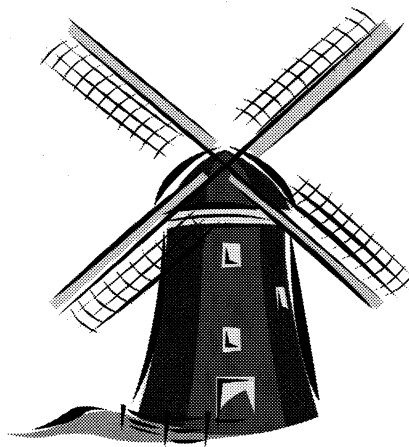


East Hampton Middle School

Handbook

SY 2021-22



Telephone Directory

MAIN OFFICE	329.4112
Dr. Charles Soriano, Principal	329.4116
Ms. Alyson Rogoski, Secretary to the Principal	329.4116
Ms. Bela Correia, Secretary to the Main Office	329.4112
Mr. Tony Lazaris, School Counselor	329.4114
Dr. Laura White, School Psychologist	329.4115
Mr. Daniel Hartnett, Social Worker	329.4178
Mrs. Barbara Tracey, School Nurse	329.4113

Middle School Lead Teachers

Ms. Rita Greene, English Language Arts	329.4112
Mr. Peter Friscia, Social Studies	329.4112
Mr. Jonathan Mautschke, Science	329.4112
Mrs. Adrienne Posillico, Mathematics	329.4112
Mr. Anthony Roza, Special Education	329.4112

District-wide Directors

Mrs. Cindy Allentuck, Director of Special Education	329.4145
Mrs. Elizabeth Reveiz, Director of ELL/ESL	329.4117
Mr. Joseph Vasile-Cozzo, Director of Athletics & Health	329.4143

From the Principal's Desk

East Hampton Middle School is a teamed middle school dedicated and devoted to providing a caring environment where all students are valued and their academic, social and emotional growth is fostered.

We offer an academic program that is challenging yet delivered in a motivating, supportive manner; and, our after-school, co-curricular program has an assortment of clubs, activities and sports that will help young adolescents explore new interests and further develop established ones, while also providing academic support.

In addition to this handbook, I would encourage you to explore our website, www.easthamptonschools.org, to discover more about East Hampton Middle School and to review any updates to the school calendar as well as other materials and announcements.

Over the course of this year, I am soliciting your input for ways to make this handbook more useful to you – to feature information that will help you and your child have a more productive and rewarding experience at the Middle School. Please do not hesitate to suggest new sections or topics so that we can improve the book for next year. It's always very much a work in progress, and we would like to make it as comprehensive and helpful to you as possible.

Sincerely,

A handwritten signature in black ink that reads "Charlie". The script is cursive and fluid, with the first letter 'C' being particularly large and stylized.

Dr. Charles R. Soriano
Principal

EHUFSD BOARD POLICY ON ATTENDANCE

I. PHILOSOPHY

The East Hampton school community considers attendance a significant factor in the academic process. To be successful in school, students must be present in classes and must actively participate in learning activities. Even when specific work can be made up after an absence, the valuable time-on-task missed with lost classes may eventually affect the achievement of goals (e.g., College Board scores, course grades, employment opportunities) set by the student and his/her family. Furthermore, the school community is responsible for teaching the value of good attendance, as this characteristic is one that society views as essential for success.

II. POLICY

All East Hampton School District students are expected to attend all classes every day unless legally excused. Consequences will be imposed for students who incur unexcused absences.

III. DEFINITIONS

Excused absences:

Absences for the following reasons, and only for the following reasons, will be considered “excused absences” and will not be calculated in the student’s total when determining possible denial of credit:

- Personal illness
- Impassable roads or inclement weather
- Medical appointment
- Power failure
- College visitation for appropriate age students and their siblings
- Religious observances
- Family emergency, e.g., accident, illness or death in family
- Appointments with court or government related agency, e.g., subpoena, road test, military obligations, probation department or INS
- School approved function, e.g., field trip, guidance/administrative appointment, music lesson, nurse, cooperative work program

Unexcused absences:

- Oversleeping
- Missing the bus
- Family vacation
- Babysitting
- Events unrelated to school activities

The determination of an absence as excused or unexcused may be left to the discretion of an Administrator based upon extenuating circumstances. In some instances, the school administrator may request additional verification beyond parental communication.

Truancy:

Students sent to school by their parents/guardians and expected to be in school are considered truant if they are absent for some unlawful reason.

IV. UNEXCUSED ABSENCES DUE TO FAMILY VACATIONS**High School**

In the case of such absences, students are required upon their return to school to approach the teacher to arrange make-up work. The student is required to make up the work in a manner satisfactory to the classroom teacher. If the work is not made up the absence shall count toward denial of course credit, and the designation indicating missing work will be noted on the student's attendance record. If the work is made up, the absence will not count toward the denial of course credit.

Middle School

Vacations during the school year are not encouraged and are considered unexcused absences. Teachers are responsible for offering students a general outline of material that will be covered and not specific assignments while the student is out during an unexcused absence or absences. Students will be responsible for any missed material due to unexcused absences. The student will be expected to make up any missed tests within five (5) school days or receive an automatic 50%.

Elementary School

The elementary grades require students to be in attendance for instruction. Providing work packets does not make-up for the loss of instructional time. Assessments such as unit exams, quizzes and benchmark tests must be made-up within two weeks of the absence unless there are extenuating circumstances discussed with the teacher and principal. Attendance and tardiness may affect promotion to the next grade. See Elementary School Retention Process.

V. LEAVING SCHOOL GROUNDS

Students requesting early dismissal from school must submit a note from parents/guardians to the attendance clerk at the beginning of the school day. Parent/guardians must sign students out at the attendance desk in the main office.

VI. APPEALS PROCESS

If and when a dispute arises regarding the application of this credit denial policy, an appeals process is available. A request for an appeal must be made by the parent/guardian to the assistant principal within five days of notification of credit denial. An Appeals Committee will review the circumstances of the absences and make a decision on the appeal in writing to the parent/guardian. If a parent/guardian is not satisfied with the Committee's decision, an appeal may be made to the principal, who will make a final determination. **Please note, in the review of a student's attendance record in preparation for an appeal, three (3) verified class cuts will disqualify the student from the appeals process**

Attendance at EHMS

Every student needs to be in school unless ill. Absences and tardiness are entered on permanent records. Regular attendance plays a major role in scholastic achievement. Homeroom begins at 7:45 am promptly and classes are dismissed at 2:40 pm.

Absence Procedures & Notes

An absence note must be given to the homeroom teacher on the day following an absence. Be sure the note includes the following:

- Date written
- Date of absence or tardiness
- Reason clearly explained
- Signature of parent or guardian

Students illegally absent for 20 consecutive school days will be dropped from the school rolls after notifying the parent/guardian. Parents must re-register at District Office.

Early Pickups

Students who have a scheduled doctor's appointment, orthodontist or dentist appointment, etc. are to bring a note to the Main Office the morning of the appointment. The parent or guardian is to pick the child up in the Main Office and sign out the child. In the event that the child returns to school prior to the end of the school day, he/she is to sign in at the Main Office. Students may sign back in on their own.

If an adult other than a parent or guardian is picking up a child, the parent/guardian must designate this adult in their emergency contacts as an authorized pick-up. Emergency contacts are not automatically authorized pick-ups, unless parents/guardians designate them as such. To do this, the parent or guardian must contact the Main Office in person and speak with one of the building secretaries. Please understand that this is a process. We do place verification calls (to parents and guardians) in cases where new individuals are added. ***There will be no exceptions -- to protect the safety and welfare of all concerned.***

Tardiness

All tardy students should report to the Main Office to sign in at their time of arrival before reporting to class. Chronic tardiness is not acceptable. The Middle School reserves the right to contact Child Protective Services for review and recommendation for students with serious attendance concerns, i.e. truancy, multiple absences or lateness.

Denial of Credit Policy

Applies ONLY to Middle School students enrolled in regents and/or high school credit bearing courses.

All East Hampton High School students are expected to attend all classes every day unless legally excused. Consequences will be imposed for students who incur unexcused absences. Student will be denied course credit for excessive unexcused absences as determined by the chart below:

270 Day Science <u>Lab Course</u>	180 Day Full <u>year course</u>	90 Day Half <u>year course</u>	45 Day Physical <u>Education Course</u>
28 absences	19 absences	10 absences	7 absences

Vacation Homework Policy

Vacations during the school year are not encouraged and are considered unexcused absences. Teachers are responsible for offering students a general outline of material that will be covered and not specific assignments while the student is out during an unexcused absence or absences. Students will be responsible for any missed material due to unexcused absences. The student will be expected to make up any missed tests within five (5) school days or receive an automatic 50% unless other arrangements are made – in advance – with your child's teacher(s).

