



ANDOVER CENTRAL SCHOOL

2023 – 2024

STUDENT HANDBOOK

Academic + Character = Success

Andover Central School Board approved July 12, 2021

Vision of an Andover Graduate:

Graduates of Andover Central School will develop and sustain a healthy, purposeful life by setting goals, reflecting, adapting, and thinking critically to contribute positively to a diverse world.

Vision of an Andover Graduating Reader:

Andover graduates will be able to read for a variety of practical and personal applications to foster the growth of knowledge while evaluating the validity of information with an open mind.

LETTER FROM MRS. TURNER

Dear Students and Parents/Guardians,

The Andover Central School Student Handbook includes pertinent information for the school year ahead.

This handbook includes information on schedules and people to contact for help. It also includes class schedules, lunch schedules, and weather related information. The book has the complete Code of Conduct, Interscholastic Athletic Policy, and Bus Rider Handbook.

In the back of the student handbook is a paper for parents/guardians to sign if they do not want their student to have their picture published by the school.

Please keep this handbook available as a reference throughout the school year. On behalf of the entire school faculty and staff, have a successful 2023-2024 school year.

Sincerely,

Molly Turner

Principal

TABLE OF CONTENTS

Academics	16
Acceptable Use Agreement	93
Accidents	30
Activity Schedule	2
Administration	1
Administrative Support Personnel	6
After School	11
Alma Mater	1
Articles Prohibited in School	13
Assemblies	21
Attendance Policy	8
Backpack Policy	13
Board of Education	1
Bus-Rider Handbook	84
Cafeteria	12
Cafeteria Personnel	7
Calendar	4
Cell Phones	13
Class Activity Schedule	2
Class Meetings	3
Code of Conduct	41
College Testing Calendar	5
Computer and Internet Acceptable Use Policy	25
Custodial Personnel	7
Dances	32
District Goals	1
Doors/Entrance Areas	11
Drug-Free Workplace	36
Elementary Faculty	6
Emergency Closing	3
Extra-Curricular Activities	30
Faculty and Staff List	6
Faculty Room - Student Access	15
Fire Drills	27
Health Services	28
High School Faculty	6
Interscholastic Athletic Policy	77
Lock Down	28
Lockers	15
Lunch Schedule	2
Lunch Time	13

Media Center	22
Money/Equipment Owed to School, Clubs or Classes	35
Music Policy	35
National Honor Society Selection	33
NEED HELP WITH . . .	92
Parent Conferences	24
Parents Picking Up Students	12
Pets & Classroom Animals	35
Posters/Signs	36
Role of the Building Principal	39
Role of the Parent	37
Role of the Safety Officer	38
Role of the Staff	38
Role of the Student	36
Role of the Superintendent and Board of Education	40
Role of the Teacher	37
Severe Weather Relocation	28
Special Area Faculty	7
Special Education and 504	24
SOAR After School	7
Student Appearance	16
Student Bicycles, Skateboards, Roller Blades, and Scooters	35
Student Council	35
Student Support Personnel	6
Students Leaving School	12
Study Hall Procedures	22
Support Services	22
Surveillance Cameras	15
Teacher Assistant / Aide / Paraprofessional	7
Textbooks	21
Title IX	24
Transportation Personnel	7
Vision Statement	1
Visitors	11

**ANDOVER CENTRAL SCHOOL
ANDOVER, NEW YORK**

BOARD OF EDUCATION

Betsy Kent, President
Mark Sisson, Vice-President
Sabrina Gaylord, Tashina Seaman, Jessica Hutchison

ADMINISTRATION

Jennifer Joyce, Superintendent
Molly Turner, Building Principal
Julia Spencer, Director of Pupil Services

VISION STATEMENT

**The Andover Central School District
Takes Every Day To Maximize
The Opportunities And Full Potential
Of Every Child.**

DISTRICT GOALS

- **Increase standards, expectations, and performance for all.
- **Provide successful experiences for all.
- **Graduate students who are learning ready.
- **Graduate students who are responsible citizens.

ALMA MATER

Let's give a cheer for Andover High School
And let us pledge to her aright
Others may like black or crimson,
But for us it's purple and white.
Let all our troubles be forgotten,
Let high school spirits rule.
We'll join and give a royal effort
For the good of our old school.
Andover High School! Andover High School!
The pride of every student here.

Come on you old grads,
Join with us young lads.
Andover High School, now we cheer
Rah! Rah!
Now is the time, boys,
To make a big noise,
No matter what the people say.
For there is naught to fear,
The gang's all here.
So Hail, Andover High School, Hail!

Activity Schedule

2023 - 2024

Class Schedule

Doors open	7:30 AM
Period 1	7:48 - 8:28
Period 2	8:31 - 9:11
Period 3	9:14 - 9:54
Period 4	9:57 - 10:37
Period 5	10:40 - 11:20
Period 6	11:23 - 12:03
Period 7	12:06 - 12:46
Period 8	12:49 - 1:29
Period 9	1:32 - 2:12
Period 10	2:15 - 2:55
	Dismissal

The breakfast cart will open at 7:30 (7:25 for students riding the BOCES bus) to 7:50 for those students who want to eat breakfast.

All breakfast, lunch, and afternoon snacks are free and available to all students. A la carte items are available at an extra cost during lunch.

Lunch Schedule

Pre-Kindergarten	10:50 AM - 11:20 AM
Kindergarten	10:55 AM - 11:25 AM
Gr. 1	10:42 AM - 11:12 AM
Gr. 2	10:42 AM - 11:12 AM
Gr. 3	10:45 AM - 11:15 AM
Gr. 4	11:05 AM - 11:35 AM
Gr. 5	11:10 AM - 11:40 AM
Middle/High School	10:45 AM - 11:25 AM
Middle/High School	11:25 AM - 12:05 PM
Middle/High School	12:08 AM - 12:48 PM

Emergency School Closing

If the school is closed due to an emergency, such as severe weather, the announcement will be made over WLSV (790 AM), WJQZ (103.5 FM), and WZKZ (101.9 FM) (Wellsville radio stations), as well as Olean and Hornell stations. It will also be announced on the Buffalo TV stations Channel 2, 4 and 7. In the event school is delayed, the following schedule will be used:

Period	1 Hour Delay	Period	2 Hour Delay
2 (1)	8:48 - 9:11	4 (1)	9:59 - 10:39
3	9:14 - 9:54	5(2)	10:42 - 11:22
4	9:57 - 10:37	6	11:25 - 12:05
5	10:40 - 11:20	7	12:08 - 12:48
6	11:23 - 12:03	8	12:51 - 1:31
7	12:06 - 12:46	9	1:32 - 2:12
8	12:49 - 1:29	10	2:15 - 2:55
9	1:32 - 2:12		
10	2:15 - 2:55		

Note: No breakfast will be served on days school is delayed.
If there is more than one emergency school delay, the period within the parentheses will be utilized so the same class is not continually missed.

Class Meetings **Grades 7 - 12**

Class meetings will occur at various class times, to be announced. Class meetings may be canceled, changed or added as necessary. The principal must be made aware of any such changes.

ANDOVER CENTRAL SCHOOL

2023 - 2024 Calendar

The Andover Central School District takes every day to maximize the opportunities and full potential of every child.

Aug. 30 & 31	Superintendent's Conference Day (SCD) NO STUDENTS ⚡
Aug. 31	Open house, 6:00 – 7:30 PM
Sept. 4	Labor Day ⚡
Sept. 5	First Day of School
Oct. 9	Columbus Day ⚡
Nov. 9	End of 1 st marking period
Nov. 20, 21	SCD and Parent-teacher Conf., 1 - 8 PM NO STUDENTS ⚡
Nov. 10	Veteran's Day ⚡
Nov. 22 - Nov. 24	Thanksgiving recess ⚡
Dec. 22 – Jan. 2	Holiday recess ⚡
Jan. 15	Martin Luther King Day ⚡
Jan. 23 - Jan. 26	Regents exams
Feb. 2	End of 2 nd marking period & end of 1st semester
Feb. 12	Parent Teacher Conferences 1 - 8 PM NO STUDENTS ⚡
Feb. 19	Presidents' Day ⚡
Feb. 20 - Feb. 23	Winter recess ⚡
Mar 8	Superintendent Conference Day
March. 29 - Apr. 5	Spring recess ⚡
Apr. 26	End of 3 rd marking period
Apr 8 - 21	NYS ELA Exams, Gr. 3-8 / NYS Math Exams, Gr. 3-8
May 24 - May 27	Memorial Day break ⚡
May 15-June 2	NYS Science 5 and 8 Field Tests
June 13	Last day for 6 - 12
June 4 - June 24	Regents Exams, Rating Day
June 19	Juneteenth Observation ⚡
June 26	Last day of Pre K – 5 classes, 11:30 dismissal
June 26	End of 4 th marking period, last day for teachers
June 28	Graduation 7:00 PM

2023 - 2024 COLLEGE TESTING CALENDAR

Andover Central School
High School Code # 3301885

SAT Tests

Test Date	Regular Registration Postmark Deadline	Late Registration Postmark Deadline
October 7, 2023*	September 7, 2023	September 26, 2023
October 26, 2023 (SCHOOL TEST DATE)	Register with Mrs. Kephart	No late registration
November 4, 2023*	October 5, 2023	October 24, 2023
December 2, 2023*	November 2, 2023	November 21, 2023
March 9, 2024 **Digital**	February 23, 2024	February 27, 2024
TBA (SCHOOL TEST DATE)	Register with Mrs. Kephart	No Late registration
May 4, 2024**Digital**	April 19, 2024	April 23, 2024
June 1, 2024 **Digital**	May 16, 2024	May 21, 2024

* SAT and Subject Tests

** SAT only

PSAT: October 23, 2023. See Mrs. Kephart for registration details

ACT Assessment

Test Date	Regular Registration Postmark Deadline (regular fee)	Late Registration Postmark Deadline (regular fee + late fee)
September 9, 2023	August 4, 2023	September 1, 2023
October 28, 2023	September 22, 2023	October 6, 2023
December 9, 2023	November 3, 2023	November 17, 2023
February 11, 2024	January 5, 2024	January 19, 2024
SCHOOL TEST DATE TO BE DETERMINED	Register with Mrs. Kephart	No late registration
April 13, 2024	March 8, 2024	March 22, 2024
June 8, 2024	May 3, 2024	May 17, 2024
July 13, 2024*	June 7, 2024	June 21, 2024

Visit ACT's website at www.act.org.

Student Support Services

Samantha Kephart	School Counselor
Sheryl Dougherty	Psychologist
Jennifer Smith	Speech Pathologist
Beth Klein	School Nurse
Teresa O'Connor	Social Worker

Administrative Support

Candace Updyke	Secretary to Superintendent / Deputy District Clerk
Michele Brown	Tax Collector, Business Office
Jamie Coyle	Senior Account Clerk Typist / District Clerk, Business Office
Makayla Whitesell	Senior Clerk Typist, School Counselor Office
Karen Odom	Senior Clerk Typist, Principal's Office
Bruce Blank	Microcomputer Technician
Michael Chaffee	Technology Coordinator
Shane Sharrett	Supervisor of Building, Grounds & Transportation

Elementary Faculty:

Devon Dray	Prekindergarten
Molly Mattison	Kindergarten
Laura Cone	Grade 1
Emily Nease	Grade 2
Melissa Mowrer	Grade 3
Rebecca Gennes	Grade 4
Sydney Dennison	Grade 5

High School Faculty:

Jarrold Shafer	Math
Sean Reilly	Math
Tim Demster	Science / Physics
TBD	Science
Michael Chaffee	History
Will Brown	History
Lisa Kent	English
Stephanie Harrington	English
Tyler Seaman	Spanish
Zachary Owen	Technology

Special Area Faculty

Julia Spencer	CSE / CPSE Chairperson
Jamie Weeks	AIS Teacher
Linda Shaner	Business Education Teacher
Cheri Drake	AIS Math
Maci Burns	AIS Math
Cortney Andrus	AIS Reading
Angela Brewster	Special Education
Cynthia Schuler	Special Education
Sonya Hoaglin	Special Education
Kathy McCutcheon	Special Education
Cynthia Smith	Special Education
Hannah Barney	Special Education
Mikayla Burns	Librarian, Library Skills, Media Specialist
Jacob Bannerman	Physical Education / Athletic Director
Bridget Bannerman	Physical Education, Health, Home and Careers
Erica Jacobs	Art
J.D. Struckman	Instrumental Music
Edward Hennessey	Vocal Music

Cafeteria Personnel

Amy Halbert	Manager
Carol Capute	Food Service Monitor
Kathy Button	Food Service Monitor
Cheryl Briggs	Food Service Helper
Sarah Hosmer	Food Service Helper
Lori Clarke	Food Service Helper

Teacher's Assistant / Aides

Rich Gill	Teacher Assistant
Sarah Jacobs	Aide
Tammy Matteson	Teacher Assistant
Colleen Shoales	Aide
Melanie Zengerle	Teacher Assistant

Custodial Personnel

Dan Allen
Connie Clark
Robert Gardner, Jr.
Noah Greene
Keith White

Soar After-School Program

Kim Fanton	Program Director
Karissa Ordiway	Assistant Director
Susan Ahrens	
Nicole Lehman	

Transportation Personnel

Brian Ennis
Sam Clarke
Kelly Clemons
Kheland Volk
Neil Brewster

ATTENDANCE POLICY

School attendance is both a right and a responsibility. Regular school attendance plays a large role in determining the quality of a student's academic performance. Andover Central School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Absence from school has an adverse effect on the quality of a student's work. Because the school district recognizes that consistent school attendance, academic success and school completion have a positive correlation; the school district will set the following objectives:

1. To increase the number of students completing school
2. To raise student achievement and close gaps in student performance
3. To identify attendance patterns in order to design attendance improvement efforts
4. To know the whereabouts of every student for safety and other reasons
5. To verify that individual students are complying with education laws relating to compulsory attendance
6. To determine the district's average daily attendance for state aid purposes

Determination of excused and unexcused absences, tardiness, and early departures: Based upon our district's education and community needs, values and priorities, the school district has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards. Whenever a child is absent, a written explanation signed by a parent/person in parental relation is required within **3 days** of return to school or the student may face disciplinary consequences (see page 10.)

