a student on school property or at a school function.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

- a. They must be informed of their legal rights.
- b. They may remain silent if they so desire.
- c. They may request the presence of an attorney.

C. Child Protective Services Investigations

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

All requests by child protective services to interview a student on school property shall be made directly to building principal or his or her designee. The principal or his or her designee shall set the time and place of the interview. The principal or designee shall decide if it is necessary and appropriate for a school official to be present during the interview, depending on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations is such that it may be necessary for the student to remove any of his or her clothing in order for the child protective services worker to verify the allegations, the District medical personnel must be present during that portion of the interview.

No student may be required to remove his or her clothing in front of a child protective services worker or school District official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be in danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be in danger of abuse, the worker may remove the student without a court order and without the parent's consent.

Visitors to the Schools

The Board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers, and other staff. However, since schools are a place of work and learning, certain limits must be set for such visits. The building principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

- A. Anyone who is not a regular staff member or student of the school will be considered a visitor.
- B. All visitors to the school must report to the main office upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the main office before leaving the building.
- C. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or public gatherings are not required to register.
- D. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s) and administration so that class disruption is kept to a minimum.
- E. Teachers will not take class time to discuss individual matters with visitors.

- F. Any unauthorized person on school property will be reported to the principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
- G. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons on school property or attending a school function including students, teachers, and District personnel. The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this code is to maintain public order and prevent abuse of the rights of others. All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired.

A. Prohibited Conduct

No person, either alone or with others, shall:

Intentionally injure any person or threaten to do so.

Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee, or any person lawfully on school property.

Disrupt the orderly conduct of classes, school programs, or other school activities

Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.

Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.

- 6. Enter 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 this code applies.
- 8. Violate the traffic laws, parking regulations, or other restrictions on vehicles.
- 9. Consume tobacco products, (including vaping) or possess, consume, sell, distribute or exchange alcoholic beverages, controlled

substances, or be under the influence of either on school property or at a school function.

10. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or as specifically authorized by the school District.

Loiter on or about school property.

Gamble on school property or at school functions.

13. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance, or board policy while on school property or while at a school function.

Penalties

Persons who violate this code shall be subject to penalties as outlined in the Minerva Central Code of Conduct (p. 38-41)

Enforcement

The building principal or his or her designee shall be responsible for enforcing the conduct required by this code.

Summary of Penalties for Student Misconduct

LEVEL 1 MISCONDUCT	RANGE OF PENALTIES FOR FIRST OCCURRENCE	RANGE OF PENALTIES FOR REPEATED OCCURRENCES
<p>DISORDERLY/DISRUPTIVE BEHAVIOR Running in hallways Making unreasonable noise Profane/lewd language or gestures Public displays of affection, intimate in nature Obstructing vehicular or pedestrian traffic Motorized vehicle offenses Tardiness Disruption of the normal operation of the school Misuse of listening devices, mobile phones Computer misuse Cafeteria misbehavior Roaming or in unauthorized areas Failure to report to an assigned class/SA</p> <p>CONDUCT THAT ENDANGERS THE SAFETY, MORALS, HEALTH, OR WELFARE OF OTHERS Lying to school personnel Bus misconduct (depending on the severity) Inappropriate use of over the counter drugs</p>	<p>(minimum)</p> <p>Oral Warning Teacher conference Administrator conference Written warning Written notification to parent Detention Parent Conference</p> <p>(maximum)</p>	<p>(minimum)</p> <p>Written notification to parent Detention Parent Conference Suspension from extra-curricular participation Suspension of other privileges Core classes only Suspension from transportation In-school suspension</p> <p>(maximum)</p>

Summary of Penalties for Student Misconduct

LEVEL 2 MISCONDUCT	RANGE OF PENALTIES FOR FIRST OCCURRENCE	RANGE OF PENALTIES FOR REPEATED OCCURRENCES
<p>INSUBORDINATION Refusing to comply with directions or otherwise demonstrating disrespect Skipping detention Leaving class/school without permission</p>	<p>(minimum) Detention Parent conference Removal from classroom by teacher Core classes only In-school suspension</p>	<p>(minimum) Removal from classroom by teacher Core classes only In-school suspension Short-term suspension - out of school up to five days Long-term suspension</p>
<p>CONDUCT THAT ENDANGERS THE SAFETY, MORALS, HEALTH, OR WELFARE OF OTHERS Stealing property belonging to others Intentional defamation Discrimination Harassment, intimidation Bullying, cyberbullying, hazing Retaliation for making a report of bullying Selling, using or possessing obscene material Use of vulgar or abusive language Gambling Bus Misconduct (depending on the severity) Possession of tobacco products/e-cigarettes / vaping</p>	<p>(minimum) Detention Parent conference Removal from classroom by teacher Core classes only In-school suspension</p>	<p>(maximum) (maximum)</p>
<p>ACADEMIC MISCONDUCT Copying Assisting another student in copying</p>	<p>(maximum)</p>	<p>(maximum)</p>