EHUFSD POLICY ON HARASSMENT, BULLYING & HAZING

Recognizing and Dealing with Harassment, Bullying & Hazing

Hazing, a form of harassment, whether it be physical or verbal, should not be condoned by a victim, a coach, staff, family, school administrator, fellow student and especially team members. Any student found to have committed an act of harassment against any student in the District, including team members, will be faced with disciplinary action which may include suspension from their team and from school. Team members are fully expected to notify a coach or other school official if any such behavior is observed. School employees who fail to enforce this policy or any violation of the East Hampton Code of Conduct may be subject to disciplinary action.

The East Hampton School District's Board of Education, administration and staff are committed to providing educational, extra-curricular and athletic programs free from harassing, bullying and hazing for all students and staff members.

This guide provides a brief overview of the District's policy and procedures to identify, correct and prevent such intentional behaviors from students, teachers, staff, parents, visitors, volunteers.

All team members and parents will be provided information regarding hazing. This involves a review of the East Hampton Board of Education's policy procedures for notification of complaints and consequences of infractions prior to every sports season.

What Does Unacceptable Behavior Look Like?

Specific examples/terms that we wish to prevent are found below. Please understand that some of these may belong to other categories of infractions/offences. Additionally, this list is not fixed or complete. Here are some terms that we in the East Hampton School District have discussed and identified as bullying, hazing, or harassment:

Verbal Infractions: Mocking, name calling, coercion, taunting, negatively teasing, threats (verbal, written or electronic).

Physical Infractions: Pushing, shoving, kicking, hitting, spitting, extortion, stalking, restraining, humiliating acts, defacing property, use of violence or threats.

Social Alienation and Shunning: Gossiping, rumor spreading, ridicule, slurs (ethnic, sexual, religious or racial), social rejection, grudge carrying, threatening looks, public humiliation, and maliciously excluding.

What Can I Do If I Am Being Harassed, Bullied or Hazed?

Students in the East Hampton School District should feel safe and secure to pursue their education, extra-curricular activities or athletic interests. We as adults must do all in our power to meet this objective. We will work to make ourselves knowledgeable of such behaviors, to find

the source and quickly determine its remedy. Further, we ask any student to go to any adult for help – teacher, coach, parent or administrator.

To the extent possible, complaints should be made immediately after the occurrence. Incidents of such unacceptable behavior will be handled by the coach and school administration. We will do our best as a school system to protect the innocent and determine consequences of inappropriate behavior related to bullying, harassment or hazing. Our District's goal is to address the behavior in a direct and straightforward manner.

Individuals to contact regarding concerns about harassing and bullying behavior:

Who to call at the High School:

Your son/daughter's coach: 329-4143

Mr. Joe Vasile-Cozzo, Athletic Director: 329-4143

Ms. Sara Smith, High School Principal: 329-4132

Ms. Jill Collins, High School Assistant Principal

Who to call at the Middle School:

Your son/daughter's coach: 329-4143

Mr. Joe Vasile-Cozzo, Athletic Director: 329-4143

Dr. Charles Soriano, Middle School Principal: 329-4116

Who to call at the Elementary School:

Ms. Karen Kuneth, JMMES Principal: 329-4156

Mr. Russell Morgan, JMMES Assistant Principal

EHMS POLICY ON CELL PHONES, IPODS, HEADPHONES, IWATCH AND OTHER PERSONAL ELECTRONIC DEVICES

“No Display During the School Day”

In the fall of 2013, the Middle School Site-Based Team of parents, teachers and the principal met to discuss cell phones, personal music devices (such as iPods), ear buds/headphones and other similar electronic communication devices and their use at EHMS.

East Hampton Middle School acknowledges parental concern for the safety and wellbeing of their children while they are attending school or school-sponsored activities. It also appreciates the parental belief that students' possession of cell phones enhances their safety and security. The school determines, however, that student misuse of cell phones and other similar electronic devices may:

1. Undermine the learning environment;
2. Pose a safety hazard during announcements or emergencies;
3. Disrupt academic instruction and distract students;
4. Compromise the integrity of student testing;
5. Increase disciplinary problems;
6. Violate privacy rights of students and school staff;
7. Increase the school's exposure to opportunistic litigation and potential legal liability as well as involved individuals;
8. Restrict or limit person-to-person interactions.

In light of the foregoing, EHMS will permit student possession and use of cell phones and other devices as set forth below. Students may possess cell phones and other devices at the Middle School subject to the following restrictions:

1. Students shall not display cell phones during the instructional day;
2. Students who wish to call home or make a telephone call are permitted to use the landline telephone in the Main Office dedicated for this purpose;
3. Students' cell phones shall be in either silent mode or off and kept on their person (completely hidden from sight in a pocket or backpack) or in their school lockers.

For the purposes of this school policy, the term “instructional day” is defined as the moment a student enters the school building until the final dismissal bell. This includes, but is not limited to study halls, lunch break, class changes and any other structured or non-structured activity that occurs during the normal hours that school is in session.

The publication of this policy serves as a first notice to students for disciplinary purposes. Failure to adhere to the terms of this regulation will result in the following progressive discipline:

1. First offense - The cell phone shall be confiscated and must be picked up by the parent from the Main Office. The parent/guardian must retrieve the cell phone or device;
2. Second offense - The cell phone shall be confiscated and must be picked up by the parent from the Main Office. The parent/guardian must retrieve the cell phone or device. **In addition, the student will be assigned an afterschool detention;**
3. Third offense - The cell phone shall be confiscated and must be picked up by the parent from the Main Office. The parent/guardian must retrieve the cell phone or device. **In addition, the student will be assigned three afterschool detentions;**
4. Fourth offense – The cell phone shall be confiscated and must be picked up from the Principal in person and a meeting with the parent and student will be scheduled. **In addition, the student will be assigned one day of ISS (In-School Suspension).**

Students are solely responsible for the care and custody of cell phones and other electronic devices. The Middle School shall not assume responsibility for damage, loss or theft of any student's cell phone or other personal electronic device. **The school is not responsible for stolen, lost or damaged personal electronic devices.** Further, EHMS shall not assume responsibility for damage, loss or theft of any cell phone that is confiscated according to this regulation.

In emergency situations, exceptions to the prohibition of the use of electronic communication devices may be granted by teachers or administrators. Also, a student, at the request of his/her parent, and with permission of the Principal, may possess an electronic communication device for health or extraordinary reasons. Use of the device must be in accordance with the agreements between the requesting parent and the Principal.

Finally, teachers may allow the use of a personal electronic device or mobile phone for a particular lesson or teacher-directed activity.

EHUFSD Code of Conduct



East Hampton Union Free School District
4 Long Lane
East Hampton, NY 11937

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5300.05 INTRODUCTION

The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal.

The district has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct ("code").

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

5300.10 DEFINITIONS

For purposes of this code, the following definitions apply.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Gender" means actual or perceived sex and shall include a person's gender identity or expression.

"Gender expression" is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

"Gender identity" is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

"Parent" means parent, guardian or person in parental relation to a student.

"School property" means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

"School function" means any school-sponsored extra-curricular event or activity.

"Sexual orientation" means actual or perceived heterosexuality, homosexuality or bisexuality.

"Violent student" means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possess, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal

knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

5300.15 STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

The district is committed to safeguarding the rights given to all students under federal and state law and district policy. In addition, to promote a safe, healthy, orderly and supportive school environment, all district students have the right to:

1. Take part in all district activities on an equal basis regardless of race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class on time and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop mechanisms to manage anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.

5300.20 ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the district to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children are dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their children understand them so that their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education and the district.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.

B. Teachers

All district teachers are expected to:

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 or sex, which will strengthen students' self-concept 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. Maintain confidentiality in conformity with federal and state law.
6. 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.
7. Communicate regularly with students, parents and other teachers concerning growth

and achievement.

8. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.

C. Guidance Counselors

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 or sex.
2. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
3. Initiate teacher /student /counselor conferences and parent/ teacher/ student/ counselor conferences, as necessary, as a way to resolve problems.
4. Regularly review with students their educational progress and career plans.
5. Maintain confidentiality in accordance with federal and state law.
6. Provide information to assist students with career planning.
7. Encourage students to benefit from the curriculum and extracurricular programs.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Participate in school-wide efforts to provide adequate supervision in all school spaces.
10. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
11. Address personal biases that may prevent equal treatment of all students.

D. Other School Personnel

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 or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Be familiar with the code of conduct.
4. Help children understand the district's expectations for maintaining a safe, orderly environment.
5. Participate in school-wide efforts to provide adequate supervision in all school spaces.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.

E. Principals/Administrators

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal/administrators and have access to the principal/administrators for redress of grievances.
3. Maintain confidentiality in accordance with federal and state law.
4. Evaluate on a regular basis all instructional programs to ensure infusion of civility education in the curriculum.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
7. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
8. Participate in school-wide efforts to provide adequate supervision in all school spaces.
9. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
10. Address personal biases that may prevent equal treatment of all students and staff.