Excused absence: An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics, approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.

Unexcused absence: An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g. family vacation, hunting, babysitting, haircut, obtaining learner's permit, road test, oversleeping.)

Class attendance is part of the grading procedure. Students may lose course credit after **21 absences** from a 1 credit course or 11 absences from a 1/2 credit course. Parents of all students in Grades 9 - 12 will be notified after the **10th, 15th and 21st** absences in a 1 credit course and after the **5th and 11th** absences in a 1/2 credit course. In the case of students with disabilities the CSE chairperson and the Guidance Office will also be informed. There will be a form that will be signed

by the principal, and then sent to the superintendent, to verify whether the student will or will not receive credit for the course when they have missed 22 days for a full course or 12 days for a 1/2 course. An appeal must be held within ten school days with the attendance committee. Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment. Excessive absences may result in elimination from attending summer school if the student is failing a course.

Students who are absent from class due to their participation in a school-sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school-sponsored events where instruction is substantially equivalent to the instruction, which was missed, shall be counted as the equivalent of regular attendance in class.

Upon returning to school following an absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

Students will be considered in attendance if the student is:

1. Physically present in the classroom or working under the direction of school personnel during the class scheduled meeting time, or
2. Working pursuant to an approved independent study program, or
3. Receiving approved alternative instruction

Appeal Process: Parents or students who believe there are extenuating circumstances related to attendance may appeal to the Principal. The appeal must be made within 10 school days. A committee composed of the Principal, School Counselor, School Social Worker, School Nurse, and all involved teachers will make the final decision.

Disciplinary Consequences: Unexcused absences, tardiness and early departures will result in disciplinary sanctions described in the district's Code of Conduct. Consequences may include, but are not limited to, in-school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated district personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions.

Intervention Strategy Process: In order to effectively intervene when unexcused absences, tardiness or early departures become excessive, the school counselor and the Principal's Office will attempt to pursue the following:

1. Identify specific element(s) of repeated infractions (e.g., grade level, time frame, type of unexcused absences, tardiness or early departures)

2. Contact the district staff most closely associated with the element; in specific cases where the pattern involves an individual student, the student and person(s) in parental relation will be contacted
3. Discuss strategies to directly intervene with specific element
4. Recommend intervention to superintendent or his/her designee if it relates to change in district policy or procedure
5. Implement changes, as approved by appropriate administration
6. Utilize appropriate district and/or community resources to address and help remediate student's unexcused absences, tardiness or early departure
7. Monitor and report effects of intervention

Steps to follow when absent from school:

1. When a student is absent, parents should call the school by 9:00 AM. A note must follow within three days.
2. If a student does not return to school after an appointment, the parents should notify the school.
3. Students cannot leave the campus for any reason without clearing through the Principal's Office or the Nurse's Office. Students will also check into school through the Principal's Office when entering late. All students entering late will be counted tardy. If a student is not in class for 20 minutes or longer, he/she will be counted as absent.
4. Tardy slips will be issued by the Principal's Office unless a student is detained by a teacher. The student must request a tardy slip from the detaining teacher.
5. Students entering late during any part of the day should bring a note from a parent to the Principal's Office stating the reason for entering late. Students exiting school early must bring a note to the office before school to receive their "early exit" slip.
6. Failure to follow the above procedures will result in the absence being recorded as unexcused and disciplinary action will be taken.

Tardiness: Tardiness means being late to homeroom or any class for any reason. Upon entering the building late for any reason, all students must report to the Principal's Office to obtain a pass to class. Students are responsible for making up any and all missed class work.

Passes: Passes must be used during the school day whenever the student requests or is required to leave class or study hall. Students are directed to report immediately to their destination. Loitering in the halls or traveling without a pass will not be tolerated and is subject to disciplinary action. Passes are also required to board the late bus. Students must obtain a pass from a teacher if

they are required to stay after school for any reason. Students without a pass will NOT be allowed to board the bus.

Perfect Attendance: A student must be in attendance every scheduled school day. They may have an excused tardy, or they may have an excused early release.

Doors/Entrance Areas

Students shall enter the building in the morning and after lunch through the main doors near the Principal's Office where the buses unload. After 7:48 AM all doors will be locked. All locked doors are to remain closed to maintain building security. Students exiting the building are reminded to close those doors as they leave. At 2:55 PM, all students will exit through the doors near the big playground, by the east end of the building. Students shall enter the building quietly, orderly, and without hats on their heads. Students should remain in the main foyer until 7:15 AM. At this time students interested in breakfast may report to the cafeteria. All other students report to designated areas.

Visitors

Students: It is generally recognized that school is a place for work and study; therefore, students are urged not to bring guests to school with them. A houseguest may accompany a student to school provided he/she observes the same rules and regulations as students and is approved by the principal. *No guests will be allowed during test weeks.* Advance arrangements are required and include:

- 2-day notice
- Approval of teachers
- Approval of principal

Adults: Adults must report immediately to the principal's secretary to register. After registering, a visitor's pass will be issued. It must be displayed clearly and worn at all times while on school grounds. Adults will return the visitor's pass to the office upon their exit of the building.

Parents/Guardians: Parents and guardians who wish to visit a classroom are expected to make prior arrangements with their child's teacher. Those who need to drop off materials such as swimsuits, homework, lunchboxes, etc., should leave them in the Principal's Office or the Guidance Office if the school day has started. Teachers will be contacted promptly with notification of an unplanned visit or the arrival of an item.

After School

All students are to leave the building when dismissed unless staying for a scheduled supervised activity or at the request of a teacher or the principal. A student waiting for the beginning of an event should stay in the lobby (near the principal's office) and not wander around the school unsupervised.

Any student who has been assigned late detention must report at the assigned time. If a student who does not attend, detention will be reassigned or adjusted according to the code of conduct. If

a student refuses to attend detention this is considered to be insubordinate. Insubordination may bring with it a suspension from school unless a penalty is served.

Parents Picking Up Students

Parents who come for their children during the school day, or who have been called by the school to pick up their child due to illness, etc., **must report to the principal's secretary before the student will be released.** Parents who wish to have children picked up by someone other than themselves must provide *written permission* before the student will be released; and that person should be listed on the student's "Emergency Authorization" card as having authority to pick up the student. Parents should drop-off and pick-up their children in the front of the building. Parents should park in the appropriate parking spaces when dropping off or picking up their children. The access road to the rear of the building should be used only in an emergency. **Parents arriving at pickup time are not allowed to walk through school until the end of the day.**

Students Leaving School

All students must notify the principal's secretary or Nurse's Office before leaving the building. The office must have verification of parent permission for the student to be excused. Seniors and National Honor Society students, who have sign-out privileges, must sign out with their assigned study hall teacher and on the log maintained in the Guidance Office if they leave the building during their sign-out. Students must include time of departure and arrival in the Guidance Office log. Failure to do so may result in disciplinary action.

Cafeteria

Students should observe the following rules of courteous cafeteria behavior during breakfast and lunch times:

1. Leave the table and surrounding area clean and orderly
2. Replace chairs, put trash in proper containers
3. Do not leave the cafeteria while eating. Food may be transported with permission from a teacher. Food and drink may not be consumed in the halls. Food and drink may be consumed in the classroom only at the teachers' discretion. Food and/or drink consumed in the hallways will be confiscated and disciplinary action for repeat offenses will result.
4. During lunchtime, students are to remain in the cafeteria until dismissed or released by a teacher/cafeteria monitor.
5. Students are expected to be quiet and not disruptive.
6. Students may not be released from class to come to the cafeteria for food other than for their scheduled lunch time.

Lunch Time

Lunch may be brought from home or enjoy lunch provided by the cafeteria staff. Each student is assured of a well-balanced noon-day meal.

Walkers in grade 12 or who are members of the National Honor Society may go home for lunch if parents complete a parent permission form. Students are not to leave the school in a vehicle during this time. All other students must remain in the cafeteria.

No student without permission is permitted downtown during the lunch period. This privilege is subject to suspension should a student behave inappropriately in school or downtown. Any students on the academic ineligibility list may not leave the building at lunch time (see page 33.)

Articles Prohibited in the School

The following articles are hazardous to safety or disruptive to classes, and are prohibited in the school. **Prohibited articles that are confiscated will not be returned to the student.**

1. Tobacco products (cigarettes, cigars, smokeless tobacco (snuff), chewing tobacco, vapes, etc.)
2. Water pistols
3. Sling shots
4. Weapons
5. Firecrackers, smoke bombs, rockets, etc.
6. Horns and other noisemakers
7. Cap guns
8. Drug paraphernalia and literature
9. Pornographic or sexually explicit material
10. Laser pointers
11. Jewelry with spikes or drug symbols
12. Alcohol
13. Lighters and matches

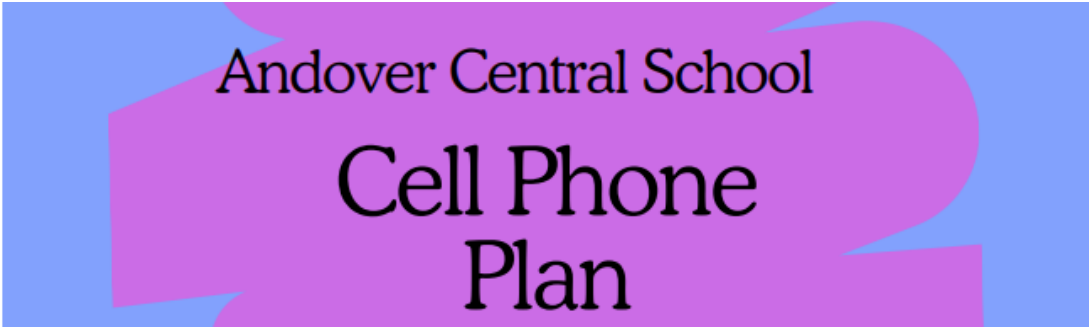
Backpack Policy

Students will be permitted to use a backpack during the school day. They are permitted to use backpacks to carry books and supplies to and from school but are permitted to carry them between classes. No cell phones are permitted during the school day and must be checked into the office.

Cell Phone Plan

Starting with the 2023-24 school year, Andover Central School will no longer allow students to have cell phones or any smart devices with the ability to send or receive text messages on their persons for the duration of the school day. Students may use headphones and earbuds in class with teacher permission if required for classwork. If any of these items are brought to school, they must be turned off and placed in a locker or turned in to the Main Office for safekeeping

before the first period of the school day. Students with medical needs for a device will not be affected but will be held to the same standard of use during operating hours. Students will not be allowed to keep their electronics in their backpacks; if we find this a problem, bags will no longer be allowed to be carried from class to class.

The title graphic features the text "Andover Central School Cell Phone Plan" centered within a purple speech bubble shape. The background behind the bubble is a light blue color with abstract purple shapes.

Violation #1

The first violation will result in the cell phone being confiscated and taken to the office. The students can pick up their cell phones at the end of the day.

Violation #2

The second violation will result in the cell phone being confiscated and taken to the office. The office will notify the student's parent/guardian, and must come to school to pick up the phone.

Violation #3

The third violation will result in the same consequences as Violation #2, along with two detentions for the student. The phone will also need to be turned into the Main Office each day for the remainder of the school year.

The district also reserves the right to increase disciplinary actions for repeated violations and/or egregious offenses.

Faculty Room - Student Access

Students are not permitted in the faculty room at any time.

Surveillance Cameras in the School District

The Board of Education recognizes its responsibility to promote and foster school safety and ensure a safe and effective learning environment. After having carefully considered and balanced the rights of privacy with the District's duty to promote discipline, health, welfare and safety of staff and students, as well as that of the general public who has occasion to use school facilities, the Board supports the use of surveillance cameras when necessary in its schools, its buses and/or on school grounds. District surveillance cameras will only be utilized in public areas where there is not "reasonable expectation of privacy." Audio recordings shall be used on the buses only. This does not preclude the use of audio recordings by law enforcement officials in accordance with their official duties and/or as otherwise authorized by law.

A copy of the entire policy is available in the Superintendent's Office.

Lockers

Lockers are not the exclusive property of the individual student, but are loaned for student use and convenience. Lockers should be kept neat and clean. Damages caused will be charged to the student responsible. Combinations should be kept secret to avoid theft or damage. Lockers should be kept ***LOCKED AT ALL TIMES***. The school is not responsible for replacement of, or payment for, materials stolen from lockers. Students are cautioned not to keep money or other valuables in their lockers. Turn in such items to the office for safekeeping. Any problems involving individual lockers should be reported to the Principal's Office immediately. Students should limit visits to lockers to those times when they can do so without being tardy to class, before first period for morning materials, at lunchtime and after school. The following locker rules must be observed:

1. Do not deface the inside or outside of the locker
2. Do not store combustible material within
3. Do not store food or drink in the locker overnight
4. Do not overload the locker, necessitating forcing the door closed
5. Do not hang posters of lewd pictures, illegal substances, or materials considered to be in poor taste

Lockers are to be cleaned out at the end of the year. **LOCKERS MAY BE OPENED AND INSPECTED BY SCHOOL OFFICIALS AT ANY TIME.**

Student Appearance

Please refer to the Student Code of Conduct (Page 41).