Summary of Penalties for Student Misconduct

LEVEL 3 MISCONDUCT	RANGE OF PENALTIES FOR FIRST OCCURRENCE	RANGE OF PENALTIES FOR REPEATED OCCURRENCES
<p>VIOLENT CONDUCT Hitting, kicking, punching any school employee, student, or other person Possessing a weapon Displaying what appears to be a weapon Threatening to use a weapon Intentionally damaging / destroying property of another person Intentionally damaging / destroying school property</p>	<p>(minimum)</p>	<p>(minimum)</p>
<p>CONDUCT THAT ENDANGERS THE SAFETY, MORALS, HEALTH, OR WELFARE OF OTHERS Smoking or using chewing, smokeless tobacco, e-cigarettes/vaping Possessing, consuming, selling, distributing, or exchanging alcoholic beverages or illegal substances, or being under the influence of either Inappropriately using/sharing prescription drugs Indecent exposure Initiating a false report Sexting</p>	<p>Core classes only In-school suspension Short-term suspension - out of school up to five days Police Involvement Long-term suspension (maximum)</p>	<p>In-School suspension Short-term suspension - out of school up to five days Police Involvement Long-term suspension (maximum)</p>
<p>ACADEMIC MISCONDUCT Plagiarism Cheating Altering records Assisting another person in the above actions</p>		

Minerva Central School's Student Acceptable Use Policy (Appendix E)

Minerva Central School offers Local Area Network and Wide Area Network access for student use. This document contains the Acceptable Use Policy for student use of The Minerva Central School computer network.

Minerva Central School is committed to preparing its students to be effective citizens and workers by helping them to develop strong electronic information research skills. Access to the Internet enables students to explore thousand of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The District expects that faculty shall blend thoughtful use of the Internet throughout the curriculum and shall provide guidance and instruction to students in its use. As much as possible, access from school to Internet resources should be structured in ways, which point students to those resources, which have been evaluated prior to use.

While students will be able to move beyond those resources to others that have not been previewed by staff, they shall be provided with guidelines and lists of resources particularly suited to learning objectives.

Students utilizing District-provided Internet access must first have the permission of and must be supervised by the Minerva Central School staff. Students utilizing school-provided Internet access are responsible for good behavior on-line just as they are in a classroom or other area of the school. The same general rules for behavior and communications apply

The purpose of District-provided Internet access is to facilitate communications in support of research and education. To remain eligible as users, students' use must be in support of and consistent with the educational objectives of the district. Access is a privilege, not a right. Access entails responsibility.

District Responsibilities:

The District's responsibilities include: establishing reasonable boundaries of what is considered acceptable use of the District system, education students about acceptable uses, providing general supervision, and enforcing the policies for acceptable use. The District cannot be responsible for direct supervision of every student, at all times, while they are using the Internet and this fact must be made clear to parents. The District shall also provide and maintain filtering software in an attempt to limit student access to information deemed inappropriate by the district. It should be noted however that even with the use of filtering software the risk of exposure to inappropriate material on the Internet is still a risk.

A. Education Purpose

1. The Minerva Central School computer network has been established for a limited educational purpose. The term “education purpose” includes classroom activities, career development, and limited high-quality self-discover activities.
2. The Minerva Central School computer network has to been established as a public access service or a public forum. The district has the right to place reasonable restrictions on the material you access or post through the system
3. You are also expected to follow the rules set forth in the student handbook and the language of this agreement.

You may not use the Minerva Central School commuter network for political lobbying, but you may use the system to communicate with elected representatives and to express your opinion on political issues.

B. Student Internet Access

1. Students will have access to Internet World Wide Web information resources through their classroom, library, or our school’s computer lab only after proper permissions have been granted and accounts have been established.
2. Elementary students will have e-mail access only under their teacher’s direct supervision using a classroom account.
3. Secondary students may obtain an individual e-mail account with the approval of their parent. Network use for e-mail service is restricted to those accounts issued and maintained by Minerva Central School. Use of other e-mail services, such as hot mail, yahoo mail and etc. is strictly prohibited.
4. You and your parent must sign an Account Agreement to be granted an individual e-mail account on the Minerva Central School computer network. This agreement must be renewed on an annual basis. Your parent can withdraw their approval at any time.
5. If approved by the technology coordinator or the principal, you may create a personal Web page on the Minerva Central School computer network which may be posted on our Intranet site or our Internet web address. All material placed on your Web page must be pre-approved in a manner specified by the school. Material placed on your Web page must relate to your school and career preparations activities.