F. The Dignity Act Coordinator(s)

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Oversee and coordinate the work of the district-wide and building-level bullying prevention committees.
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the bullying prevention committee.
5. Be responsible for monitoring and reporting on the effectiveness of the district's bullying prevention policy.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students and staff.

G. Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active

teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

2. Inform the Board about educational trends relating to student discipline
3. Review with district administrators the policies of the Board of education and state and federal laws relating to school operations and management.
4. Maintain confidentiality in accordance with federal and state law.
5. Work to create instructional programs that minimize incidence of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students and staff.

H. Board of Education

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
3. Collaborate with student, teacher, administrator, 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.
4. Adopt 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.
5. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students and staff.

5300.25 STUDENT DRESS CODE

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.

A student's dress, grooming and appearance, including hair style/color, jewelry, make-up, and nails, shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments such as tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure that underwear is completely covered with outer clothing.
4. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
5. Not include the wearing of hats in the classroom except for a medical or religious purpose.
6. Not include items that are vulgar, obscene, libelous, or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
7. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing 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.

5300.30 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 educating students so that they may 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 consequences for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

- A. Engage in conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:
 - 1. Running in hallways.
 - 2. Making unreasonable noise.
 - 3. Using language or gestures that are profane, lewd, vulgar or abusive.
 - 4. Obstructing vehicular or pedestrian traffic.
 - 5. Engaging in any willful act which disrupts the normal operation of the school community.
 - 6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
 - 7. Computer/electronic communications misuse, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the district's acceptable use policy.
- B. Engage in conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:
 - 1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
 - 2. Lateness for, missing or leaving school without permission.
 - 3. Skipping detention.

- C. Engage in conduct that is disruptive. Examples of disruptive conduct include, but are not limited to:
1. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
 2. Inappropriate public sexual contact.
 3. Display or use of personal electronic devices, such as, but not limited to, cell phones, I-pods, digital cameras, in a manner that is in violation of district policy.
- D. Engage in conduct that is violent. Examples of violent conduct include, but are not limited to:
1. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon a teacher, administrator or other school employee or attempting to do so.
 2. Committing an act of violence (such as hitting, kicking, punching, and scratching) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon.
 6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
 7. Intentionally damaging or destroying school district property.
- E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others. Examples of such conduct include, but are not limited to:
1. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
 2. Stealing or attempting to steal the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 4. Discrimination, which includes using race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability to deny rights, equitable treatment or access to facilities available to others.
 5. Harassment (or Bullying), is the creation of a hostile environment by conduct or threats, intimidation or abuse. (See policy, 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)

6. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
 7. Hazing, which includes an induction, initiation or membership process involving harassment (see policy 0115 for a more complete definition).
 8. Selling, using, distributing or possessing obscene material.
 9. Using vulgar or abusive language, cursing or swearing.
 10. Smoking a cigarette, cigar, pipe, electronic cigarette, or using chewing or smokeless tobacco.
 11. Possessing, consuming, selling, offering, manufacturing, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any synthetic version thereof, whether specifically illegal or not, commonly referred to as "designer drugs" which are substances designed and synthesized to mimic the intended effects and usages of, which are chemically substantially similar to, illegal drugs, which may or may not be labeled for human consumption.
 12. Inappropriately using or sharing prescription and over-the-counter drugs.
 13. Gambling.
 14. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
- F. Engage in misconduct while on a school bus. It is crucial for students to behave appropriately while riding on district buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving and fighting will not be tolerated.
- G. Engage in any form of academic misconduct. Examples of academic misconduct include, but are not limited to:
1. Plagiarism.
 2. Cheating.
 3. Copying.
 4. Altering records.
 5. Assisting another student in any of the above actions.
- H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or a school function. Such misconduct includes, but isn't limited to, threatening or harassing students or school personnel through any means off-campus, including cyberbullying (for a complete definition of harassment, bullying and cyberbullying refer to policy 0115, Student Harassment and Bullying Prevention and Intervention).

5300.35 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 observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their 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.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

The Principal or his/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 in no event later than the close of business the day the Principal or his/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.

5300.40 DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS¹

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School 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.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability, unless the discipline is consistent with the student's individualized education plan (IEP).

A. Penalties

Students who are found to have violated the district's code of conduct may be subject to the following penalties, either alone or in combination. The school personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning – any member of the district staff
2. Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
3. Written notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Principal, Superintendent
4. Detention – teachers, Principal, Superintendent
5. Suspension from transportation – Director of Transportation, Principal, Superintendent
6. Suspension from athletic participation – coaches, Principal, Superintendent
7. Suspension from social or extracurricular activities – activity director, Principal, Superintendent

8. Suspension of other privileges – Principal, Superintendent
9. In-school suspension – Principal, Superintendent
10. Removal from classroom by teacher – teachers, Principal
11. Short-term (five days or less) suspension from school – Principal, Superintendent, Board
12. Long-term (more than five days) suspension from school – Superintendent, Board
13. Permanent suspension from school – Superintendent, Board.

B. Procedures

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

Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

1. Detention

Teachers, Principals and the Superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a penalty only after the student's parent has been notified to confirm that there is no parental objection to the penalty and the student has appropriate transportation home following detention.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the Principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the Principal or the Superintendent or their designees.

In such cases, the student's parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, the district will make appropriate arrangements to provide for the student's education.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the Principal or the Principal's designee to discuss the conduct and the penalty involved.

3. Suspension from athletic participation, extra-curricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the suspension to discuss the conduct and the penalty involved.

4. In-school Suspension

The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes Principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension." The in-school suspension teacher will be a certified teacher.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher Disciplinary Removal of Disruptive Students

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

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

A classroom teacher may remove a disruptive student from class for up to two days. The removal from class applies to the class of the removing teacher only.

If the disruptive student does not pose a danger or ongoing threat of disruption to the

academic process, the teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24-hours.

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

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

The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal at the last known address for the parent. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

The Principal may require the teacher who ordered the removal to attend the informal conference.

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

The Principal or the Principal's designee may overturn the removal of the student from class if the Principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law, including the district's code of conduct.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The Principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom.

Each teacher must keep a complete log (on a district provided form) for all cases of removal of students from his/her class. The Principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the Principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the Principals.

Any staff member may recommend to the Superintendent or the Principal that a student be suspended. All staff members must immediately report and refer a violent student to the Principal or the Superintendent for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The Superintendent or Principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short term (five days or less) Suspension from School

When the Superintendent or Principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the

student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the Principal may establish.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the Principal shall promptly advise the parents in writing of his or her decision. The Principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within **ten (10)** business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of education with the District Clerk within 10 business days of the date of the Superintendent's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

b. Long term (more than five days) Suspension from School

When the Superintendent determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within **thirty (30)** days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner of Education within 30 days of the decision.

c. **Permanent suspension**

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel or any other person lawfully on school property or attending a school function.

d. **Procedure After Suspension**

The Board may condition a student's early return from a suspension on the student's voluntary participation in counseling or specialized classes, such as anger management or dispute resolution. The Board retains discretion in offering this opportunity. If and when the student and/or parent/guardian agrees to this option, the terms and conditions shall be specified in writing.

C. Minimum Periods of Suspension

1. Students who bring or possess a weapon on school property

Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one calendar year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

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

A student with a disability may be suspended in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing or possessing a weapon on school property

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly is substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law § 3214 (3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of

- b. Article 65 of the Education Law.
Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. **Juvenile Delinquents and Juvenile Offenders**

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

- a. Any student under the age of 16 who is found to have brought a weapon to school, or
- b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42).

The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

5300.45 ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

5300.50 DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

Definitions

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. *Behavioral intervention plan* (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. *Controlled substance* means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
 - a. For more than 10 consecutive school days; or
 - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
4. *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance

that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.

5. *Interim alternative educational setting (IAES)* means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.
8. *Removal* means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.
10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
11. *Student presumed to have a disability for discipline purposes* means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
12. *Suspension* means a suspension pursuant to §3214 of New York's Education Law.
13. *Weapon* means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the

Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.
2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled

substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Review

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or

3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the district's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the

CSE will review the plan and its implementation, and modify it as necessary to address the behavior.

2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive

services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.

2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the committee on special education will determine the appropriate services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or

2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

Expedited Due Process Hearings

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the

student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

5300.55 CORPORAL PUNISHMENT²

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school district functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

5300.60 STUDENT SEARCHES AND INTERROGATIONS

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary penalty on a student may question a student about an alleged violation of law or the district code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

The Board authorizes the Superintendent of Schools, Building Principals, the school nurse and district security officials to conduct searches of students and their belongings, in most instances, with exceptions set forth below in A. and B., if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the district code of conduct.