Academics

Response to Intervention (RtI). RtI services are provided to students in need of extra assistance to meet state standards. Students are identified for RtI by a combination of teacher recommendations, RtI committee, iReady Diagnostics, classroom performance, and NYS assessment results. Services available include, but are not limited to: additional academic support, study skills, behavior, OT & PT, and counseling services. Parents are notified if their child is referred for AIS, and of their progress quarterly.

Schedule Changes. Students will be allowed to drop or add a course during the first four weeks for a full year course and two weeks for a half year course. Only under extenuating circumstances may an exception occur after that time. This will be granted only after consultation between the teacher, students, parents and administration. **After the grace period mentioned above, withdrawal from a class will result with a “withdrawal-pass” or a “withdrawal-failure” on that student’s final transcript. Students will not be allowed to drop a class after 10 weeks for a semester class, or after 20 weeks for a full-year class.**

Letter Grade	Numerical Grade
A+	100 - 97
A	96 - 93
A-	92 - 90
B+	89 - 87
B	86 - 83
B-	82 - 80
C+	79 - 77
C	76 - 73
C-	72 - 70
D+	69 - 68
D	67
D-	66 - 65

College Level Courses. If a student is interested in taking a college level course, he/she needs to make arrangements with the guidance counselor. College courses earn both college and high school credit. If the college professor provides a numeric grade, that score will be recorded. The chart on the right will be used to convert the letter to a numeric grade. The formula below will be used to convert student grades from a percent to a 4.0 scale.

Converting grades to a 4.0 scale:

GPA is 82.6×4 divide by $100 = 3.3$

BOCES Regulations

1. Students register for BOCES programs during their sophomore year.

2. Students spend one half day at BOCES in programs for their junior and senior years. The other half day is spent at Andover, fulfilling graduation requirements and taking other classes they might want.
3. The student is an Andover student and is subject to all Andover School policies during BOCES attendance.
4. The BOCES programs are two years in length, 1,000 hours of classroom and laboratory instruction. The student receives 6 units of credit toward graduation and a sequence in the area studied.
5. Students taking a career and technical education course will also be working towards .5 credit of math and .5 credit of science in their junior and senior years, both with the possibility of earning 1 credit of technical math and 1 credit of technical science.

Vehicles: Students driving to BOCES must have proper papers signed and approval given before driving to BOCES. He/she must pick up a permit from BOCES, have it signed FIRST by parents and then by the principal. No passengers are allowed in these instances unless approved by both the principal and the BOCES administrator.

7th & 8th Grade Promotion Requirements: A committee composed of teachers who worked with 7th and 8th grade students during the year, the school counselor, and the principal will decide the educational program of each student under discussion.

1. Any student failing two core (English, social studies, science, mathematics) subjects, or 1 core and any 2 other courses, will repeat the grade unless the committee recommends passing in special cases based on attendance and effort. The outcome of such cases will be determined by the administration.
2. Any student who has failed two core subjects and who attends and passes summer school will be promoted in keeping with the attendance policy. (See Summer School Grading Policy.)
3. A student must participate in all courses, for the full duration of that course (e.g. 10 weeks, 1 semester, full year) to be considered for promotion either from the 7th to 8th grade or from the 8th to 9th grade.
4. The State of New York requires students to have completed the following by the end of grade 8:

English	2	units of study
Social studies	2	units of study
Science	2	units of study
Mathematics	2	units of study
Technology education	1	unit of study
Second language	2	units of study
Home & career skills	3/4	unit of study
Health education	1/2	unit of study

Art	1/2	unit of study
Music	1/2	unit of study
Physical education	1	unit of study

High School Graduation Requirements:

Regents Diploma Required Courses:		Advanced Designation Regents Diploma Required Courses:	
English	4	English	4
Social studies	4	Social studies	4
Math	3	Math	3
Science	3	Science	3
Foreign language	1	Foreign language	3 *
Art / music	1	Art / music	1
Health	0.5	Health	0.5
Physical education	2	Physical education	2
Sequence/electives	4.5	Electives	1.5 *
Intro. to occupations**	0.5	Intro. to occupations **	0.5
Computers**	0.5	Computers**	0.5

** This is a local requirement – not a state requirement for graduation.

Regents Diploma Exam Requirements:

Regents Diploma
Required State Exams: (Passing score is 65 or above)
 English language arts
 1 Math
 1 Science
 US History
 (Plus 1 More Regents exam:
 Global, math, science, or CTE)

Advanced Regents Diploma
Required State Exams: (Passing score is 65 or above)
 English Language Arts
 Integrated Algebra, geometry,
 Algebra 2/trigonometry
 Global Studies
 US History
 Science (2)
 Foreign Language

For a complete list of NYS approved diploma options, contact the School Counselor’s Office.

* Students may complete 1 credit of foreign language and 5 credits in the area of art, music, technology, vocational education or fine arts, and earn an advanced regents diploma.

Andover Central School students are required to take a minimum equal of 7.0 credits of academic assignments during their freshman year, and a minimum equal of 7.5 credits of academic assignments during their sophomore, junior and senior years. The number of high school credits a student has earned determines what grade level he/she is in. The following is the minimum amount of earned credits a student must have to be a:

- Sophomore - five (5) credits
- Junior - eleven (11) credits
- Senior - seventeen (17) credits

Ranking Procedure: Student rank is normally computed at the end of the student's junior year at Andover Central School. Averages are computed in the following way:

1. All numerical high school grades, along with summer school grades, are used for ranking. If the subject has been repeated, the highest grade is used. Eighth grade subjects taken for credit are included. ("P" or "F" grades are not used.) Band and choir at the junior high level are NOT included.
2. Averages are computed using the amount of credit per class.

Example: 95% grade for 1/4 credit = 22.75 (number used)
 95% grade for 1/2 credit = 47.50 (number used)
 95% grade for 1 credit = 95.00 (number used)

3. In addition, a weighting system is used for determining GPA. Any class in which a Regents exam is given, receives 1.02; AP and College classes receive 1.05.

Example: English 11.....grade 84 x 1.02 = 85.68 (number used)
 English 12.....grade 84 x 1.00 = 84.00 (number used)
 ACE English.....grade 84 x 1.05 = 88.20 (number used)

5. Add all high school grades. Add all high school credits. Divide grade total by credit total for average; carry three (3) decimal places to split ties.

Example: 95.69302 - 3-yr. average
 Credit total - 21.5
 2057.50 - grand total

5. After all averages are totaled and figured, they are ranked from highest to lowest, by the total number of students in the class at that time (excluding non-diploma candidates).

Grading: Final marks are determined as follows: Add total average for the four marking periods, plus final exam grade or equivalent, and divide by five for final mark. In a one-semester course, each of the two ten-week marking period grades will be added twice with the final exam grade, and divided by five for final mark. Once per course a teacher, with principal approval, may issue a student a circled 55. This mark reflects that the student earned an actual grade lower than 55, but their grade for one quarter has been elevated to 55. This circled grade may be moved depending on which quarter is the lowest.

Exams: Any student having a cumulative average for four quarters of 90% or higher may be exempted from a final exam in that course. This applies only to local exams and is *at the discretion of the teacher*. *Only a written doctor's excuse will be accepted for missing an exam*. The excuse is to indicate that the student was seen by the physician and was unable to take the specific exam as

scheduled. Regents exams cannot be rescheduled. The guidance counselor and teacher should be notified if a student is unable to take an exam. Final exam grades will not be released until the last regents exam is completed.

Re-taking a Regents Exam: If a student retakes a Regents Exam and scores higher than the previous Regents Exam, their new score will be figured into their final average for that course. Students currently enrolled who need to retake a Regents Exam because of failure of the previous test, must also re-take the corresponding regents course before re-taking the Regents exam, including summer school, if needed.

Repeating a Course: Students in grades 9 - 12 who are repeating a course may take a final exam in that course and, if they pass, will not have to finish class work. The following conditions/terms apply.

1. The student must spend one semester of the following year in that same course. The repeated course must be in addition to the required courses and fit into the established schedule.
2. The student must request this test option in writing to the subject teacher and the School Counselor's Office.
3. The instructor will develop the final exam.
4. The final exam must cover the entire course's work.
5. The student will make arrangements with the instructor as to the time and place of the exam – by the end of the marking period.
6. Passing or failure will be determined by adding each of the two ten-week marking period grades twice with the final exam grade and dividing by five (5) to determine the final grade. Only a final grade of 65 or better is considered passing.

Doubling Up: Doubling up will be considered taking more than one course in a subject area that is required for graduation (i.e. taking both English 11 and 12.) Doubling up can also be defined as taking 2 years' courses in the same year in an attempt to graduate early. Doubling up will be determined on a case-by-case basis. Students wishing to double up will need to make arrangements with the School Counselor's Office. Teacher input will be considered in granting permission to students to double courses. Administrative approval is required.

Summer School Grading Policy: If a student fails a course, and it is offered in summer school at BOCES closest to Andover, transportation will be provided by the school. The final grade for the course will be determined by the grade obtained at summer school. In order to receive credit, the resulting number must be 65 or higher. If the student fails the summer school course/courses, they will be billed for the cost of the course.

Report Cards: Report cards will be marked at 10-week intervals, for a total of four marking periods. Students/parents will be informed via report card of the subject, teacher, and mark for that marking period. Report cards for grades 7-12 will be mailed to students. Final report cards may be held until the year's obligations (financial, library books, etc.) are met.

Incomplete Course Work: To receive credit all class work must be completed and turned in before the last class of each marking period. A student may request an incomplete from the classroom teacher. No incomplete will be granted without consultation between the teacher, school counselor, student, and parents. Each student will develop a plan for completing the work. The teacher will share with the student and parent the procedure for grading and when work is due. Other than above, grades marked at the end of a grading period are final.

Final Marks: Final marks are determined as follows: Add total averages for the four marking periods plus final exam grade and divide by five for final mark. In a one-semester course each of the two ten-week marking period grades will be added twice with the final exam grade and divided by five for final mark.

Homework: Students will receive a written copy of homework procedures from each teacher.

Honor/Merit Rolls:

- Merit Roll: Students must maintain an overall average of 85 or above.
- Honor Roll: Students must maintain an overall average of 90 or above.

To determine the average, the 10-week grades are added together and divided by the number of subjects taken. Honor/merit roll status will be indicated on the students' report card each quarter. Honor/merit roll lists will be publicized.

Students who have a failing grade for one or more classes at the end of a marking period will not qualify for merit or honor roll.

Textbooks

Textbooks and other necessary learning materials are loaned by the school district. Students must care for these materials. Failure to do so will result in a fine to cover the cost of a damaged/lost book. Academic ineligibility may result for any fines not paid at the start of the new year.

Assemblies

Students are required to attend all assemblies unless specified by the administration or teachers.

BOCES students will not miss instruction at BOCES for assemblies unless approved by the principal. Students are expected to arrive at all assemblies on time, find a seat quickly, and cease talking when the program begins. Food, drink, and gum are not allowed. Students should be seated in a respectful manner with their feet on the floor and their heads off the back of the chairs. Unexcused absences from an assembly will result in disciplinary action.

Study Hall Procedures

Study hall periods should be valuable time for all students. In order to make the best use of the time available the following rules are necessary:

1. Students should plan work in advance and come to study hall with enough work to take up the whole period. It should not be necessary to go back to the lockers for books, papers, pencils, etc.
2. All students will be in their seats at the beginning of the period for attendance.
3. Study hall teachers will not issue passes. Students may not leave the study hall to go to another classroom if they do not have a pre-signed pass.
4. Only one person will sign out at one time for the restroom nearest the study hall. The student will sign out at the teacher's desk, indicating the time leaving and returning.
5. Students wishing to see the counselor or principal should have a pre-signed pass. In an emergency, the teacher will call the appropriate office for approval.

Study hall is a place where a student can work in an orderly quiet environment without disruption of other students. This is your right as a student and it will be enforced.

Media Center

The Media Center is a reference room. Preference will be given to students doing research and assignments requiring library resources. Recreational reading, obtaining books for book reports, and use of library materials will receive priority when requesting to stay in the library.

Support Services

School Counselor's Office: The school counselor is available for scheduling, future planning, maintaining information regarding graduation requirements and student progress towards meeting requirements, career counseling, social-emotional counseling, crisis counseling and intervention, and effective education. The counselor will meet with students throughout the year to check on student progress and to make graduation and post-graduation plans. In addition, the counselor will invite parents in with their child to discuss graduation and student schedules.

Psychological: The school psychologist performs psycho-educational evaluations to identify learning and social-emotional challenges that affect education, and develop interventions to improve academic functioning. In addition, the school psychologist provides social-emotional counseling, crisis counseling and intervention, and effective education.

Agency Support: Various agencies provide services to our school. They offer services to supplement and enhance the education of our students.