C. Unacceptable Uses

The following uses of the Minerva Central School computer network are considered unacceptable:

1. Personal Safety

- a. You shall not post personal contact information about yourself or other people. Personal contact information includes your address, telephone numbers, school address, work address, etc.
- b. You shall promptly disclose to your teacher or other school employees any messages you receive that are inappropriate or make you feel uncomfortable.

2. Illegal Activities

- a. You shall not attempt to gain unauthorized access to the Minerva Central School computer network or to any other computer system through the Minerva Central School computer network or go beyond your authorized access. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing".
- b. You shall not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- c. You shall not use the Minerva central School computer network to engage in any other illegal act, which violates any local, state, or federal statutes.

3. **System Security**

- a. You are responsible for your individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no conditions should you provide your password to another person.
- b. You shall immediately notify a teacher or the system administrator if you have identified a possible security problem. Do not go looking for security problems, because this may be construed as an illegal attempt to gain access.

4. **Inappropriate Language**

- a. Restrictions against Inappropriate Language apply to public messages, private messages, and material posted on Web pages.
- b. You shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- c. You shall not post information that could cause damage or a danger of disruption to the Minerva Central School computer network.

5. **Respect for Privacy**

- a. You shall not re-post a message that was sent to you privately without permission of the person who sent you the message.
- b. You shall not post private information about another person.

6. **Respecting Resource Limits.**

- a. You shall use the system only for educational and career development activities and limited, high-quality, self-discovery activities. There is no limit on use for education and career development activities. Self-discovery activities are permitted during hours outside of the regular school day.
- b. You shall not download large files.

7. **Plagiarism and Copyright Infringement**

- a. You shall not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- b. You shall respect the right of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that protected by a copyright. If a work contains language that specifies appropriate use of the work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher.

8. **Inappropriate Access to Material**

You shall not use the Minerva Central School computer network to access material that is profane or obscene (pornography), that advocates violence or discrimination towards

- a. other people. A special exception may be made for literature used to conduct pre-approved research that both your teacher and parent have approved.
- b. If you mistakenly access inappropriate information, you must immediately tell your teacher or another district employee. This will protect you against a claim that you have intentionally violated the Acceptable Use Policy.

Your Parents should instruct you if there is additional material that they think it would be inappropriate for you to access. The district fully expects that you will follow your parent's instructions in the matter.

D. Your Rights

1. Free Speech

Your right to free speech applies to your communication on the Internet. The Minerva Central School computer network is considered a limited forum, Similar to the school newspaper, and therefore the district may restrict your speech for valid educational reason. The district shall not restrict your speech on the basis of a disagreement with the opinions you are expressing.

2. Search and Seizure.

- a. You should expect only limited privacy in the contents of your personal files on the district system. The situation is similar to the rights you have in the privacy of our locker. The district owns the system just as it owns the lockers.
- b. Routine maintenance and monitoring of the Minerva Central School computer network may lead to discovery that you have violated this Policy, the student handbook, or the law. An individual search shall be conducted if there is reasonable suspicion. The investigation shall be reasonable and related to the suspected violation.
- d. Your parents have the right at any time to request to see the contents of your e-mail files.

3. Due Process

- a. The district shall cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the Minerva Central School computer network.
- b. In the event there is a claim that you have violated the Acceptable Use Policy in your use of the Minerva Central School computer network, you shall be provided with a written notice of the suspected violation and an opportunity to present an explanation before the administration
- c. If the violation also involves a violation of other provisions of the student handbook it shall be handled in a manner described in the disciplinary code.
- d. Any violation of the district's policy and rules shall result in a loss of district access to the Minerva Central School computer network or Internet privileges.

E. Limitation of Liability

The district makes no guarantee that the functions or the services provided by or through the district system shall be error-free or without defect. The district shall not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The District shall not be responsible for financial obligations arising through the unauthorized use of the system.

Minerva Central School
Parent-Student Handbook
2024-2025

I have read the Parent-Student handbook:

Name: _____

Signature: _____

Date: _____

Questions/Comments:

Please detach and return to the school by September 20, 2024