An authorized school official may conduct a search of a student's belongings that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's belongings based upon information received from a reliable informant. Individuals, other than the district employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's belongings, the authorized school official should attempt to get the student to admit that he or she possesses physical evidence that they violated the law or the district code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

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

A. Strip searches

A strip search is a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket. In general, the Board prohibits district staff from conducting strip searches of students. If, under extraordinary circumstances, a school official believes it is necessary to conduct a strip search of a student, the Superintendent shall make a determination in consultation with the school attorney.

B. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search
9. Results of search (that is, what items(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The Principal or the Principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his or her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The Principal or his or her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

C. Police Involvement in Searches and Interrogations of Students

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

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function.

Before police officials are permitted to question or search any student, the 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, unless the student is 16 years of age or older. 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:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

D. 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 provide data and assistance to local child protective services workers, or members of a multi-disciplinary team accompanying such workers, who are responding to allegations of suspected child abuse, and/or neglect, or custody investigations. Such data and assistance include access to records relevant to the investigation, as well as interviews with any child named as a victim in a report, or a sibling of that child, or a child residing in the same home as the victim.

All requests by child protective services to interview a student on school property shall be made directly to Principal or his or her designee. Child protective service workers and any associated multi-disciplinary team members must comply with the district's procedures for visitors, provide identification, and identify the child (ren) to be interviewed.

The Principal or designee shall decide if it is necessary and appropriate for a school staff member, including but not limited to an administrator or school nurse, to observe the interview either from inside or outside the interview room

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 subject to danger of abuse if not he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

The Board recognizes that the success of the school program depends, in part, on support by the larger community. The Board wishes to foster a positive climate where members of the community have the opportunity to observe the hard work and accomplishments of the students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The 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:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must enter through the designated single point of entry and report to the office of the Principal upon arrival at the school. There they will be required to present photo identification, 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 Principal's office before leaving the building.
3. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom or school activity while school is in session are required to arrange such visits in advance with the classroom teacher(s) and Building Principal, so that class disruption is kept to a minimum.
5. Teachers are not expected to take class time to discuss individual matters with visitors.
6. 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.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.

5300.70 PUBLIC CONDUCT ON SCHOOL PROPERTY

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

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

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. 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.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, creed, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
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. Possess, consume, sell, offer, manufacture, distribute or exchange alcoholic beverages, controlled or illegal substances or any synthetic versions (whether or not specifically illegal or labeled for human consumption), 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 except as specifically authorized by the school district.

11. Loiter on or about school property.
12. 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.
16. Smoke a cigarette, cigar, pipe, electronic cigarette, or use chewing or smokeless tobacco.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law § 3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law § 75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law § 75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

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

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

The district shall initiate disciplinary action against any student or staff member, as

appropriate, with the "Penalties" section above. In addition, the district reserves its right to pursue a civil or criminal legal action against any person violating the code.

5300.75 DISSEMINATION AND REVIEW

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly to be held at the beginning of each school year.
2. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete code of conduct on the district's website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the complete code available for review by students, parents and other community members.

The Board will sponsor an in-service education program for all district staff members to ensure the effective implementation of the code of conduct. The Superintendent may solicit the recommendations of the district staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students. On-going professional development will be included in the district's professional development plan, as needed.

B. Review of Code of Conduct

The Board will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently.

The Board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

¹Ref: Education Law §3214

8 NYCRR §100.2(l)

Matter of O'Conner v. Bd. of Ed., 65 Misc. 2d 40, 43 (due process)

Appeal of Reeves, Dec. No. 13,857 (1998) (involuntary transfer)

Appeal of Alexander, 36 EDR 160 (1996) (counseling)

Matter of Troy R., 29 EDR 424 (1990) (automatic penalties)

Appeal of Ward, 27 EDR 217 (1988) (indefinite suspension)

Appeal of Wood, 27 EDR 92 (1987) (suspension beyond school year)

Matter of Clark, 21 EDR 542 (1982) (extracurricular activities)

Matter of Caskey, 21 EDR 138 (1981) (reduction in grade)

Matter of MacWhinnie, 20 EDR 145 (1980) (reduction in grade)

Matter of Labriola, 20 EDR 74 (1980) (excessive penalty)

Matter of Roach, 19 EDR 377 (1980) (transportation; contingent suspensions)

Matter of Caulfield, 18 EDR 574 (1979) (suspension from classes)

Matter of Wright, 18 EDR 432 (1978) (formal due process)

Matter of Macheski, 13 EDR 112 (1973) (suspension by a principal)

Matter of DeVore, 11 EDR 296 (1972) (insufficient basis for discipline)

Matter of Port, 9 EDR 107 (1970) (informal due process)

²Ref: 8 NYCRR §100.2(l)(3)

Rules of the Board of Regents §19.5

³Cross-ref: 5695, Students and Personal Electronic Devices

Ref: *Safford Unified School District #1 et al. v. Redding*, 129 S. Ct. 2633 (2009)

Vassallo v. Lando, 591 F.Supp.2d 172 (E.D.N.Y. (2008)

Phaneuf v. Fraikin 448 F.3rd 591 (2006)

New Jersey v. TLO, 469 U.S. 325 (1985)

In re Gregory, 82 N.Y.2d 588 (1993)

People v. Scott D., 34 N.Y.2d 483 (1974)

People v. Singletary, 37 N.Y.2d 310 (1975))

People v. Overton, 20 N.Y.2d 360 (1969)

M.M. v. Anker, 607 F.2d 588 (2d Cir. 1979)

Opinion of Counsel, 1 EDR 800 (1959)

⁴Ref: Education Law §§1708; 2801

Amended: 8-15-17

Examples Of Disciplinary Consequences at EHMS

At the Middle School, the foundational principle that governs all student behavior flows from our respect@ehms program. However, the program in its simplicity does not account for the variety of behavior situations that do occur in schools. It is essential that students and parents read, review and understand the District's Code of Conduct, this Handbook and respect@ehms. They are all related.

At the Middle School, students who are found to have violated respect@ehms and/or the District's Code of Conduct may be subject to the following consequences, either alone or in combination:

- Oral warning – any member of the District's staff
- Written warning – bus drivers, hall and lunch monitors, coaches, guidance counselors, teachers, Athletic Director, Principal, Superintendent
- Written or oral notification to parent – bus driver, hall and lunch monitors, coaches, guidance counselors, teachers, Athletic Director, Principal, Superintendent
- Detention – teachers, Principal, Superintendent
- Suspension from transportation – Director of Transportation, Athletic Director, Principal, Superintendent
- Suspension from athletic participation – coaches, Athletic Director, Principal, Superintendent
- Suspension from social or extracurricular activities – activity director, Principal, Superintendent
- Suspension of other privileges – Athletic Director, Principal, Superintendent
- In-school suspension – Principal, Superintendent
- Removal from classroom by teacher – teachers, Principal
- Short-term (five days or less) suspension from school – Principal, Superintendent, Board
- Long-term (more than five days) suspension from school – Superintendent, Board
- Permanent suspension from school – Superintendent, Board.

Detention

At the Middle School, detention may be issued at the discretion of the teaching staff when student behaviors warrant, in the teachers' eyes, a consequence that goes beyond oral and/or written warnings to students and/or calls home. Sometimes a more meaningful consequence is necessary to change unwanted and undesirable behaviors; sometimes, a series of them is needed prior to escalating situations to the building principal where consequences might include removal from privileges or activities, in-school suspension and out-of-school suspension. In general, discipline at EHMS is progressive.

Detention at the Middle School is held everyday after school from dismissal until 3:25 pm. Students are then escorted to the late busses or dismissed to the front or rear for walkers and parent pick-up at 3:35 pm, respectively. At this age, it is the students responsibility for informing their parents / guardians that they must serve detention and arrange for other going-home plans

the next day. Unless the teacher and parent talk about alternative arrangements, detentions are assigned for completion the following day; the purpose of the one day waiting period is for the student to notify his/her parent that he/she must serve an afterschool detention the next day.

Students will be issued a form containing all of the pertinent details regarding their detention, including the day that it must be served. The teacher will follow-up internally to confirm that their detention was fulfilled with the faculty member in charge of supervising students during the detention period.

Any questions or concerns about your child's behaviors related to teacher detentions should be directed to your child's teacher.

Sample Behavior Problems & Possible Consequences

BEHAVIOR PROBLEM: **Late To School/Late To Class**

RESOLUTION: The late to school/late to class discipline problem shall be handled at the discretion of the classroom teacher to whom that student reports beginning with the first lateness.

3rd late The teacher will issue an afterschool Detention

6th late The teacher will issue 2 afterschool Detentions and call home.

9th late The teacher will issue 5 afterschool Detentions and call home; possible ISS or another consequence at administrative discretion.