- **Allegany Council on Alcoholism and Substance Abuse:** This agency provides drug awareness education, along with prevention programs at the elementary, middle, and high school levels. Educators from the Council will work with students as part of their health education.
- **Project Know:** This agency supplements our school's teen pregnancy prevention and sexuality education. Educators from this program will teach lessons through our school's grades 5, 6, 8, and high school health classes.
- **ARA Counseling:** A Counselor provided by the ARA/Wellsville Counseling Center will be in our school one day each week. This counselor is certified and will be providing counseling services to our students. Written permission will be obtained prior to commencing counseling services.
- **Other agencies:** Other agencies may provide services within our school throughout the school year. You will be informed either directly or through our school newsletter of their involvement.

Affective Education: The school psychologist and the school guidance counselor will be working with teachers and students to provide effective education through school-wide programs and within the classrooms. Affective education encompasses character education, social skills, and other areas that affect social-emotional functioning.

Classroom Consultation: Both the school psychologist and the school counselor will consult with teachers, administrators, and parents throughout the school year regarding student performance.

Counseling: Individual and group counseling services are available at our school from the school psychologist and school counselor. Counseling provided within the school will focus on school-related issues that affect success within the school setting. Students may periodically be invited to participate in group counseling to work with their peers on improved social skills or to serve as a positive role model.

The school counselor and school psychologist are available to address general student concerns and questions; however, parent permission will be obtained before formal counseling is initiated.

Confidentiality will be maintained between the counselor and the student; however, limits are placed upon confidentiality whenever an issue regarding safety arises.

Child Action Team: This is a team of people that meet regularly to discuss students that are struggling and maybe even failing. When a student is referred, the team will meet to discuss strategies to help that student.

Committee on Special Education: This is a district-wide committee that meets regularly to ensure that the needs of students with disabilities are met. Some services that are available are:

- Resource room
- Direct consultant teacher

- In-direct consultant teacher
- Therapies, such as occupational therapy, physical therapy, speech, and counseling

Special Education and 504

Andover Central School is committed to improving educational results for children with disabilities. If a student is suspected of having a disability, parents have the right to request that the school psychologist conduct an individual evaluation of their child to determine if handicapping conditions exist and what services or modifications are needed. If you need any assistance in regards to special education please contact: Julia Spencer, Director of Pupil Services at 607-478-8491, ext. 230 or Molly Turner, Principal, at 607-478-8491, ext. 240.

TITLE IX

It is the policy of Andover Central School not to discriminate on the basis of sex, sexual orientation, age, marital status, military status, political affiliation, race, creed or religion, color, national origin, or use of a recognized guide dog, hearing dog or service dog, or disability in the employment and educational opportunities it offers, including career and technical educational opportunities as required by Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with Title IX may be directed to the Director of the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C. or to Andover Central School Title IX Coordinator, located at Andover Central School, 31-35 Elm Street, Andover, New York. The Andover Title IX Coordinator is Jennifer Joyce Superintendent, 607-478-8491, ext. 224

Parent Conferences

Parent conferences with teachers and administrators are encouraged and welcomed. These may be initiated by the parent or by the school as the situation arises. Close contact between the home and the school will result in a strong learning environment for the student.

Set conference days occur two times a year (once after each of the first and second marking periods). Parents are encouraged to set up a meeting time with the teachers prior to the conference day. Failure to do so may result in the teacher being unavailable to meet with them. Teachers will be directed to take their dinner between 4 and 7 p.m.

Computer and Internet Acceptable Use Policy

As Andover Central School gains access to new technological resources, we also assume new responsibilities. Our goal is to provide access to diverse technology, to support learning and enhance instruction, and to do so in a manner that is both ethical and consistent with promoting educational excellence. Student access to the District's computer system will automatically be provided unless the parent/guardian has submitted written notification to the District that such access not be permitted.

I. Purpose of Acceptable Use Policy

This Acceptable Use Policy establishes a set of guidelines for students, teachers, administrators, and all other users of the Andover Central School computer networks and technological equipment. It is designed to reinforce honesty, integrity, respect for the rights of others, and respect for the law. Violations of the Acceptable Use Policy will result in loss of access, as well as other disciplinary or legal actions, if applicable.

II. Terms and Conditions

Andover Central School is now providing access to various computerized information resources through the use of the district's computer system. This may include access to electronic mail, on-line services, and the Internet. Although our school's Internet service is filtered, it is impossible to screen or review all of the available materials. Use of this system is conditioned upon written agreements by both the user and parent/guardian that uses of our system will conform to the requirements of this policy.

It should be noted that use of the ACS computer equipment, Internet accounts, and networks and information is a privilege, not a right. As such, these privileges can be restricted, denied, revoked, or suspended.

All data files stored on district equipment, like school lockers, remain the property of the school district and are subject to control an inspection. Student e-mail is subject to search under Federal law. Any messages transmitted are under school jurisdiction and should not be considered private.

III. Standards of Behavior

- Use of the district computer resources for non-academic reasons will only be allowed with authorization from proper school personnel
- Software and hardware are the property of Andover Central School and should not be treated improperly or removed from their designated areas.
- There should be no violation of privacy and personal safety. Do not give out personal information such as age, phone number, address, etc. over the ACS computer network. Violations of the privacy of others will be considered a severe offense.

IV. Lawful Use of Copyrighted Materials

- Unlawful duplication of computer related material or violations of copyright laws is prohibited.
- No person is allowed to install personal software on district computers without proper authorization.

- No person is allowed to install district software without proper authorization.
- Only public domain files (files available for public use) and files in which the author has given expressed written consent may be uploaded to the system. Individuals may download copyrighted material only for their own use following the provisions set forth in the U.S. Copyright law.

V. Illegal and Commercial Uses of the Internet

- Use of ACS computer networks for political, illegal, commercial, obscene, or other inappropriate purposes is not acceptable and will be addressed under the severe clause.
- Do not abuse computer or network hardware.
- Do not fraudulently use another person's name to send or receive messages. Violation will be considered a severe offense.

VI. Accessing Information Inappropriate For Students

Speech and actions that are inappropriate in an education setting and violate current school policy are prohibited. These include:

- Inappropriate Language or Graphics – obscene, offensive, disrespectful, harassing, threatening, prejudicial, false, defamatory, or disrupts the educational process/environment
- Dangerous Information – Information that if acted upon, could cause damage or danger.

VII. Use of Unauthorized Software – It is illegal to knowingly alter or destroy computer data.

- Do not copy or modify server or network system files.
- Do not copy any software or files that are the property of ACS.
- No attempt should be made to infiltrate a computing system or damage or alter the software components or network.

VIII. Unauthorized Access to Files

- All files stored on the district technology systems are the property of Andover Central School and may be viewed by the network administrator and/or school administrators at any time.
- Keep passwords confidential.

- Do not try to learn the passwords of others.
- Do not try to read, modify, or delete files of other individuals.

IX. Disclaimer of Responsibility

Andover Central School will take extreme caution and make every reasonable effort to monitor proper technology use; however, the students and parent/guardian must also accept responsibility. There are areas of the Internet which may contain questionable material and inaccurate information. As a result, Andover Central School disclaims any responsibility for any inappropriate or objectionable materials that a student may obtain through school use of the Internet. Any information furnished by an individual to another user via the Internet is at the user's own risk. Andover Central School specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services. In addition, Andover Central School is not responsible for loss of data caused by the negligence or the user's errors or omissions.

X. Internet Violations

Whenever possible, violations will be dealt with according to the terms of the ACS Code of Conduct. Inappropriate use of the Andover Central School computer information networks may also result in the following:

- Suspension or revocation of computer access
- Suspension or revocation of information network access
- School suspension or expulsion
- Legal action and prosecution by the authorities

Fire Drills

The signal for a fire drill is the ringing of fire alarm bells located throughout the building corridors. Before leaving the room, windows will be closed and lights turned off. Exit directions are posted in each room. Exit will be made in a single file line from each room. A double file will be formed in the corridor where there are rooms on each side. Students from the left-hand rooms will form the left hand column and students from the right-hand rooms will form the right hand column. Students are to walk, not run; an orderly exit is essential. There will be **NO TALKING** in lines. Outside doors shall be opened and held open by the first two students reaching them. The last two students leaving will close the doors. Classes should be taken a minimum of 50 feet from the building for safety reasons and to allow access for firefighters and equipment. Students will remain outside until the "all-clear" signal is given, then walk in as they walk out. The students shall accompany the teacher and are expected to follow all teacher instructions.

Lock Down

At times a lock down may need to be enacted. An announcement will instruct all persons in the building to follow the procedures for a lock down. All class activities are to stop. Students are to follow instructions from their teachers. They are to remain quiet at all times. No one is to leave a classroom, for any reason, unless instructed by administration until a second announcement concludes the lock down.

If a student finds him or herself outside a classroom when the announcement is made, they are to enter the nearest classroom and immediately inform the teacher which class they had been released from.

Severe Weather Relocation

There may come a time when severe weather threatens the building during our normal operating hours. An announcement will inform all persons to follow the severe weather procedures. Students are to quietly follow their teacher's instructions to relocate to an interior section of the building, on the first floor if possible. Once relocated, students are to stay with their teacher and sit in a prescribed manner to reduce potential harm. An announcement from the administration will end the procedure. Students are to return with their teacher to class.

Health Services

Health services are available for every student. They include the physical health assessment (vision, hearing, health exam), referrals to home and to health agencies, counseling for health and personal concerns, and assistance in obtaining health information and resources.

If a student becomes ill in school, the student should report to the school nurse after receiving permission from the classroom teacher. Students should not leave the building because of illness without receiving permission. Parents will be contacted if their child is ill and will need to go home.

New York State Education Law prohibits the School Nurse from dispensing any medication to school children or to personnel except under specific regulations when a medication is prescribed by a private medical provider. The following procedure must be followed when administering medications in school.

1. The school nurse must have on file a written request from the family provider which indicates the prescribed medication. This includes all over the counter medications and cough drops.
2. The school nurse must also have on file a written request from the parent or guardian to administer the medication as ordered by the family provider.
3. The medication should be delivered directly to the school nurse by the parent or guardian. No medication should be brought in by the student.

4. Medication must be labeled from the pharmacy and in an original container.

When your child is ill they should be kept at home. The following are some guidelines that should keep your child home:

- Fever of 100.0 or more, and fever free for 24 hours without fever reducing medication.
- Vomiting or diarrhea within last 24 hours
- Eye or ear drainage
- Continuous cough or runny nose
- Pink eye, lice, or any contagious illness
- Need to be home for at least 24 hours after starting an antibiotic

When your child is absent from school, please call the school and notify us. When they return, please write an excuse with the date of absence, the reason for absence, and a parent or guardian signature.

Health Screening, State Mandated:

Physical exams are required for all new students, Pre K or kindergarten, 1st, 3rd, 5th, 7th, 9th, and 11th grades. These health screening requirements are subject to change annually due to the changes by New York State. Examinations may be done by your child's primary care provider or they can be done by the school physician. Parents will be notified when physicals will be given. If you do not wish to have the school's physician perform the exam, a form will be given to have it done by your own provider at your expense.

All students will have the following screenings done by the school nurse each year: height, weight, BMI, vision, and hearing. Scoliosis checks for boys will be 9th grade and girls will be 5th and 7th grade.

If any abnormalities are found, you will be notified in writing. You can then arrange a follow up with your own provider. A letter will also be given for return, after the follow up for your child's record.

Head Lice: All elementary students are screened for lice randomly throughout the year. Any child found to have lice or nits will be sent home with treatment instructions. Children will not be allowed to ride the bus home. They must be picked up. They are to be rescreened before entering the classroom again. The School Nurse will also need to see the box top or packaging of what was used to treat the child.

Accidents

Every accident in the school building, on the school grounds at practice sessions or at any athletic event sponsored by the school must be reported immediately to the person in charge and to the school nurse. The person in charge must file a formal written accident report within 24 hours.

Extra-Curricular Activities

Attendance: Students participating in extracurricular activities are expected to be in all classes for the full day on the date of the activity in order to be eligible to participate. In addition, any student involved in an extra-curricular performance or scheduled competition ***must be in all classes for a full school day on the date following that performance or competition.*** Failure to do this may result in being ineligible for the next performance or competition. Exceptions to these requirements may be reviewed and acted upon by the principal.

Behavior: Extra-curricular activities supplement the regular instructional program and afford opportunities for a wide range of experiences, both academically and socially. Extracurricular activities during the school day will not be allowed to interfere with the minimum instructional time for the school day. Students are responsible for submitting assignments due on the day of the trip. Students are responsible for obtaining assignments missed while on a school-sponsored trip.

Field Trips: Students are expected to submit assignments the following class period upon returning from the trip. Students who participate in school approved trips shall be considered as in school while on the trip. (All school rules and policies apply.) Students shall not do anything to cause Andover Central any embarrassment while participating in extracurricular activities. Violation of this policy may result in:

1. The student being barred from all school trips for the remainder of the school year and restitution for any and all damages incurred. This will be an administrative decision.
2. Should the behavior on school trips be serious enough in nature, an additional year may be imposed by the school board.
3. Student behavior on school trips may have penalties already covered in other policies that may also be added.

Academic Eligibility: Eligibility in extracurricular activities is a privilege. This privilege is based on a student's academic performance. Should the student's academic performance diminish, restrictions will be placed on the student's involvement in these extracurricular activities.

Students who are ineligible may not participate in or attend any extracurricular activity.

Additionally, if a student is ineligible he/she can't sign out of a study hall without a pre-signed pass from a teacher.

Going out /going home for lunch is a privilege. If a student is ineligible, he/she can't leave the cafeteria at lunch time. It is the student's responsibility to tell the lunch monitor that he/she will not be in the lunchroom. If the monitor is not told, then that student will be assumed to be skipping.