BEHAVIOR PROBLEM: **Class Cutting**

RESOLUTION: The class cutting discipline problem shall be handled by the classroom teacher to whom that student reports. If 21 minutes or more of class time has expired, the behavior shall be deemed as a “**Class Cut**” offense. This will count toward the student’s cycle of 3.

1st class cut The teacher will issue 2 afterschool Detentions and call home.

2nd class cut Teacher will issue 5 afterschool Detentions and call home.

3rd class cut Teacher will call home and involve the principal; administrative discretion including parent/guardian meeting, ISS/OSS, loss of privileges or other consequences.

BEHAVIOR PROBLEM: **Unacceptable Classroom Behavior**

RESOLUTION: The unacceptable conduct disciplinary problem shall be handled by the classroom teacher in charge of the class and/or teacher observing the offense. Teacher will call home to report problem. Range of consequences from an oral or written warning by teacher, call home, issue afterschool detention(s), possible administrative

involvement including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension)

BEHAVIOR PROBLEM : **Use Of Personal Electronic Devices During School Without Permission**

RESOLUTION: The use of personal devices without permission discipline problem shall be handled by the classroom teacher -- with administrative consultation upon repeated offenses.

1st offense The device shall be confiscated and must be picked up in person by Parent/Guardian from the Main Office.

2nd offense The device shall be confiscated and must be picked up in person by Parent/Guardian from the Main Office. In addition, the student will be assigned an afterschool detention.

3rd offense The device shall be confiscated and must be picked up in person by Parent/Guardian from the Main Office. In addition, the student will be assigned 3 afterschool detentions.

4th offense The device shall be confiscated. A meeting will be scheduled with the principal; parent and student to pick up the device. In addition, the student will be assigned one day of ISS (in school suspension).

BEHAVIOR PROBLEM: **Violation Of Dress Code**

RESOLUTION: The violation of dress code disciplinary problems shall be handled by the teacher in charge and/or teacher observing the offense. Violations include words or images that would be considered disrespectful, obscene, offensive or have the potential to cause disruption or the fear of disruption in a school environment.

1st offense Student referred to Nurse's Office. Student must change or cover articles(s) in violation. Parent/Guardian notification by nurse and possible administrative discipline depending on nature of violation and student's willingness to comply with staff requests to change or cover the disruptive item.

2nd offense Student referred to Nurse's Office. Student must change or cover articles(s) in violation.

Parent/Guardian notification and administrative involvement including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension).

BEHAVIOR PROBLEM: **Leaving School Grounds**

RESOLUTION: Range of consequences including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension). Possible referral to Superintendent. Possible police notification.

BEHAVIOR PROBLEM: **School Truancy**

RESOLUTION:

1 st offense	Call home by nurse, possible home visit by school social worker, possible Truant Officer to home, possible 1-5 days ISS (in-school suspension).
2 nd offense	Call home by nurse, home visit by school social worker, Principal sends Truant Officer to home, possible police notification, possible CPS notification and range of consequences including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension).

BEHAVIOR PROBLEM: **Insubordination, Refusal To Comply With Teacher's Direction**

RESOLUTION:

1 st offense:	The unacceptable conduct shall be handled by the classroom teacher in charge of the class and/or teacher observing the offense. Consequences may include an oral or written warning by teacher, call home, issue afterschool detention(s), possible administrative involvement including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension).
2 nd offense:	Teacher to call home and escalate situation to principal. Consequences may include loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension).

BEHAVIOR PROBLEM: **Use Of Offensive Language/Obscene Gesture Toward A Staff Member**

- 1st offense Teacher to call home and referral to principal. Administrative involvement including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension).
- 2nd offense Administrative range of discipline including additional loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension). Possible referral to Superintendent.

BEHAVIOR PROBLEM: **Use Of Offensive Language/Obscene Gestures**
(which may incite others)

- RESOLUTION:** 1st offense Range of consequences from an oral or written warning by teacher, call home, issue afterschool detention(s), possible administrative involvement including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension).
- 2nd offense Administrative range of discipline including additional loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension). Possible referral to Superintendent.

BEHAVIOR PROBLEM: **Destruction Or Defacement of School Property**

- RESOLUTION:** 1ST offense Range of consequences from an oral or written warning by teacher, call home, issue afterschool detention(s), possible administrative involvement including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension).
- Replacement of/or compensation for destroyed or defaced property. Possible police notification.
- 2nd offense Administrative range of discipline including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension). Replacement of/or compensation for destroyed or defaced property. Possible police notification.

BEHAVIOR PROBLEM: **Fighting, Pushing, Punching, Kicking and other Violent Conduct**

RESOLUTION:

1 st offense	Administrative range of discipline including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension). Possible referral to Superintendent. Possible police notification.
2 nd offense	Additional loss of privileges, minimum 5 days OSS (out-of-school suspension) and referral to Superintendent. Possible police notification.

BEHAVIOR PROBLEM: **Disorderly Conduct or Conduct that Endangers the Safety, Physical or Mental Health or Welfare of Others**

RESOLUTION:

1 st offense	Administrative range of discipline including loss of privileges, ISS (in-school suspension) or OSS (out-of-school suspension). Possible referral to Superintendent. Possible police notification.
2 nd offense	Additional loss of privileges, minimum 5 days OSS (out-of-school suspension) and referral to Superintendent. Possible police notification.

BEHAVIOR PROBLEM: **Recording/Photographing A Fight Between Students And/Or Posting It On The Internet OR Sharing/Showing An Inappropriate/Disorderly Recording/Photograph To Others**

RESOLUTION:

1 ST offense	Up to 5 days ISS (in school suspension) or up to 5 days OSS (out of school suspension) at administrative discretion including loss of privileges. Possible police notification. Possible referral to Superintendent.
2 nd offense	Additional loss of privileges, minimum 5 days OSS (out-of-school suspension) and referral to Superintendent. Possible police notification.

BEHAVIOR PROBLEM: **Possession Of Tobacco, Electronic Cigarette, Hookah Pipe Or Any Other Electronic Device Used To Smoke Tobacco, Oils Or Any Illegal Substance**

- 1st offense 3-5 days ISS (in school suspension) or OSS (out of school suspension) including loss of privileges.
Possible referral to Superintendent.
Police notification (SRO).
- 2nd offense Additional loss of privileges, minimum 5 days
OSS (out-of-school suspension) and referral to
Superintendent. Police notification (SRO).

BEHAVIOR PROBLEM: **Possession Of Drug Paraphernalia**

- 1ST offense 5 days OSS (out of school suspension) including loss of privileges. Possible referral to Superintendent.
Police notification.
- 2nd offense Additional loss of privileges, minimum 5 days
OSS (out-of-school suspension) and referral to
Superintendent. Police notification.

School Activity & PTA Activity Rules

1. Students must have a signed permission slip on file in order to attend any school/PTA functions.
2. Guests: Dances are NOT open to other schools or any guests (including relatives) unless specifically noted.
3. Students must arrive no earlier than 15 minutes prior to the start time of the activity. Students must arrive no later than 30 minutes after the start time of the activity. Students arriving after that time will not be admitted unless late arrival is due to participation in another school related activity.
4. No smoking, alcoholic beverages or illegal substances allowed. Late arrivals must be accompanied to the door by a parent or legal guardian.
5. Students must check in at the start of each activity.
6. Students will not be released early from any activity unless a parent or guardian comes to the Cafeteria or predetermined location and picks them up. Students must notify a chaperone and sign out before leaving with the parent or guardian. Once a student leaves the activity, s/he will not be permitted to return. No exceptions.
7. Students who are absent from school due to illness on the day of the activity will not be permitted to attend. Students who have had in-school or out-of-school suspension any time during the week prior to the event will not be allowed to attend.
8. Students **MUST BE PICKED UP ON TIME** at the end of the activity. The school and/or the PTA will not assume responsibility for students who leave without permission, or for those who are not picked up within 15 minutes of the end time.
9. Proper conduct is expected at all times. Any students not observing the rules will be asked to leave and can be banned from future activities. Immediate contact with parents or guardians will be made and the student will be released to them.
10. Proper dress is expected at all times. See the School Dress Code, as it applies to PTA activities as well.
11. All students must be picked up on time. If a parent is more than 15 minutes late, the student will not be permitted to attend the next PTA event.
12. Cell phone use will not be permitted inside the gym, cafeteria, or hallway. If the student needs to make a call s/he may do so by the sign in area.

PLEASE NOTE: In case of emergency, if a parent or guardian cannot be reached, the police will be called.

Spectator Code Of Conduct

Spectators are an important part of our games and plays and shall at all times conform to accepted standards of good sportsmanship and behavior.

Spectators shall at all times respect actors during plays and officials, coaches and players during games and extend all courtesies to them.

Wholesome cheering is encouraged.

Stamping of feet, taunting, foul and abusive language, inflammatory remarks and disrespectful signs and behavior are prohibited.

Spectators shall observe and obey the rules and regulations of the school concerning smoking, food and soft drink consumption, use of lavatory facilities and parking of cars.

New York State Law prohibits alcohol beverages of any kind on school property; the law further prohibits any person under the influence of alcohol to be on school property.

Spectators shall respect and obey all school officials, supervisors and police at all athletic contests.

Violators of this Code are subject to eviction from the area and subject to school consequences from the Office of Athletics.

Emergency School Closings

No School

When school is closed due to inclement weather, bad road conditions or other emergencies, parents and staff will be notified by the District's automated notification system.

Two-Hour Delayed Opening:

When a **Two-Hour Delayed Opening** is announced for East Hampton School District, students will report to their bus stops exactly two hours later than they normally would.

Should a "Two-Hour Delayed Opening" be announced at 5:30 AM based on a weather forecast predicting improved conditions, and conditions by 7:30 AM are such that children still cannot be transported safely to school, school officials will announce that schools will be closed for the day. It is important that you continue to monitor all announcements.

Two-Hour Delayed Opening

Student Arrival	9:45 AM
Homeroom	9:45 – 9:52
Period 1	9:56 – 10:20
Period 2	10:25 – 10:48
Period 3	10:52 – 11:16
Period 4	11:20 – 11:44
Period 5	11:48 – 12:28
Period 6	12:32 – 1:12
Period 7	1:16 – 1:42
Period 8	1:46 – 2:10
Period 9	2:14 – 2:40

Early Dismissal

In the event of severe weather or emergency an early dismissal may be required. Notification will be through the district's website and various radio stations. Parents/guardians should make advance arrangements for their child's care in the event that an early dismissal is necessary.

Evacuation Procedures

In the event we need to evacuate the Middle School, building and grounds, students and staff will exit the building, as in fire drills and proceed to a previously determined designated site. Parent/Guardians will be notified of student dismissal using the emergency contact telephone chain. Arrangements for pick up and/or child care in the event of an emergency should be planned for in advance.

Field Trips

Field Trips for educational purposes will occasionally be sponsored by various departments and/or grade levels in the school. A student must submit written permission from a parent or guardian to participate in a field trip. Students who have been suspended -- for any reason -- during the year may be prohibited from attending field trips with their class; such trips are a privilege not a right. Other school activities and PTA events may be treated similarly.

The guidelines for student eligibility for co-curricular and athletic activities also applies to student eligibility for field trips. If you are not in school, you may not attend an activity or athletic contest later in the day unless you have a waiver from the Director of Athletics or the school principal.

Health Information

Homebound Instruction

When it is known that, due to an extended illness, a student will be absent from school for two weeks or more, home tutoring will be offered. A doctor's note must be filed in the Guidance Office with a diagnosis and the request for homebound instruction. The guidance counselor will make all arrangements for homebound instruction.

Sixth grade students are entitled to one (1) hour of instruction per day; seventh and eighth grade student are entitled to two (2) hours of instruction per day.

Illness and accident procedures

Students who become ill or injured are to notify a staff member and report to the school nurse's office. The student should be accompanied by another student or an adult. Students may not come to the Nurse's Office without a pass signed by a teacher or other adult.

If the child is ill and unable to stay in school, the parent will be notified and the student will be sent home when the parent arrives.

The school must have on file an Emergency Contact Card with your doctor's name and an alternate residence and guardian where students might be cared for if the parent cannot be contacted during school hours. This procedure may become necessary in case of sickness or injury which might occur during the school day. Please be certain that your contact card is fully completed on the District's website. Give special attention to completing the name, address and phone number of the alternate residence and guardian.

When a child is injured in school the nurse will examine the child, and if serious injury is suspected, contact the parent. If a medical emergency exists requiring the services of a physician, and the parents and emergency contacts cannot be reached, the nurse will call the family physician named on the emergency contact card. If no one is available, the school physician will be called.

If the school physician is unavailable, the school nurse will transport the injured child to a doctor's office or the emergency room of the hospital after permission is obtained from the building principal.

If necessary, an ambulance will be called at the discretion of the school or the person in charge of the school activity.

Medical Release

If a student is to be excused from physical education because of medical reasons, a note from a doctor indicating the reason and the length of excused time must be submitted to the school nurse. Written permission from the parent and doctor is required for a child to resume activity.

Medications at School

No internal medication, including cough drops and throat lozenges, may be given to a student unless written permission from the parent and a physician's order is given to the school nurse. Medication is to be brought to the nurse by the parent (not carried to school by students).

School Insurance

Students are covered against accidental injury during school hours and while attending school sponsored and school supervised activities during the school term. This coverage is in EXCESS of any other coverage the parent may have.

In the event of an accident:

- Submit the claim to your (the parent's) insurance company.
- Obtain the claim filing information from the school nurse.
- File a claim for ONLY expenses NOT paid under your (the parent's) insurance.

Assistance in filing the forms correctly for excess insurance can be obtained from the District Office.

Homework Help

Homework Help is an adult supervised after school activity for students in grades 6 through 8. Staff members are available to answer questions and give assistance in completing homework assignments. A late bus is provided for bus students. A bus pass is required and the bus leaves the building at 3:40 pm sharp.

Homework Guidelines

GRADE 6	
Mathematics	20 minutes per night
English	20 minutes of reading/writing 3 nights per week: plus, reading log 15 minutes every night
Social Studies	15-20 minutes per night
Science	20 minutes per night

GRADE 7	
Mathematics	30 minutes per night
English	30 minutes reading or writing per night
Social Studies	30 minutes per night (usually 3 days per week)
Science	20 minutes per night
Spanish/French	20 minutes per night

GRADE 8	
Mathematics	30 minutes per night
English	30 minutes reading per night (when reading a novel); plus, writing 3-4 nights
Social Studies	20-30 minutes per night
Science	20-30 minutes per night
French	20 minutes per night
Spanish	20 minutes per night

Lost and Found

The school's Main Office serves as a clearinghouse for all lost and found articles. Students should contact the office first. If articles are not labeled or identifiable, they are placed or hung on a rack near the Courtyard for "Lost and Found." This area is self-serve. **All valuable items brought to the school, for any reason, are the sole responsibility of the student.** If necessary, valuables may be kept in the Main Office for safe keeping (and picked up at the end of each school day).

Breakfast & Lunch

The school breakfast and lunch program is provided by Whitson's Catering. Breakfast, hot lunches as well as fresh salads are available on a daily basis. The costs are \$2.35 (breakfast) and \$3.35 (lunch); price includes a beverage. Free and reduced lunches are available after a form has been completed and returned to the District Office for those who qualify. The form is available on our website.

Notification for Student Directory Information

School may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under the Family Education Rights and Privacy Act (FERPA). The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, newspaper article) is left to the discretion of each school. *If you do not wish directory information disclosed about your child, please contact the Main Office at 631.329.4112.*

Permission for Publicity Releases

Students may be photographed, filmed or interviewed by the media without parent permission. Should you NOT wish to have your child photographed, filmed or interviewed, parents must fill out, sign and return the Parent Response Form otherwise we will consider that you have given your permission. The form is included in the summer mailing. If you have any questions, please contact the Main Office at 631.329.4112.

Pledge of Allegiance

It is a fundamental conviction that the Pledge of Allegiance is one of the precious, personal privileges of each American citizen. The schools are one of the primary influences in shaping the citizen and in generating a deeply rooted and thoughtful love of country. A purpose of the educational experience is to motivate students to understand, to appreciate, and to accept the responsibilities of citizenship.

The laws of the State of New York require that there shall be conducted in the schools, daily, a salute to the flag of the United States of America, accompanied by a recital of the Pledge of Allegiance to the flag. Each student's personal conviction, however, will be respected.

Academic Program

Accelerated & Honors Placement Criteria

Accelerated courses are available in many departments. General selection criteria for these courses include:

- Teacher and counselor recommendations;
- Parent approval;
- Exemplary attendance record;
- Final grade of 90 or better in previous year's course;
- Final exam grade of 90 or better in previous year's course.

A student's continuance in an accelerated program will be evaluated by the end of the first five (5) week progress report. Continuation in the course will be based upon the teacher's and guidance assessments and recommendations with the final decision to be made by the building principal.

Students who do not meet the above criteria will be removed from the program. A parent and/or student may appeal to the building principal and be considered on an individual basis.

Accelerated Math Entry Criteria

At the conclusion of fifth grade students will be eligible for accelerated math if they have met two of the following three criteria:

- Mid-three or higher scale score on the grade level NYS Assessment in math (a specific scale score is not used to allow for possible adjustments by the State)
- Ninety percent or higher average in math for fifth grade
- Eighty five percent or higher on the common benchmark assessment administered at the end of fifth grade.