ANDOVER CENTRAL SCHOOL DISTRICT
ELIGIBILITY PROCEDURE

Academics + Character = Success

Extra-curricular activities affected by the eligibility policy include, but are not limited to:

- All interscholastic sports
- After school performances, non-credit bearing
- Clubs and class activities
- Student council activities
- Managers of athletic teams and score keepers
- National Honor Society
- After school functions as a spectator

The Junior/Senior Prom and Senior Trip are dealt with in a slightly different manner.

A student who is ineligible can still attend these functions under the following circumstances:

Prom: The student needs to attend 4 study sessions during the week leading up to the prom.

Senior Trip: The student needs to attend 4 study sessions the week prior to the day the trip begins.

A student's eligibility for extracurricular activities will be based on their course average as reported by their teachers on a weekly basis every Friday afternoon. The passing average for any course is 65. When a student is failing one or more courses, he/she will be required to attend academic remediation as described in the table below.

<u>Number of Courses Failed</u>	<u>Number of Nights of Academic Assistance</u>	<u>Eligibility Status</u>
1	1	Limited Eligibility*
2	2	Limited Eligibility*
3+	4	Ineligible

*In order to maintain their eligibility, the student must bring adequate work to each session. **Adequate work is defined as work pertaining to the course(s) he/she is failing.** If the student brings adequate work and works effectively, he/she will maintain their eligibility for extracurricular activities. If the student does not work effectively during remediation, creates a disturbance during these sessions, or fails to report for a remediation session, he/she will remain ineligible.

Students failing one or more subjects are required to report to the minimum number of sessions per week beginning the Monday following issuance of grades on Friday afternoon and continuing through the following Friday with the issuance of the next weekly grade. Students are expected to attend all academic assistance sessions during this time period in order to maintain their eligibility for extracurricular activities and interscholastic athletics. Sessions will be held Monday through Thursday from 3:00 PM until 4:00 PM. A late bus will be provided for those students requiring transportation.

Holidays/scheduled days off **do not** count as a day of academic requirements. However, snow days, unscheduled closings, or early dismissals **do** count as a day of academic attendance. Example: If a student is failing 1 subject, and there is a day off, he/she still needs to attend 1 day

that week. The only exception will be when the student needs to attend 3 or 4 nights of academics, and there are only 2 days to attend; he/she will be eligible if he/she attends those 2 days.

There will be no exceptions to attending study sessions. There will be no make-up study sessions. For example, if a student misses study sessions because of being sick, he/she will remain on the ineligibility list the following week. If a student doesn't make the required number of study sessions, he/she will be ineligible the next week.

Academic Release: A student may be released from academic ineligibility when their grade is above a 65 as reported in the weekly grade report issued every Friday afternoon.

Dances

1. All dances must be sponsored by a class or organization; it will be their responsibility to secure the necessary chaperones; chaperones will include a minimum of four chaperones including two staff members (a male and a female if possible.)
2. Open to 7th - 12th grades only (with the exception of prom). All dates will be less than 21 years old unless enrolled at Andover or permitted to attend at administrative approval.
3. Non-alcoholic beverages only
4. **Once a person leaves, he/she may not return**
5. Chaperones will detain intoxicated or unruly students and call parents

National Honor Society Selection

National Honor Society selection procedures for membership are posted in each classroom. The procedures are as follows:

Scholarship: Scholastic eligibility is based on a cumulative scholastic average (not rounded.) Classes eligible for induction in November 2019 and after must have a cumulative scholastic average of at least 85%.

Students can be tapped to apply for membership if they have the required grade point average after the first marking period of their sophomore, junior or senior year. These students will be

given a packet with an information sheet to fill out listing their extra-curricular and out of school activities. A letter of recommendation is also required.

A committee consisting of the NHS advisor and five faculty members will then be asked to evaluate the candidates using the information that the student submits plus evaluations from other faculty and staff. After the evaluation is complete and if a student is voted in by majority vote, they will be notified at the beginning of the second marking period.

New NHS members are selected by achieving the required GPA, completing and submitting the activity pages, letter of recommendation and evaluations submitted by faculty and staff. Guidelines for consideration will be given to every faculty member to determine whether or not a candidate meets the high qualifications for this national honor. The national organization has stated that out of school service can be considered in the selection process as this is a small school with a limited number of possible extra-curricular activities, outside service and activities are helpful clues to the character of the student. **Please note that students are not guaranteed for selection for NHS membership just because they have been tapped to apply. Also, students who do not submit the activity pages will not be considered for NHS membership.**

Guidelines are as follows:

Service: Each student must have been involved in at least three different service projects. Out-of-school projects may be included.

The student who serves:

- is willing to uphold scholarship and maintain a loyal school attitude
- participates in outside activity: Girl Scouts; Boy Scouts; church group; volunteers services for the aged, poor, disadvantaged; family duties; etc.
- volunteers dependable and well-organized assistance, is gladly available, and is willing to sacrifice to offer assistance
- works well with others and is willing to take on difficult or inconspicuous responsibilities
- cheerfully and enthusiastically renders any requested service to the school
- is willing to represent the class or school in inter-class and inter-scholastic competition
- does committee and staff work uncomplainingly
- shows courtesy by assisting visitors, teachers, and students

Leadership: Members must belong to two or more school organizations.

The student who exercises leadership:

- is resourceful in proposing new problems, applying principles and making suggestions
- demonstrates initiative in promoting school activities
- exercises positive influence on peers in upholding school ideals
- contributes ideas that improve the civic life of the school
- is able to delegate responsibilities
- exemplifies positive attitudes
- inspires positive attitudes
- inspires positive behavior in others
- demonstrates academic initiative

- successfully holds school offices or positions of responsibility, conducts business efficiently and effectively, and is reliable and dependable without prodding
- demonstrates leadership in the classroom, at work, and in school activities
- is thoroughly dependable in any responsibility accepted
- is willing to uphold scholarship and maintain a loyal school attitude

Character: The National Honor Society defines character as follows:

1. Integrity: No recorded incidents of cheating or intentional dishonesty
2. Positive behavior: No record of skipping classes or of knowingly violating school regulations, no record of civil offenses within the community
3. Cooperation: Willing to assist classmates, faculty members, etc.
4. Ethics: Wants to do the "right" thing in most situations

The student of character:

- takes criticism willingly; accepts recommendations graciously
- constantly exemplifies desirable qualities of personality (cheerfulness, friendliness, poise, stability)
- demonstrates the highest standards of honesty and reliability
- shows courtesy, concern, and respect for others
- observes instructions and rules, punctuality, and faithfulness both inside and outside the classroom
- has powers of concentration and sustained attention as shown by perseverance and application to studies
- manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others
- actively helps to rid the school of bad influences or environment

The above guidelines are very stringent. It will be the task of the faculty council to determine how well the candidate fulfills these requirements. Selection decisions are final unless an error has been made in computing an academic average or service credits have been missed. Schools are not obliged to share with parents and students information concerning non-selection of specific students. Candidates who are not chosen for admission in the fall of their junior year may become eligible and be evaluated for selection again in the fall of their senior year.

Failure to uphold the high standards of the National Honor Society may result in dismissal.

Student Council

Members of the council are student representatives and have direct access to the school administration.

Money / Equipment Owed To School, Clubs, or Classes

Any student owing money, and/or equipment (including books) to the school, clubs, or classes may not receive their report card or diploma until the money is paid or the equipment returned. Any student owing money will not be allowed to participate in any future fund-raisers until the money is paid. Credit cannot be withheld because of class dues, however, students who do not participate in club or class activities may be excluded from club or class functions. The club or class advisor will notify the parent by mail of any outstanding charge at least one week before report cards are issued. Students who fail to respond to the notice may be referred to local law enforcement for collection. Equipment/books must be returned in good condition.

Pets & Classroom Animals

Students may not bring pets or other animals to school without prior approval from the principal and their teacher.

Music Policy

Any music played within the school must be appropriate for the school setting. With this in mind, it is recommended that any music with the "E" rating for explicit lyrics (covering language, sexual content, violence and discrimination) be banned from any and all school related functions.

It is the coach's, teachers, or advisor's responsibility to screen any and all music. If the coach, teacher, or advisor forbids a song or collection of songs, they cannot be overruled. On the other hand, if a song is approved and a community member, Board member, student, etc. questions its suitability, it can be brought before a **review board. This board consists of three student council representatives, a student council advisor, and the principal**, and will operate in much the same manner as a library book review committee.

Student Bicycles, Skateboards, Roller Blades And Scooters

All bicycles must be kept in the bicycle rack. It is recommended that bicycles be equipped with a padlock. Students may **not** skateboard / roller blade or use scooters on school property.

Posters/Signs

All high school posters and signs must be approved by the Principal, checked and signed by the advisor before hanging in corridors or rooms.

Drug-Free Workplace

The Board of Education prohibits the illegal, improper or unauthorized manufacture, distribution, dispensing, possession or use of any controlled substances in the work-place. "Workplace" shall mean any site on school grounds, at school-sponsored activities, or any place in which an employee is working within the scope of his/her employment or duties. "Controlled substances" shall include all drugs, which are banned or controlled under federal or state law, including those for which a physician's prescription is required, as well as any other chemical substance which is

deliberately ingested to produce psychological or physiological effects, other than accepted foods or beverages.

Role of the Student

It shall be the responsibility of each district student:

1. To be familiar with and abide by all district policies, rules and regulations pertaining to student conduct
2. To work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible
3. To conduct himself/herself, when participating in or attending school-sponsored extracurricular events, as a representative of the district and as such hold himself/herself to the highest standards of conduct, demeanor, and sportsmanship, and accept responsibility for his/her actions
4. To seek help in solving problems that might lead to discipline procedures
5. To be in regular attendance at school and in class
6. To contribute to the maintenance of an environment that is conducive to learning and to show due respect to other persons and to property
7. To dress in accordance with standards promulgated by the Board and the superintendent
8. To make constructive contributions to the school, and to report fairly circumstances of school-related issues

Role of the Parent

It is the responsibility of the parent to:

1. Recognize that the primary responsibility for a child's welfare and development rests with the parent
2. Teach the child, by word and example, respect for law and authority
3. Encourage the child to learn and respect others rights
4. Encourage the child to attend school

5. Know and understand the rules and regulations a child is required to observe at school
6. Become familiar with any school handbook
7. Provide guidance for the child to develop socially appropriate standards of conduct and behavior
8. Strive to maintain the child in good physical, mental and emotional health
9. Encourage the child to be well-groomed and neatly dressed at all times
10. Provide encouragement and support for the child in completing homework assignments
11. Be involved in the child's school, its teachers, programs and activities; as well as to attend parent conferences and school functions

Role of the Teacher

It is the responsibility of the teacher to:

1. Demonstrate by work and action respect for law and order and self-discipline
2. Provide students with direction and guidance that will assist them in thinking, reasoning, and being responsible for their actions
3. Keep students and parents informed regarding student development and progress
4. Treat students as individuals
5. Express enthusiasm and concern for teaching and learning
6. Involve him/herself in the development of school rules/regulations regarding student conduct; require the appropriate student observance of the rules/regulations
7. Be consistent, fair, and firm in dealing with students both in and out of the classroom
8. Reinforce positive student behavior
9. Seek appropriate resources to bring about positive change in student behavior
10. Continue to grow professionally in matters relating to positive student behavior
11. Inform students and parents regarding curriculum at various grade levels

Role of the Staff

It is the responsibility of the staff to:

1. Demonstrate by work and action respect for law and order and self-discipline
2. Provide students with directions and guidance that will assist them in thinking, reasoning, and being responsible for their actions
3. Be prepared and express enthusiasm and concern for learning. Be consistent, fair, and firm in dealing with student both in and out of the classroom
4. Involve himself/herself in the development of school rules/regulations regarding student conduct. Require the appropriate student observances of the rules/regulations
5. Reinforce positive student behavior
6. Continue to grow professionally in matters relating to students

Role of the Safety Officer

It is the responsibility of the school safety officer to:

1. Patrol district property for suspicious activity, unauthorized persons on campus, or unauthorized entry after hours.
2. Provide in-service training to help administrators be better prepared to deal with security-related matters and serve as a wrap-around services team member to support student success.
3. Work closely with the principal and staff of the school to foster a better understanding of the law enforcement function to maintain a secure learning environment.
4. Proactively work with the school's leadership team and collaborate with the school's administrative team on safety protocols and procedures.
5. Serve as a visible and active law enforcement officer on campus dealing with law-related areas such as drugs, traffic, trespassing, fighting, and thefts. Enforce campus rules and regulations.
6. Conduct routine patrols of assigned facilities to include buildings, parking lots and district owned, leased, or rented property; operate district equipment to include alarm systems, surveillance equipment, and patrol units when necessary.
7. Work collaboratively with public safety agencies to serve as a liaison between school and community to deter criminal and delinquent behavior.
8. Provide instructions and directions to others as it pertains to law enforcement matters and emergency situations.
9. Conduct security building assessments for schools; guard, check and secure doors, rooms, buildings and equipment.

Role of the Building Principal

It is the responsibility of the building principal to:

1. Create an environment that is conducive to learning
2. Exercise the authority delegated by the superintendent
3. Be consistent, fair, and firm in making decisions that affect students, staff, and parents
4. Demonstrate, by word and example, respect for law and order, self-discipline, and a sincere concern for all persons under his/her authority
5. Develop reasonable and effective class schedules and teaching assignments for students and staff
6. Set up and maintain open lines of communications with students, staff, and parents
7. Become involved with students by attending/supervising school activities, and by visiting classrooms
8. Work with students, teachers, counselors, and parents to establish cooperative techniques for bringing about positive student behavior
9. Provide for the clear dissemination of rules and regulations to students, staff, and parents
10. Provide students and staff the rights of due process and equal protection that are guaranteed under the law

Role of the Superintendent and Board of Education

It is the responsibility of the superintendent and the Board of Education to:

1. Employ and maintain a skilled and responsive staff at all levels
2. Provide a program of instruction to help meet the needs of all students, including those with special needs
3. Enforce discipline in accordance with district policies and New York State Law
4. Provide for an ongoing assessment of programs and facilities, to determine their effectiveness

5. Be fair and consistent in rendering decisions regarding students whose behavior problems have been referred or appealed to the superintendent of schools or the Board of Education
6. Provide for the in-service training of staff and regular substitutes
7. Demonstrate, by word and example, respect for law and order, self-discipline, and a sincere concern for all persons under his/her authority

Policy #3410 - BOE Adopted August 31, 2022

ANDOVER CENTRAL SCHOOL CODE OF CONDUCT
[ACS Full Code of Conduct Link](#)

TABLE OF CONTENTS

	PAGE
Introduction	2
Definitions	2
Student Rights and Responsibilities	5

Essential Partners	7
Student Dress Code	11
Prohibited Student Conduct	11
Reporting Violations	14
Disciplinary Penalties, Procedures and Referrals	15
Alternative Instruction	26
Discipline of Students with Disabilities	27
Corporal Punishment	34
Student Searches and Questioning	34
Visitors to the Schools	37
Public Conduct on School Property	38
Dissemination and Review	40

PARTIAL CODE OF CONDUCT

Please find the link to the full Code of Conduct on the School Website

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 and at school functions, 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.

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 extracurricular 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, slingshot, 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.

Core Principles that Guide the Code of Conduct

The following principles form the foundation for creating safe, civil, caring, supportive and high achieving learning environments.

1. The District's social and emotional learning vision aims to create collaborative school environments built on positive and supportive relationships, where students and staff feel safe, valued, respected, and encouraged to be curious, take risks, and learn from their mistakes. This district will foster a community of self-aware, compassionate, critical thinkers who are motivated to pursue their passions. Social and emotional competencies contribute to improved academic and personal outcomes and enable students to learn and practice how to:
 - manage their emotions,
 - set goals,
 - feel and show empathy for others,
 - create positive relationships,
 - make good choices.
2. All students are capable of achieving their personal best, and when necessary, improving their behavior with guidance, instruction, support, and coaching.
3. Different students need different kinds and amounts of time, attention, instruction, and supports to behave responsibly and succeed academically.

4. Clear, fair, standardized, and timely consequences signal that a student's actions are deemed to be inappropriate, unacceptable, and unskillful. Restorative interventions involve the part of the process where students take responsibility for what they have said and done, reflect on the impact of their behavior, self-correct to right themselves, problem solve, make amends to repair the harm, learn new skills, and restore their good standing.
5. Restorative practices include building community to help adults and students make things right when the integrity of the community is challenged by harmful behaviors. Responsive listening and engaged dialogue are fundamental elements of circles, conferences, and other restorative interventions/consequences.
6. Students are more likely to behave appropriately when:
 - they understand the positive behaviors that are expected of them,
 - they feel that staff members care about them and will help them learn and grow,
 - all school staff consistently use shared language and practices, and
 - all staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high quality work.
7. Effective discipline helps students become more self-managed and teaches students to become more socially and academically skillful.
8. Adults – teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:
 - enabling them to discern right from wrong,
 - fostering in them the desire to do what is good, and
 - encouraging them to take responsibility for their words and actions.
9. Student discipline and support policies and practices must be implemented in ways that are perceived to be respectful. Interactions between and among district and school staff, students, and parents must protect the dignity of each individual and ensure a tone of decency.
10. Every reasonable effort should be made to correct student misbehavior through guidance interventions that are accountable and restorative. Interventions are essential when inappropriate behavior or infractions of the Code may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote the development of a positive school culture.

STUDENT RIGHTS AND RESPONSIBILITIES

It is the student's right:		It is the student's responsibility:
1) Attend school in the district in which one's legal parent or legal guardian resides and receive a free and appropriate public education from kindergarten through grade 12, as provided by law.	→	To attend school daily, regularly and on time, perform assignments, and strive to do the highest quality work possible and be granted the opportunity to receive a good education.
2) Be afforded a sound, quality education from kindergarten through grade 12 in a safe, civil, caring, and supportive learning environment.	→	To be aware of all rules and expectations regulating student's behavior and conduct oneself in accordance with these guidelines.
3) Be respected as an individual and treated fairly and with dignity by other students and school staff.	→	To respect one another, and to treat others in the manner that one would want to be treated.
4) Express one's opinions verbally or in writing or with assistance in a respectful manner.	→	To express opinions and ideas in a respectful manner so as not to offend, slander, or restrict the rights and privileges of others.
5) Dress in such a way as to express one's personality as long as it does not distract or disrupt the learning environment. See dress code policy.	→	To dress appropriately in accordance with the dress code, so as not to endanger physical health, safety, limit participation in school activities or be unduly distracting.
6) Take part in all school activities on an equal basis regardless of race, color, creed, religion, religious practices, sex, sexual orientation, gender, gender identity and expression, national origin, ethnic group, political affiliation, age, marital status, or disability.	→	To work to the best of one's ability in all academic and extracurricular activities, as well as being fair and supportive of others.
7) Have access to relevant and objective information concerning drug and alcohol abuse, as well as access to individuals or agencies capable of providing direct assistance to students with serious personal problems.	→	To be aware of the information and services available and to seek assistance in dealing with personal problems, when appropriate.
8) Be protected from intimidation, harassment, or discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, or religious practice, sex, gender/gender identity, sexual orientation, or disability,	→	To respect one another and treat others fairly in accordance with the District Code of Conduct and the provisions of the Dignity Act. To conduct themselves in a manner that fosters and environment that is free from intimidation, harassment,

<p>by employees or students on school property or at a school sponsored event, function or activity. The Dignity for All Students Act prohibits acts of harassment and bullying, including cyberbullying, and/or discrimination by employees or students on school property or at a school function, including but not limited to such conduct based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (defined to include gender identify or expression), or sex (Education Law 12[1]. Cyberbullying is defined as harassment or bullying which takes place through any form of electronic communication. (Education Law 11[8].</p>		<p>or discrimination. To report and encourage others to report any incidents of intimidation, harassment or discrimination.</p>
<p>9) Be afforded due process by:</p> <ul style="list-style-type: none"> • being provided with the Code and rules and regulations of the school district; • being informed of what is appropriate behavior and what behaviors may result in disciplinary actions; • being provided an opportunity to be heard in disciplinary actions for alleged infractions of the Code for which they may be suspended or removed from class by their teachers; • being provided opportunities, when appropriate, to earn back privileges, reduce length of exclusionary sanctions, and/ • or restore one's good standing through restorative actions completed by the student; • being accompanied by a parent at conferences and parent and/or representative at hearings; 	<p>→</p>	<p>To understand the Code of Conduct and rules and regulations of the school district.</p>

<p>10) To engage in youth opportunities that enable students to:</p> <ul style="list-style-type: none"> • be active learners in the educational process that takes into account student views, teaches students effective leadership and participation skills, and provides explanations to students when decisions contradict their views; • serve on student councils, advisory bodies, and school teams and committees that make decisions about school life, with the necessary supports to participate; • participate in school forums in which students can voice their opinions about school decisions and policies. 	<p>→</p> <p>To be a positive member of the school community by being respectful to everyone, caring for others, and supporting peers;</p> <p>To use school-appropriate tone, volume, and language and present yourself in a civil manner;</p> <p>To accept responsibility for your actions and their impact on others;</p> <p>To accept consequences and interventions when expectations are not met or school rules are violated; and</p> <p>To put everyone’s safety first by NOT engaging in violent or destructive acts that harm others and the community, NOT making threats about using dangerous objects or about harming others, NOT touching a fire alarm unless it is an emergency.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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. Clothing must be of modest length and not see-through.
3. Tops must meet the waistline of the pants.
4. Include footwear at all times. Footwear that is a safety hazard in specific classes, at the teacher’s discretion, will not be allowed; cleats are not permitted inside the building.
5. 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.
6. 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.

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 may use disciplinary action when appropriate. This should allow students to grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function sufficiently 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 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, distributing or exchanging marijuana, synthetic marijuana, and/or CBD products.
 12. 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, 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.
 13. Inappropriately using or sharing prescription and over-the-counter drugs.
 14. Gambling.
 15. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner.
 16. 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.

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, marijuana, THC pens, 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, marijuana, 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 after the Principal or his/her designee learns of the violation. The notification may be made by telephone. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

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 is fair and impartial. School personnel who interact with students are expected to use disciplinary action 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 as appropriate:

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. However, a serious infraction may merit a more severe consequence even if it is the student's first code violation.

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. 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.

The following is a list of behaviors in violation of School District rules and expectations and corresponding disciplinary sanctions for such conduct. This list is not exhaustive and the Building Principal and/or Superintendent, or his designee, has the authority to determine the level of offense and corresponding responses:

LEVEL I

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

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

Continued failure to be prepared with class materials, supplies, and equipment	
Continued failure to carry out teacher directions in class activities and assignments	

LEVEL II

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

<u>Infraction</u>	<u>Optional Responses</u>
Unmodified or more severe Level I misbehavior	Continuation of Level I Options
Defacing school or personal property	Conflict Resolution
Minor theft	Sustained counseling
Truancy	Parent/Guardian conference
Insubordination	Extended removal from certain privileges, activities or sports
Cheating, Plagiarism, Lying	Send to principal or designee’s office
Horseplay or Physical Aggression	Suspension of school bus transportation (on bus offense)
Gambling	In-school suspension
Leaving school grounds without permission	Out-of-school suspension
Class cutting, tardiness, unscheduled or unauthorized departure from class	Full restitution of damages
Verbal abuse and harassment of students, faculty, and staff	Reduced grade (in cases involving academic misconduct)
Discrimination	
Inappropriate use of the Internet	
Inappropriate use of electronic devices (phone, tablet), including taking pictures, recordings, and sharing.	
Forgery or fraud, including use of another person’s	

identity for cafeteria, library, or computer access without permission.	
-------------------------------------------------------------------------	--

LEVEL III

These acts are more serious because their consequences may have a lasting effect on the individual or may pose a threat to the health and safety of others in the school. In some cases, outside agencies may have to be contacted or notified

<u>Infraction</u>	<u>Optional Responses</u>
Unmodified or more severe Level II misbehavior	Continuation of appropriate Level II options
Threatening physical harm to other students or staff; physical harassment; intimidation; discrimination	Full withdrawal of participation in school activities/sports
Severe taunting, bullying, cyberbullying	Referral to outside agency
Hazing	In-school suspension and notification to the Superintendent.
Stealing	Full suspension (1-5 days) depending upon the offense and notification to the Superintendent
Horseplay/Physical Aggression	Initiate a Superintendent's Hearing
Conduct which creates a substantial risk of physical injury	School official contacts proper authorities
Fighting	
Vandalism	
Repeated verbal abuse and harassment of students, faculty, and staff.	
Sexual harassment or lewdness, including indecent exposure	
Malicious use of the internet	
Selling, using, distributing, or possessing obscene material	
Possession of drug paraphernalia, vaping, alcohol, tobacco, marijuana, THC pens; possessing, using or being under the influence of unauthorized substances	

<p>on school property or at school-sponsored activities</p> <p>Displaying what appears to be a weapon.</p> <p>Threatening to use any weapon.</p> <p>Trespassing</p> <p>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/identifiable group by demeaning them.</p> <p>Tampering with any emergency equipment, including but not limited to the fire alarm/pulling the fire alarm, fire extinguisher, AED kits</p>	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Level IV

Represented in this level are acts that are very serious. Included are those which present a direct and immediate threat to the welfare of others or may result in violence to persons or property. So serious are they that in most cases they require administrative action that calls for the immediate removal of the student from school and the intervention of the police.

<u>Infraction</u>	<u>Optional Responses</u>
<p>Unmodified or more severe Level III behaviors</p> <p>Possession and/or sale of stolen property</p> <p>Coercion of others</p> <p>Intentional misuse of 911</p> <p>Bomb threats or other threats to school property, students, or personnel</p> <p>Possession and/or use of firecrackers or explosives</p> <p>Arson</p> <p>Sexual assault</p> <p>Possession of a weapon</p>	<p>Continuation of appropriate Level III Options</p> <p>Full restitution of damages</p> <p>Full suspension/Full suspension from activities or sports</p> <p>Alternative Schools</p> <p>School official contacts proper authorities and assists in prosecuting the offender</p>

Providing or selling illegal chemical substances and/or alcohol, tobacco, marijuana, vapes, THC pens on school property or at school sponsored activities	
-----------------------------------------------------------------------------------------------------------------------------------------------------------	--

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(s) 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 20 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 twenty (20) days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances preclude 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. 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 Article 65 of the Education Law.
- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
- c. Knowingly and unlawfully possesses marijuana in violation of Penal Law § 221.05. A single violation of § 221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent may 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 may 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.

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.

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 of 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 occurring. 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).

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.

STUDENT SEARCHES AND QUESTIONING

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, Assistant 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.

B. Strip searches

School officials are prohibited from conducting strip searches.