Students who do not meet the above criteria and have achieved a minimum of a three on the NYS Math Assessment, who would like to attempt the accelerated curriculum can take the following steps:

- A meeting with the students' math teacher to discuss the probability of success in accelerated math
- The student must attend a two week (possibly shorter) summer math camp to set a stronger foundation for success

As this cohort moves up each year those students who achieve a mid-three or higher scale score on the NYS Math Assessment will be able to enter the accelerated class upon completion of summer math camp. In the math camp, students will learn those topics not covered their math classes that were taught on the accelerated class, increasing the likelihood of their success.

National Junior Honor Society (NJHS)

Membership in the National Junior Honor Society is open to Grade 8 students who meet the required standards in five areas of evaluation: scholarship, leadership, service, citizenship, and character. Students are selected to be members by a 5-member Faculty Council appointed by the Principal.

Students in the first semester of eighth grade are eligible for membership based on their academic performance in Grades 6 and 7. For the scholarship criterion, a student must have a cumulative GPA of 92 or better (there is no rounding up). Each candidate's cumulative GPA will be calculated using quarterly averages from sixth and seventh grades.

For the service criterion, it is suggested that students engage in some form of voluntary community service prior to the second marking period of their Grade 8 year. While community

service is not a school requirement, service is one of the pillars of the NJHS. Students who choose to engage in these activities are encouraged to keep their own records of their work, since they are allowed to carry 10 hours from their eighth grade year into their high school experience where they are required to complete 30 hours of community service to graduate. A form is also available in the Middle School's Main Office. For those who are interested in learning more about service opportunities or requirements at the high school, please reach out to Ms. Debbie Mansir at 631.329.6462.

Those Grade 8 students who meet a grade point average of 92 or better are invited to complete a Student Activity Information Form that provides the Faculty Council with information regarding the candidate's leadership, service, citizenship and character which is due in November or December of the eighth grade year. The Faculty Adviser Mr. Peter Friscia will distribute the forms and establish a due date. Each year, the actual due date is determined by the adviser and published to the eligible students in advance. Students must submit the form in person with a signature and date from the Faculty Adviser. **Late forms will not be accepted.**

The Faculty Council will evaluate each student's discipline record and the Student Activity Information Form carefully to determine membership. A majority vote of the Council is necessary for selection. Candidates will be notified regarding action on their candidacy in December or January and an Induction Ceremony will take place in March or April.

Members are required to maintain the same level of performance in all five areas that led to their selection in the first place. Members that complete these requirements will graduate as National Junior Honor Society Members in June.

Community Service

The Middle School believes that voluntary service to others is an important part of growing up. Throughout our program, there are many opportunities for students to practice community service such as through afterschool clubs and in-class projects. For example, the Surfriders and the Student Government Association often engage in beach and community clean-ups. These often take place on the week-end.

There is no requirement for community service at the Middle School. However, students who choose to engage in these activities are encouraged to keep records of their work, since they are allowed to carry no more than 10 hours from their eighth grade year into their high school experience where they are required to complete 30 hours of community service to graduate.

The Middle School does not keep or maintain records of student community service. However, the school does occasionally share opportunities to serve the community through our clubs and announcements. Those who do perform these services should keep their own records; the school has a form available in the Main Office for those who are interested.

For those who are interested in learning more about service opportunities or requirements at the high school, please reach out to Ms. Debbie Mansir at 631.329.6462.

Science Olympiad

Science Olympiad Team is organized as two teams of 15 students. Selection: Teachers are asked to nominate students from the current fifth, sixth and seventh grade who will be invited to join the Olympiad Team based on: work ethic, ability to work independently and in groups, problem-solving skills, ability to follow directions and ability to think creatively.

Nominees are ranked by a committee of staff members at each grade level; these rankings are confidential. Availability of slots is based upon spots vacated as students graduate from the Middle School, which changes from year to year. Students from the prior year are automatically rolled-over, if they wish to continue. Applications to the Science Olympiad are not accepted; invitations are distributed by the teacher committee based upon nominations.

Science Olympiad meets every day either after school or before school. Currently, students in clubs are permitted to attend athletic practices late on days that Olympiad meets in the afternoon; but, scheduled athletic games present a problem, since our Athletic Department insists that kids committed to a team must be there. The school agrees with this thinking. It is not recommended that four-sport athletes and students with multiple out-of-school commitments accept an invitation to participate if they are nominated. Students and parents must consult with coaches in advance to determine how these commitments will intersect so there are no disappoints.

For more information about the Olympiad, please visit www.soinc.org or contact Mr. Jonathan Mautschke at jonathan.mautschke@ehschools.org.

Regulations for Acceptable Use of the Internet and District Network

Acceptable Use of Internet and other Electronic Resources

The East Hampton School District recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the East Hampton School's Board of Education encourages the responsible use of computers, computer networks, including the Internet and other electronic resources in support of the mission and goals of the East Hampton School District and its schools.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to students and staff is impossible to control. Therefore, the East Hampton School's Board of Education adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on East Hampton Union Free School District-owned equipment or through East Hampton Union Free School District-affiliated organizations. The use of the East Hampton Union Free School District's technology equipment and network resources is a privilege, not a right.

East Hampton School District Rights and Responsibilities

It is the policy of the East Hampton School District to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, the School Board, Administration and Technology Department recognize their legal and moral obligation to protect the well-being of students in its charge. To this end, the East Hampton School District retains the following rights and recognizes the following obligations:

To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.

To disable or remove a user account on the network without prior notice.

To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.

To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to East Hampton Union Free School District-owned equipment and, specifically, to exclude those who do not abide by the East Hampton Union Free School District's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. East Hampton School District reserves the right to restrict online destinations through software or other means.

To provide guidelines and make reasonable efforts to inform staff and students about acceptable use policies governing online communications.

User Responsibilities

Use of the network, computers and electronic media provided by the East Hampton School District is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of the East Hampton Union Free School District.

Proper codes of conduct in electronic communication must be used. In news groups, instant messaging applications, and chat rooms giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature. Care must be exercised when opening e-mail attachment and hyperlinks.

Network accounts are to be used only by the authorized owner of the account for the authorized purpose.

All communications and information accessible via the district network should not be assumed to be private.

E-mail accounts as well as online subscriptions supplied by the East Hampton Union Free School District will be monitored and maintained, and files may be archived or deleted from the personal mail directories to avoid excessive use of the fileserver hard-disk space if required.

Exhibit exemplary behavior on the network as a representative of your school and community. Be polite.

From time to time, the East Hampton School District will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Staff Members who supervise students, control electronic equipment, or otherwise have occasion to observe student use or said equipment online shall monitor the use of this equipment to assure that its use conforms to the mission and goals of the East Hampton Union Free School District.

Unacceptable Use

Violators of these unacceptable use regulation described here will be dealt with seriously. Violators run the risk of losing computer privileges on a temporary or permanent basis, suffering disciplinary action, and facing possible prosecution for violation of local, state and federal laws. Violators who vandalize the East Hampton Union Free School District's physical property,

network infrastructure, or software applications, resulting in expense to the district may be held liable for all damages. The following is considered unacceptable usage of the East Hampton Union Free School District.

District's computers, networks, and Internet connection and therefore are strictly prohibited.

Use of the network for any unlawful purpose.

Giving out personal information about another person, including but, not limited to names, photographs, addresses or phone numbers.

Any use of the network for commercial or for-profit purposes.

Excessive use of the network for personal business.

Any use of the network for product advertisement or political lobbying.

Intentionally seeking information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresenting other users on the network.

Any use of the network that disrupts others ability use network resources.

Hardware and/or software shall not be destroyed, modified, or abused in any way.

The development and/or use of malicious programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.

Antisocial behaviors including harassment, discriminatory remarks, or cyber bullying in the form of e-mail, chat instant messages, web postings or the printing and distribution of offensive computer generated documents.

The unauthorized installation of any software, including shareware and freeware, for use on East Hampton School District owned equipment.

Use of the network to access, store, or distribute pornographic material, inappropriate text files, or files dangerous to the integrity of the local area network.

The network may not be used for downloading entertainment software or other files not related to the mission and objectives of the East Hampton School District for transfer to a user's home computer or other personal computer. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the East Hampton Union Free School District.

Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).

Use of profanity, obscenity, racist terms, or other language that's offensive to other users.

Playing games, viewing videos, or listening to music unless specifically authorized by a teacher for instructional purposes.

The unauthorized use of wireless devices such as laptops, PDA's and other wireless devices on the district's wireless network without prior permission from the system administrator.

Misuse or waste of computer related supplies such as ink, paper, and storage media including file storage space.

Disclaimer

The East Hampton School District cannot be held accountable for the information that is retrieved via the network.

Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

The East Hampton School District will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.

The East Hampton School District makes no warranties expressed or implied with respect to:

The content of any advice or information received by a user, or any cost or charges incurred as a result of seeing or accepting any information.