C. Treatment of Cell Phones

Teachers and administrators are authorized to confiscate student cell phones that are being used inappropriately. Teachers and administrators are permitted to look at the screen of the cell phone and can request the student's cooperation to search the cell phone further. Without a student's permission, teachers should not undertake a more extensive search until conferring with administration.

D. 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.

E. Police Involvement in Searches and Questioning 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.

F. 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 the 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.

VISITORS TO THE SCHOOLS

The Board recognizes that the success of the school program depends, in part, on support by the larger community. However, schools are a place of work and learning and limits must be set for 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 obtain approval from the Building Principal and 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 shall abide by the rules for public conduct on school property contained in this code of conduct.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons 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, marijuana, 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 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. Furthermore, visitors may be subject to suspension from being on school property, and/or school functions for code violations. The length of such suspension shall be proportionate with the violation that occurred.
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.

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.

Adoption date:

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)

⁴Ref: Education Law §§1708; 2801

2023 - 2024 Interscholastic Athletic Policy

Participation in athletics requires keen minds, healthy bodies, and high levels of training and conditioning. Individual performance and team success are dependent upon universally recognized training rules both in school practice and during those times between practices when students are away from the school. In addition to encouraging students to develop their athletic skills, the District encourages and promotes good sportsmanship and sound morals. Students participating in athletics are more likely to be exposed to the judgment of their peers, professionals, and the public. The District recognizes its obligation to encourage maximum precautions to protect the morals and reputations of the students. In particular, students wearing the letter of the school are uniquely identified with the School District. Their actions and behavior reflect on them as individuals and on the Andover Central School District.

This athletic policy has been adopted to promote excellent sportsmanship and citizenship, to protect the health, safety and welfare of the students engaged in strenuous physical activity, and to assist the students in building sound moral characters. It will advise them regarding certain activities which have an adverse impact upon their physical well-being and their moral character.

Each athlete may expect that the coach has a genuine and up- to-date knowledge of the sport, and the coach will treat him/her fairly and without prejudice.

“Student” or “athlete” as used herein means a pupil participating in athletics.

It is the responsibility of each athlete to study this document and, along with a parent or guardian, sign the form on the last page. The signature indicates that the policies and the procedures have been read and will be honored by the student.

INTERSCHOLASTIC ATHLETICS REGULATION

I. Conditions for Participation:

- A. Once each school year, every athlete must pass an approved physical examination prior to participating in any interscholastic sport. Each athlete is responsible for reporting for the physical at the scheduled time. If the athlete does not have a physical at school, they are responsible for having an approved physical by their own physician BEFORE participating in a school sport.

- B. If an athlete is under the care of a doctor due to injury (including concussion protocol), they may not practice or play until a doctor's release is given.
- In the case of a suspected head injury or concussion, all students, parents and coaches must follow School Concussion Policy and Protocol.
- C. Academic eligibility, according to the Andover Central School Policy must be maintained.
- D. All eligibility requirements of the NYSPHSAA (New York State Public High School Athletes Association) must be met. Generally an athlete must be a bona fide student, meaning a student must be enrolled in four subjects, including physical education. Alternatives to this eligibility requirement are set forth by NYSPHSAA. It is the responsibility of the Athletic Director/coach to inform the students about the age requirements and other standards set forth by NYSPHSAA.
- E. The student must be provided with and shall read a copy of this athletic policy, acknowledge receipt of the same, and return a signed copy of the consent form to the school signed by the student and a parent or guardian. Parental/guardian signature indicates awareness of this athletic policy and consent for the student to participate in the sport.
- F. The Board of Education of the District is committed to the belief that its school athletes should be healthy and properly conditioned. This includes abstaining from the use of alcohol or engaging in any kind of substance abuse as set forth in the Code of Conduct.

II. Code of Conduct

A. The misuse and abuse of alcohol, controlled substances, tobacco products (cigarettes, e-cigarettes, vapes, chew, etc.), and other drugs have been determined to be adverse to good health and a violation of law. Athletes will not put themselves in situations in which underage drinking or the use of illegal drugs is taking place.

In order to protect the health of participants and to encourage good conditioning for successful athletic participation, the following training rules are in force both on and off school property, regardless of the student's age, and for the entire sports season:

- Athletes will not smoke, use, or have in their possession any tobacco products, e-cigarettes, or vape products
 - Athletes will not use or possess alcoholic beverages.
 - Athletes will not use or possess drugs. Drugs refer to use and/or possession of controlled substances or misuse of non-controlled substances.
- B. The consequences provided for in this section apply to actual interscholastic

competition, which is defined as official games with other schools.

1st Offense - The athlete will be dismissed from interscholastic athletic competition for the equivalent of 20% of consecutive games, in the season in which the offense happened. If there are not enough games left in the season to carry out the suspension, the number of games left to sit out will roll over into the next season the athlete participates. The athlete is still expected to go to practices, scrimmages, and games as usual. The athlete will be reinstated after the suspension if the athlete also provides documentation of three counseling sessions for substance abuse.

2nd Offense - The athlete will be dismissed from interscholastic competition for the equivalent of 50% of consecutive games, in the season of which the offense happened. The suspension will roll over to the next season if there are not enough games in a season to serve the suspension. The athlete is still expected to go to practices, scrimmages, and games as usual. The athlete will be reinstated after the suspension if the athlete also provides documentation of six counseling sessions for substance abuse.

3rd Offense - The athlete will be dismissed from athletics for the equivalent of 100% of consecutive games, in the season of which the offense happened. The suspension will roll over to the next season if there are not enough games in a season to serve the suspension. The athlete is still expected to go to practices, scrimmages, and games as usual. The athlete will be reinstated after the suspension if the athlete also provides documentation of twelve counseling sessions for substance abuse.

- If an athletic suspension is not completed during the season in which the violation occurred, the remaining suspension time will be applied to the beginning of the next sport season in which the athlete wishes to participate. These games may be missed from either season, depending on when the suspension began.
- If an athlete quits or is removed from a team prior to the completion of the suspension time, the remaining portion of suspension time will be applied at the beginning of the next sport season in which the athlete wishes to participate. As a mandatory condition, the athlete must sit out a minimum of 2 games. These games may be missed from either season, depending on when the suspension began.
- In all cases, scrimmages will not be considered games.
- An athlete convicted of a violation of the NYS Vehicle and Traffic Law relating to the use of alcohol while operating a motor vehicle, or convicted of violation of laws relating to the use of drugs, controlled substances or alcohol, or the giving of alcohol to others shall be automatically charged as having violated this section of the athletic policy.
- Any athlete convicted of a misdemeanor or a felony, or found to be a youthful offender, in areas as described above or otherwise, may be dismissed from the team pending a meeting with the Athletic Director and/or a member of administration.

- C. If a student is assigned to a detention after school, that assignment takes precedence over any practice or game during that time. Students may practice or play after detention is served.
- D. Students on school suspension (in school or out-of-school) may not practice or play on the day(s) of suspension.
- E. Athletes are expected to attend all practices and games unless excused by the coach. Unexcused absence from a game may result in dismissal from the team unless an emergency situation made notification impossible. Unexcused absences from practices will be subject to disciplinary action as determined by the coach.
- F. Athletes are expected to demonstrate appropriate behavior during athletic activities as well as during the regular school day.
 - 1) Sportsman-like behavior and ethical conduct are expected from all athletes at all times. Athletes should demonstrate respect for coaches, officials, and other team members, and should show courtesy to opposing coaches and players.
 - 2) Profanity or racial slurs are NOT permitted.
 - 3) Insubordination to faculty members or other adults, or repeated disciplinary problems in school may jeopardize the student's privilege to participate in a sport.

(Note: The disciplinary action taken as a result of inappropriate behavior as noted above is described in the Student Handbook.)

- G. Intentional indecent exposure will result in dismissal from the team.
- H. Coaches may establish additional written rules and procedures as they deem necessary and prudent for the participation of students in sports. Such written rules or procedures will be distributed to each member of the team at the beginning of the season along with this athletic policy and regulation. A copy of such written rules and procedures will be submitted and will be filed with the Principal and the Athletic Director prior to being disseminated to the team members.
- I. Other disciplinary measures. This athletic policy and regulation shall not be deemed exclusive or supersede any other policies or discipline codes of the school. (Ex: The discipline code of the school may require suspension from school at the same time that the athletic policy requires suspension from team activities. Students are subject to this athletic policy and any other discipline codes or rules and regulations of Andover Central School.)

III. Due Process

- A. Appeal procedure – A student, or the student's parent, may appeal a disciplinary action. Such appeal shall be made in writing to the Principal to meet with the Athletic Council (the

Athletic Council consists of the Athletic Director, an administrator, the School Counselor, the Student Council President, a coach, and a student athlete) within five (5) school days of the Athletic Director's notification to the parents. The student athlete will continue to fully participate in the sport during the appeal process.

- 1) The Principal shall convene the Athletic Council within five (5) school days of the receipt of the appeal request.
- 2) A hearing shall be conducted by the Athletic Council. The coach involved, the athlete, and any witnesses to the violation must be present at the hearing. The athlete's parents may be present if they wish. The athlete and coach shall be allowed to testify and will have the right to have witnesses appear, witness statements and to question all witnesses.
- 3) A decision shall be reached by a majority vote of the Athletic Council and a written notice of the results shall be sent to the athlete, the coach, and the parents. The decision by the Athletic Council is final.

IV. Related Policies

A. Eligibility in extra-curricular activities and interscholastic athletics is a privilege. This privilege is based on a student's academic performance. Should the student's academic performance diminish, restrictions will be placed on the student's involvement in these extracurricular activities. All students must maintain academic eligibility in accordance with the school's academic eligibility program. Otherwise the consequences as set forth in the school's Faculty Handbook and the Student Handbook will be enforced.

B. Attendance Requirements

- 1) To be eligible to participate in an interscholastic competition (game, practice, scrimmage, match) an athlete must be in attendance for the entire school day (which starts at 7:50 AM). Exceptions will be made for approved medical appointments or emergency situations. ***The student must provide a signed doctor's note upon arrival at school if the appointment is not pre approved by the administration.***
- 2) The athlete will be expected to attend school for a full day following a contest. Failure to do so may result in disciplinary action.
- 3) Students who do not participate in a regularly scheduled physical education class will not be allowed to participate in the interscholastic activity (practice, game, scrimmage, or match) for that day.

(Exceptions to these requirements may be reviewed and acted upon by the Athletic Director/Principal.)

C. Transportation – All members of Andover Central School athletic teams shall be transported both to and from athletic events outside the Andover School District by means of transportation provided by the District. The athlete must ride home on the bus unless:

- 1) The parent signs a release form and accepts custody of the student.
- 2) The athlete presents a note to the coach, signed by the parent, stating that the athlete may ride home with another parent of a team member, or another adult family member. Verbal parental permission will not be accepted. The note must include a name of the parent/adult family member. Athletes will NOT be released to fellow students, boyfriends, or girlfriends.

D. Insurance Coverage – The insurance provided by the School District is very limited, offering only secondary (not primary) coverage for injuries sustained in school related accidents. The student's family insurance is expected to provide primary or basic coverage.

V. Student Responsibilities

A. Dress – As representatives of the school and community, student appearance is important; thus, athletes are expected to dress appropriately. Personal effects should be locked at all times.

B. Equipment

- 1) Athletic uniforms are to be worn only at scheduled games.
- 2) Athletes are responsible for all equipment issued to them and must return all of it promptly at the coach's request.
- 3) Any athlete who fails to return all equipment issued, in satisfactory condition, as determined by the coach and Athletic Director, **must return the uniform and / or equipment or pay restitution before being allowed to participate in another sport.**
- 4) The stealing, or attempted stealing, of equipment will result in dismissal from the sports team currently being participated in by the athlete.
- 5) No equipment should be removed from the storage locker without coach supervision.

C. Reporting Injuries – All injuries received while participating in athletics must be reported to the coach immediately. The coach will then complete an "Injury Report" form and forward it to the nurse.

D. Use of Building – During and after practice or games athletes are not to be in unauthorized areas of the building. Non-team members are not allowed in the locker rooms or the coach's office.

E. **There will be no athletic activities without coach supervision.**

Athletes are encouraged to help keep the locker room clean and neat. As a guest at away games, an extra effort should be made to be respectful of the school's facilities. Locker rooms should be checked before leaving to ensure satisfactory appearance. If an athlete damages school property, whether it is another school's or Andover's, the athlete will be appropriately disciplined.

VI. Code of Ethics

It is the duty of all concerned with high school athletics:

- A. To emphasize the proper ideals of sportsmanship, ethical conduct, and fair play.
- B. To eliminate all possibilities which tend to destroy the best values of the game.
- C. To stress the values derived from playing the game fairly.
- D. To show cordial courtesy to visiting teams and officials.
- E. To respect the integrity and judgment of sports officials.
- F. To achieve a thorough understanding and acceptance of the rules of the game and the standards of eligibility, including training rules.
- G. To encourage leadership, use of initiative, and good judgment by the players on the team.
- H. To recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional well-being of the individual players.
- I. To remember that an athletic contest is only a game – not a matter of life or death for player, coach, school, official, fan, community, or nation.
- J. At an agreed upon time (not during games), concerns of or by the players, students, parents or spectators need to be directed **first to the coach**. Once a coach has been contacted, and if the matter has not been resolved to the satisfaction of the complainant, the matter needs to be directed to the Athletic Director.

2023-2024 Bus-Rider Handbook

Do Not Lose Your Bus Privilege – Follow These Rules

1. Observe classroom conduct.
2. Be courteous; use no profane language.
3. Do not eat or drink on the bus, unless permission is granted. All food and wrappers should be thrown in a receptacle.
4. Keep the bus clean. Throwing material objects about in or out of the buses will not be permitted.
5. Cooperate with the driver.
6. Do not damage bus or equipment.
7. Stay in your seat.
8. Keep your hands, head, and feet inside the bus-seat area, and not in the aisles. (Stay In Your Seat.)
9. Do not fight, push, or shove.
10. Do not tamper with bus equipment.
11. Do not bring pets on the bus.
12. Do not bring flammable material on the bus.
13. Smoking is not permitted on school property, which includes the bus.
14. Remember - the bus driver is authorized to assign seats.
15. Do **NOT** bring glass items on the bus.

Bus Drills

According to a schedule established by the State Education Department, at least three bus emergency drills will be conducted each year by the head of transportation. The procedure for pupils to follow in case of an accident, including instructions on use of emergency exit window and doors will be covered. **(8NYCRR 156.3 h) (1) NYS**
Education Department Regulations

Information for Students

1. Each student must be on time. Students should be ready five minutes before the scheduled pick up time.
2. If for any reason your child is not going to school, please call the bus garage, (478-8751) at 6:30 AM. If possible, let us know at this time when your child will return. When we go to your house in the morning and your child does not come out, it causes unnecessary delays in the bus route. This can be avoided if you call the bus garage. If this happens 2 days in a row, we will not return to your house until you call and inform us that your child is ready to return to school.
3. No live animals are allowed on the buses.
4. Passengers should hold large packages and instrument cases while on the bus, not leaving them in the front of the bus or in the aisle.
5. No skateboards or **stilts** are allowed on the school bus.
6. While walking to the bus stop, students should avoid standing or playing in the road; keep books, lunch pails, and instruments out of the road; do not litter or damage surrounding property; do not throw snowballs or rocks at the bus or other students; and do not crowd in the road as the bus arrives.

Bus Driver Responsibilities

Each school bus driver is responsible for the following:

1. Drive a school bus safely, defensively, and efficiently.
2. Operate the vehicle at a safe speed, according to conditions, at all times.
3. Obey all traffic laws and regulations.
4. Keep bus clean inside and out.
5. Be present for designated bus runs at least 15 minutes prior to the scheduled leaving time, and complete a daily pre-trip inspection of the bus. **(17 NYCRR 721.3D.)**
6. Maintain reasonable behavior of students and enforce all rules and regulations. Report, in writing, to the principal those cases of student misconduct, which endanger the health, safety, and welfare of self and others.
7. Assign seats to students when necessary.
8. Instruct all students to walk 10 feet in front of the bus.

9. Report all accidents promptly to the supervisor of transportation.
10. Make out daily reports, revised bus lists, seating charts, and time schedules as required.
11. Observe the rules and regulations set forth by the Board of Education, Commissioner of Education, Department of Transportation, and Department of Motor Vehicles.
12. Avoid the use of alcoholic beverages or drugs which may induce sleep or drowsiness at any time when their period of effectiveness coincides with the time scheduled for bus driving duties.

Parental Responsibilities

1. Parents play an important role in the safe and efficient operation of the school's transportation system. If the system is to function effectively, parents must assume an obligation to the program and to the people responsible for its operation.
2. Parents are expected to ensure that their children are at the proper bus stop on time and properly clothed for the weather.
3. Parents are expected to insist on the good behavior and full cooperation of their children at the bus stops and on the bus, so that drivers can concentrate on safely driving the bus.
4. Parents may make written suggestions to the school authorities for ways to improve our transportation system.

Permission to Ride a Different Bus

Permission is required to ride a different bus or to get off at a different stop. To get special permission, send a written request to school with your child, who should present it to the school office. The office will make the proper arrangements with the bus garage and give a note to the driver. Please avoid calling the Principal's Office with last minute bus changes for your children. This creates a communication problem for the office, teachers and drivers. This system allows flexibility in filling temporary transportation needs, such as plans to go home with a friend after school. However, there are limitations to the degree of flexibility possible. Requests to ride a different bus may be denied:

1. Because there is no available space on the bus.
2. If the student is not eligible for transportation.
3. Request to get off the bus at other than the designated stop may be denied because the requested location is not on the bus route or may be a dangerous place for the bus to stop.

Because of these limits, it is important for you to check with the school on the day of the request to confirm approval. Permission is temporary and a written parental request is required for each

issuance. If you have a long-term need for a change in your child's scheduled transportation, you should contact the bus garage at 478-8751 or 478-8491 ext. 232.

Student Responsibilities Waiting For the Bus

Students should be ready five minutes before scheduled pick-up time. They should wait several feet away from the highway or designated bus stop. Any student who is not on time will be left behind.

While Walking to and Waiting at the Bus Stop

1. Students should not arrive at the bus stop more than 10 minutes before the time of the bus's usual arrival.
2. Younger children who are not attending school should not come to the bus stop.
3. If possible, students should avoid crossing streets.
4. Whenever a student must cross a street, they should look both ways and cross only if no moving vehicles are approaching from either direction.
5. Students should not trespass, litter or damage private property.
6. Students should avoid standing or playing in the road.
7. Students should keep books, lunch pails, musical instruments or other items out of road.
8. Students should not throw snowballs, stones, or other items at the bus, passing vehicles, or other students.
9. Students should not crowd into the road as the bus arrives.

As the Bus Approaches

1. Line up at least 6 feet off the road
2. Do not approach the bus until it has stopped and the driver has opened the door.
3. When getting on the bus, cross the road 10 feet in front of the bus (never in back), and wait to be signaled to do so by the driver.
4. At school dismissal time, go immediately to your bus. Students who miss their bus should immediately report back to the Principal's Office. The bus may not return to board students once departure from the school has begun.
5. Get on the bus quickly, in an orderly fashion, and be seated at once (unless seats are not available.)

6. If seats are not available, go to the back of the bus, remain standing in the middle aisle, and grasp the seat back firmly before the bus begins to move.
7. Listen carefully and obey any directions issued by the bus driver.
8. Remain seated on the bus until arrival at your destination.
9. Bus personnel may, at any time it is necessary, assign seats. Bus routes are established, in part, on the basis of 3 riders to a seat.
10. Do not board the bus with any object that cannot be held on your lap or between your knees. Do not bring objects on the bus which are potentially dangerous or distracting to other students or the driver.

Riding the Bus

1. Stay in your seat while the bus is in motion. It is appropriate for 3 to sit in each seat, being careful not to block the aisle. (17NYCRR 720.4C 1a) NYS Department of Transportation Regulation.
2. Listen carefully and obey any directions of the bus driver.
3. No profanity, loud talking, horseplay, or behavior that might divert the bus driver's attention.
4. Keep the bus clean and care for bus equipment. Emergency doors and windows, as well as other bus equipment, are to be used only when appropriate. Throwing material objects about in or out of the buses will not be permitted.
5. No live animals are allowed on the bus.
6. Hold large packages and instrument cases while on the bus. Do not leave them in front of the bus or in the aisle.
7. Please identify yourself upon request and comply with all requests by the driver.
8. No illegal or controlled substances will be allowed or used on the bus. Items will be confiscated and immediately reported to the principal.
9. Please, NO eating on the bus. (Refer to bus regulations page)

Prohibited Objects Include, But Are Not Limited To the Following:

1. Glass objects and aerosol cans
2. Flammable materials or liquids that may be explosive.

3. Knives, bow and arrows, or any other object that may be conceived as a weapon.
4. Live animals.
5. Oversized objects.
6. You are not permitted to use radios, tape recorders, CD players, cell phones, or electronic games without permission of the bus driver.

Sit quietly, face forward, and remain seated until the bus stops. Do not change seats unless directed by the driver.

Unloading the Bus (8NYCRR 156.3 f4)

When getting off the bus, cross the road 10 feet in front of the bus (never in back), and wait to be signaled to do so by the bus driver. Stop at the center of the roadway and look both ways before proceeding.

Remain seated until the bus comes to a complete stop and the driver has opened the door. Leave the bus quickly and in a courteous manner.

Get on and off the bus at your regular designated stop. A written request from your parent or guardian to the principal must be presented before you may be allowed to get off at any other stop, or to ride other than your designated bus.

Observe all safety precautions as you travel from your bus stop to your home.

Discipline

Continued disorderly conduct or persistent refusal to submit to the authority of the bus driver is sufficient reason for a pupil to be denied transportation on a school bus. The school district may deny students bus transportation if these safety guidelines are violated.

Parents and guardians still have the legal responsibility to have their children attend school and must assume transportation responsibilities if the student is suspended from school bus transportation.

BOCES Bus

If a student is suspended from morning and afternoon buses, he/she will still be allowed to ride the BOCES bus. If a student is suspended from the BOCES bus, the nature of the incident will determine if he/she is also suspended from the morning and afternoon buses.

Academics - After School Bus

The bus departs at 4:00 PM. Students who require transportation home after academic remediation must have a bus pass to ride. Other students who are staying after school to work independently with teachers, or are in after school detention, will receive a bus pass. All other students will be unable to ride the bus unless approved by the principal.

Sports Buses

If a student athlete is suspended from regular morning and afternoon buses, he/she will still be allowed to ride the bus.

Field Trips

1. Chaperones should discuss their seating arrangements with the driver.
2. Chaperones should report promptly to the bus driver any damage done to the bus. Persons causing damage will be expected to cover the full cost of repairs.
3. Bus rules for morning and afternoon buses apply.
4. The chaperone and bus personnel have a mutual responsibility to report any infractions to the principal and transportation supervisor.
5. Use or possession of alcohol or controlled substances is prohibited. Violators will be dealt with upon returning to school, through district discipline procedures.
6. Cheering and singing will be permitted as long as it is at a reasonable level, and not offensive to others

Regulations

Eating on the Bus

New York State Regulations prohibit any eating on the bus while in motion. (Section 721.21(e) Regulations of the Commissioner of the Department of Transportation.) If a group wishes to stop to eat at a restaurant, prior approval must be obtained from the supervisor of transportation, and where applicable, from the athletic director. If a group wants to pack a lunch to eat at their destination or at an alternative location along the way, they may do so with the following provisions:

1. Have prior approval with the supervisor of transportation, building principal, and/or athletic director.

2. No glass containers will be allowed on the bus. Baggage compartment located under the bus.
3. Food packed in coolers or boxes will be transported in the baggage compartment located under the bus.
4. If more than one bus is on the trip, they will all stop, or come directly home.

If food and/or beverages are to be eaten on the bus (only when the bus is parked off the road), the transportation request should include a request for such permission and be approved by the transportation supervisor.

Students are responsible for cleaning the bus of all food, beverages, and containers. Chaperones, coaches, and teachers are responsible for ensuring that students clean the bus.

Destruction or damage to a school bus or student property could result in suspension of bus privileges and restitution for damages.

Use of Video Cameras on School Buses

Video cameras will be used on school buses to monitor student behavior, in accordance with Board of Education Policy.

NEED HELP WITH:**SEE THE FOLLOWING PERSON / OFFICE:**

Academic remediation	Mrs. Kephart, School Counselor's Office
Accident report	Mrs. Klein, Health Office
Activity calendar	Principal's Office
Athletic eligibility	Mr. Gill
Attendance	Principal's Office
Bus information	Mrs. Kephart, School Counselor's Office
Change of address	Mrs. Kephart, School Counselor's Office
College information	Mrs. Kephart, School Counselor's Office
College recommendation	Mrs. Kephart, School Counselor's Office
Course work	Guidance / Teacher / Resource
Driver education	School Counselor's Office / Mr. Owen
Financial aid / scholarships	School Counselor's Office
Grade questions	Teacher / Mrs. Kephart
Homework (extended illness)	School Counselor's Office
Honor Roll	School Counselor's Office
Injury	Mrs. Klein, Health Office
Insurance (health)	Business Office
Locker problems	Mrs. Odom, Principal's Office
Lost and found	ISS Room
Lost textbooks	Teacher
Make-up tests	Teacher / School Counselor's Office
National Honor Society	Mrs. Kephart
Requirements for graduation	Mrs. Kephart, School Counselor's Office
Student council	Mrs. Bannerman
Summer school information	School Counselor's Office
Textbook fines	Principal's Office
Theft report	Principal's Office
Transcripts	School Counselor's Office
Transferring schools	Mrs. Kephart, School Counselor's Office
Visitor's pass	Principal's Office
Work permits	Mrs. Kephart, School Counselor's Office
ANY SCHOOL-RELATED PROBLEM	Teacher / Counselor / Principal

Andover Central School
Acceptable Use Agreement

Please sign and return to the Principal's office if you DO NOT CONSENT TO YOUR CHILD HAVING A SCHOOL ACCOUNT AND USE OF SCHOOL COMPUTERS.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature _____

Child's name and grade: _____

Please sign and return to the Principal's office if you DO NOT CONSENT TO YOUR CHILD HAVING THEIR PHOTOGRAPH ON THE SCHOOL WEBSITE OR OTHER SCHOOL SOCIAL MEDIA SITES.

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature _____

Child's name and grade: _____

Please sign and return to the Principal's office if you DO NOT CONSENT TO YOUR CHILD HAVING THEIR PHOTOGRAPH IN THE SCHOOL NEWSLETTER

Parent or Guardian's Name (please print): _____

Parent or Guardian's Signature _____

Child's name and grade: _____