Any cost, liability, or damages caused by the way the user chooses to use his or her access to the network.

The East Hampton District reserves the right to change its policy and rules at any time.

Chromebooks

This year, all sixth and seventh graders will be receiving their own individual devices during the opening weeks. Students may take these devices home. The school meets with students to discuss particulars about their acceptable use; in addition, all students have a small-group orientation with our manager of information systems along with your child's ELA teacher.

Students in Grade 8 will continue using our shared Chromebook carts and our Computer Lab workstations. Each year, laptop distribution will move up through the grade levels until all middle schoolers have their own devices.

Technology is a wonderful tool, but as a middle school we are placing limits on Chromebook use to help promote a safe, socially healthy and monitored school environment not unlike our current expectations for cell phones and other electronic devices.

Students WILL NOT be permitted to use Chromebooks prior to school starting (while in the Library, Cafeteria or Gymnasium waiting for school to start) or during Recess and Lunch. These are times to shut down, disconnect and chat (and play) — real time — with other human beings. Live interaction (not mediated by electronics) is vital for healthy development. If students need to print something or use a computer during these times, they can obtain a pass to the Lab or Library where that work can happen on shared equipment -- under adult supervision.

At home, I am asking that parents please set realistic limits on Chromebook use, just as you do with your child's cell phone: your roof, your rules. Kids this age can easily get in way over their heads with social media, posting images and texting friends. It's a greasy, slippery slope. This is why we talk as a school about responsible technology use.

If you have any questions about Chromebooks, please be in touch with your child's ELA teacher.

If your child's Chromebook is lost, stolen or accidentally damaged, please encourage your child to be in touch with Ms. Bela Correia in the Main Office. You can also call her at 631.329.4112.

Report Cards, Grades & Checking Progress on the Parent Portal

There are four report cards per year. These report card periods close in November, January, April and June respectively.

All grades will be posted on the Parent Portal throughout the year. To find this: Navigate to the Parent Portal under the main menu "Parents" at www.ehufsd.org. Once you login, GO to the "GRADES" tab to access progress reports and marking period grades. GO to the "ASSIGNMENTS" tab to monitor weekly progress on quizzes, homework and other graded items.

Please know that our teachers regularly post assignment grades throughout the marking period. You are encouraged to check-in on your child's progress from week to week; should you notice a problem or a trend, please be in touch with your child's teacher.

If you do not have access to the Parent Portal or are having problems using our District's student management system, please contact Bela Correia in the Main Office at 631.329.4112.

Grading System

Numerical grades will be given for all courses in grades 6 through 8. **Students enrolled in High School courses must abide by the High School attendance policy as outlined.**

Honor Roll

Students in Grades 7 & 8 are eligible for the Honor Roll if they achieve at least an 85% average for the marking period; the High Honor if they achieve an average of 90% for the marking period; and, Principal's Honor Roll if they achieve an average of 95% for the marking period. Failure in any course is cause for exclusion on any of the Honor Rolls.

School/Student Property

Bicycles and Skateboards

Bicycles that are ridden to school are to be parked and locked in the bicycle racks in front of the building. Students who use skateboards as a means of transportation to school do so at their own risk; skateboards may not be used on school property. New York State law requires the use of helmets when riding a bicycle. Helmets and skateboards must be stored in students' lockers or the Main Office if they cannot fit in the locker; these may not be left out in the hallways.

Library Books

It is essential students return library books on time. Those students who do not return library books on the due date may have their next report card(s) withheld.

Lockers

Each student is assigned a specific locker at the beginning of the school year. The combination of the lock should be kept secret. Lockers are provided for the storage of books and possessions, and students are responsible for the contents of their lockers. They must be kept clean, neat and free of loose papers and garbage. It is suggested that students go to lockers first thing in the morning, before and after lunch and at the end of the day. All necessary materials should be gathered at those times.

- The school owns all lockers, locks, combinations and/or keys to all lockers within school facilities;
- Students do not have any right or expectation of privacy for anything stored within school lockers;
- The school has the right to access the lockers at any time without notice;
- Students may not lock the school owned lockers with personally owned locks; if they do, the school has the right to remove them;
- The sole purpose for being able to lock school lockers is to prevent the theft of property stored within;
- Students are solely responsible for items contained within their school assigned lockers. Students should never share their combinations, allow other students to share their lockers and should immediately notify the Main Office if their lockers do not function properly and cannot be properly secured.

Students should not give their combinations to anyone. If a locker does not lock or malfunctions, it must NOT be used and the condition reported to a teacher / coach or the Main Office immediately. The school cannot be responsible for the locker's contents if a teacher / coach or the Main Office was not notified.

Physical Educational Lockers

Lockers are the metal cabinets provided to hold physical education equipment and clothing. Students are to keep their individual lockers clean and neat, and students are responsible for the contents of their lockers. All lockers are to be cleaned out every week. Locks are issued to students to ensure the safety of personal possessions. Lockers are only accessible during gym periods. **Students should not give their combinations to anyone. If a locker does not lock or malfunctions, it must not be used and the condition reported to a teacher / coach or the Main Office immediately. The school cannot be responsible for the locker's contents if a teacher / coach or the Main Office was not notified.**

Study Skills Program

In 1999, East Hampton Middle School implemented a study skills program that is embedded into the school day. The program is housed in a master notebook system that all students are expected to maintain. As part of the program, students are provided assignment books at the beginning of each quarter. A separate parent information booklet provides an in-depth description of this program along with helpful study skills tips for parents and students.

Textbooks

All textbooks are the property of the East Hampton Union Free School District and are expected to be covered and to be given proper care. Students must pay for all lost textbooks. Textbooks represent a considerable investment of school funds. All students are held responsible for the proper use and care of books issued them. Students are expected to provide book covers for each book and avoid defacing or otherwise damaging books. Fines will be assessed for any book lost or damaged beyond normal use.

Personal textbooks: Should a parent wish to purchase a second text or second set of texts for home use, please contact the Middle School main office at 329-4112 for a listing of titles, ISBN numbers, and phone numbers appropriate to your child's grade/teachers.

School Visitation

For the protection of our children, all visitors must register and be photographed at the Main Entrance before reporting to the Main Office. The visitor shall then state the purpose of their visit to a member of the office staff. ***No parent may go directly to a classroom, as that visit interrupts the teacher's work with the other students in class. Your child will be called to the Main Office where you may sign them out.***

Standardized Testing

New York State mandated tests are administered to all students. The tests are designated to measure a student's performance in terms of skills and/or subject area content. The purposes for giving the tests include:

To provide students, parents, and teachers with an opportunity to determine how the student performs in a particular subject.

To assist teachers in individualizing and/or focusing their instructional direction.

To help identify areas of strength and weakness in the curriculum.

To help individual students develop a realistic self-concept in terms of their achievement, aptitude and interests.

Standardized Testing Schedule		
Grade	Name of Test	Window of Administration
6 to 8	ELA Assessments	25-27 March (2 days)
6 to 8	Math Assessments	21-23 April (2 days)
8	Science Performance Test	18 - 29 May (1 day)
8	Science Written Test	1 June (1 day)
8	Regents: Integrated Algebra & Earth Science	June (TBD)

Telephone Privileges

Any student wishing to use an office phone must secure a pass from their teacher and see the secretary prior to using the telephone. Cell phones are not to be used during school hours except with special permission from staff; these uses must be for instructional purposes only.

Educational Support Team

Barbara Tracey, School Nurse (329-4113)

- Logs calls from parents prior to 9:00 a.m.
- Administers daily and PRN medications per MD order
- Contacts parents regarding an ill or injured child
- Prepares accident reports regarding an ill or injured child
- Prepares accident reports and insurance paperwork for parents as needed
- Determines acceptable dress with the building principal
- Provides spare clothes for improperly dressed students

Antonios Lazaris, School Counselor (329-4114)

- Acts as liaison between parents and school community
- Provides group counseling
- Provides crisis counseling
- Coordinates peer mediation program
- Coordinates home tutoring

Laura White, Psy.D., Psychologist (329-4115)

(Students may see the psychologist on an informal basis or upon parent request)

- Conducts psychological and/or educational assessment to evaluate academic skills and abilities to determine appropriate services or interventions
- Provides counseling to students experiencing an adjustment problem or behavioral difficulty or when a crises may occur
- Consults with administrators, teachers and parents to assist in developing recommendations or strategies for individual or groups of students
- Provides a network of services or resources outside of school which may address problems or situation which arise

Daniel Hartnett, Social Worker (329-4178)

(English/Spanish speaking)

- Provides counseling to individual students or student groups
- Facilitates parent outreach programs for families
- Acts as liaison between parents and school community
- Supports students and parents in a school/home crisis
- Provides support in mediating student-to-student behavioral issues in involving bullying and harassment